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 2: Preparedness
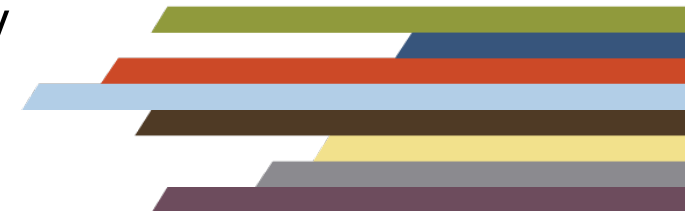
Presenter: Berre Burch, PhD
Moderator: Terah Kalk, MPH
School Mental Health Initiative
Southeast Mental Health Technology Transfer Center (MHTTC)
Rollins School of Public Health, Emory University
July 6, 2022

SAMHSA
Substance Abuse and Mental Health
Services Administration

DISCLAIMER

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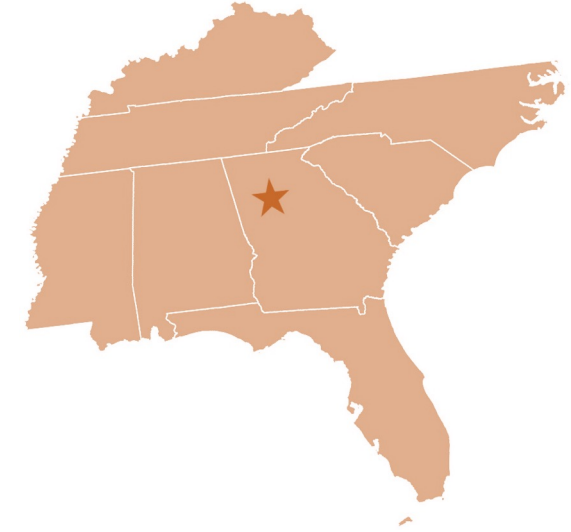
Southeast Mental Health Technology Transfer Center

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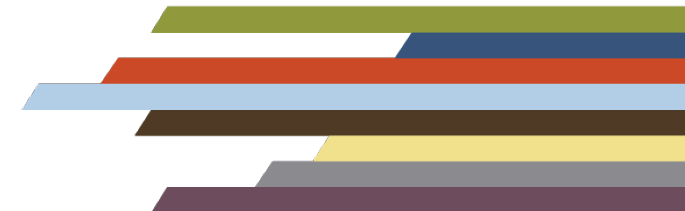
About the Southeast Mental Health Technology Transfer Center (MHTTC)

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
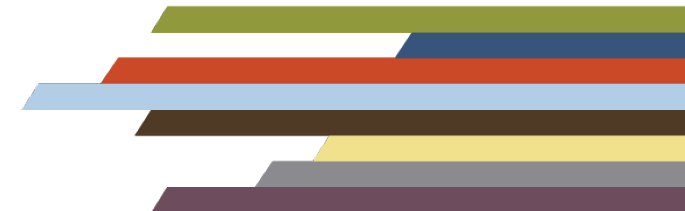
NEWS

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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!
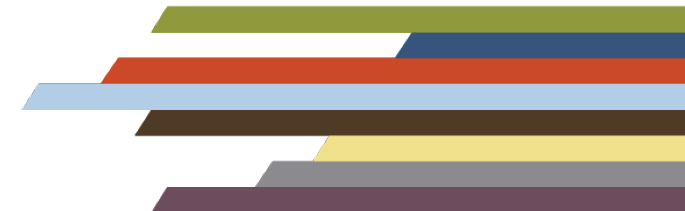
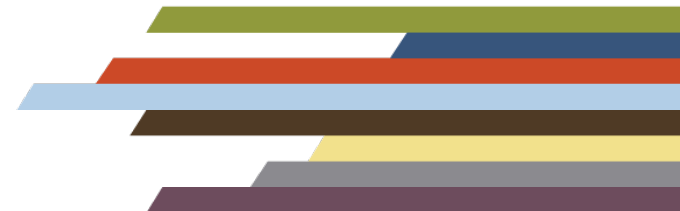# Presenter

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

Contact:
bburch@childrensbureaunola.org
@berreburch

Learning Objectives

1   Understand and identify the types of collective trauma students in their school may face.

2   Increase awareness of trauma-informed and healing-centered strategies that promote individual and community resilience.

3   Identify resources and training opportunities that will aid in the development of crisis response plans that address the social-emotional wellbeing of students prior to the onset of a collective trauma occurrence.
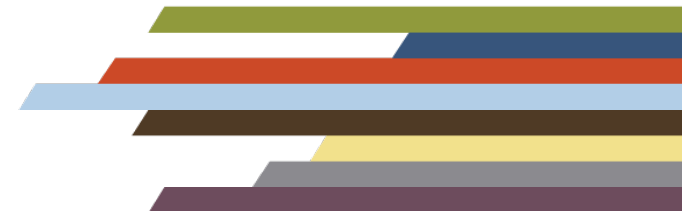
4   Promote cross-state networking & shared learning about navigating toward recovery during traumatic events.

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

Quick Review

Roadmap for Crisis Planning

Readiness → Response → Recovery
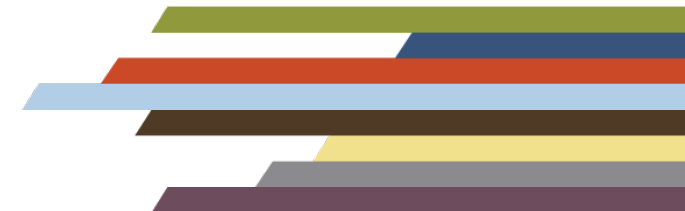
Community or Collective Trauma

- Natural disasters

- Pandemic

- Acts of violence

- Death or loss within the school community

- Suicide

- Accident

- Abuse

- Incarceration

- Threats to physical and emotional safety

- Others?

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

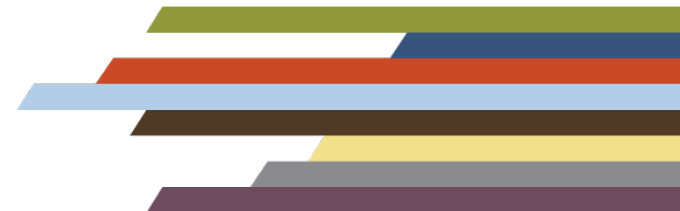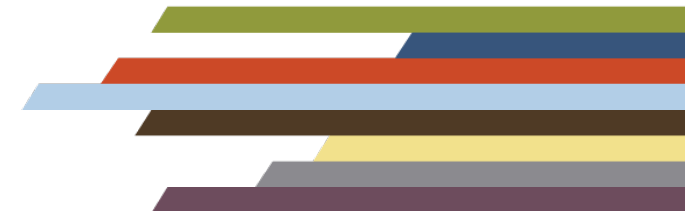# Themes and Through Lines

- Collaboration
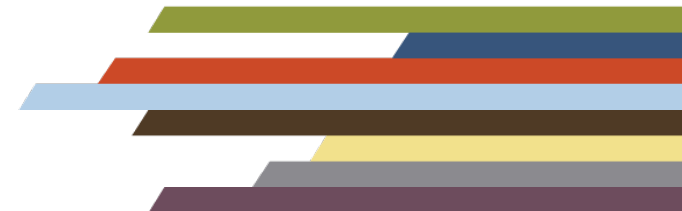
- Iterative Processes

- Secondary Traumatic Stress

- Equity

Roadmap for Crisis Planning

Readiness → Response → Recovery
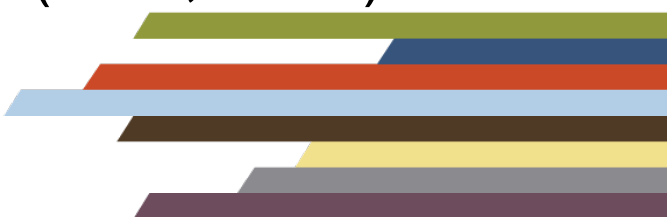
Overview: Readiness Phase

What Happens In The Readiness Phase?

- Prevent future crises

- Build positive school climate

- Develop a detailed crisis plan

- Establish clear roles and responsibilities

- Conduct needs assessment to tailor plan for specific needs of school/district

- Plan for design, operations, logistics/implementation, and financing

- Create shared goals, language, practices, procedures

- Establish collaborations with community members, students, and families

(NEA, 2018)

Readiness: Crisis Prevention & Preparedness

School Climate

Engagement
Relationships
Respect for Diversity
School Participation

Safety& Prevention
Emotional Safety
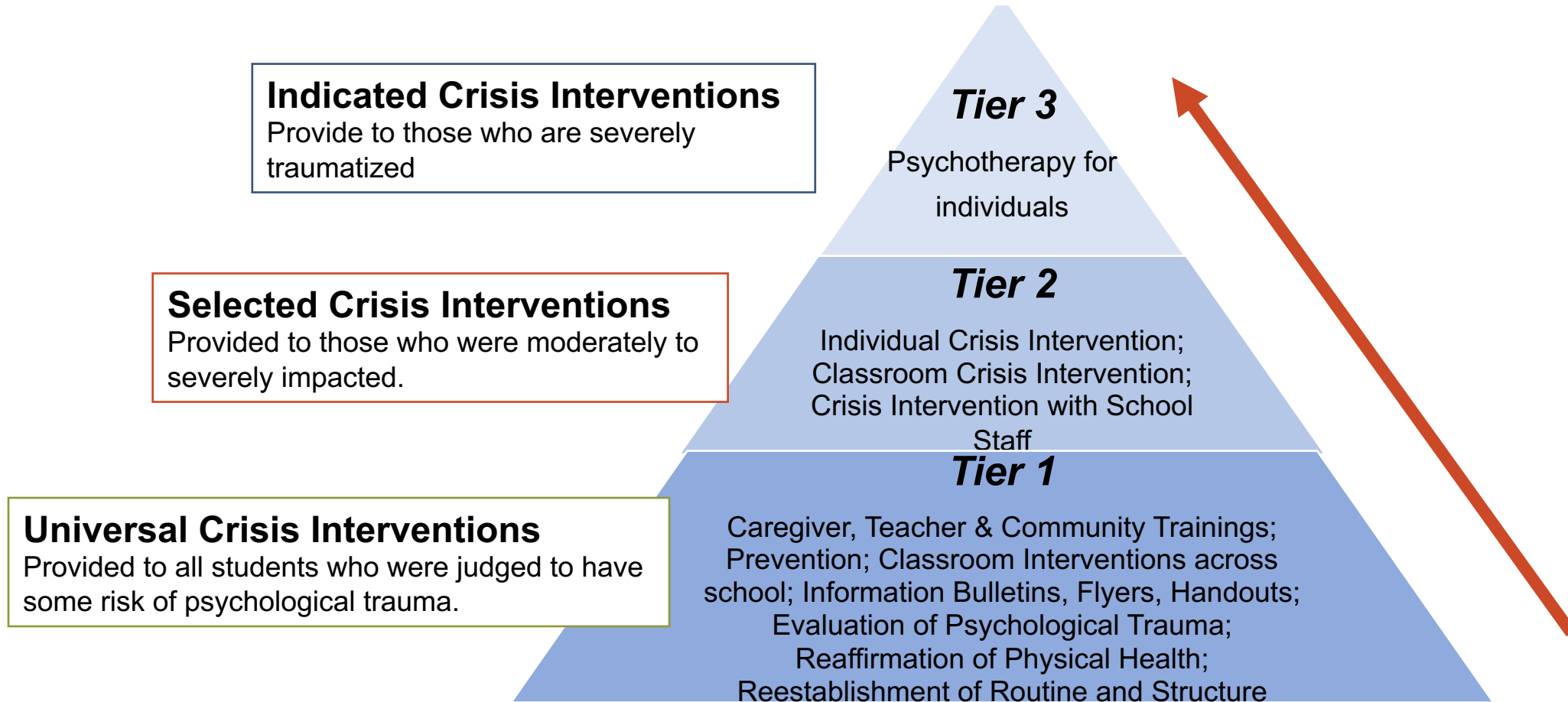Physical Safety
Substance Use

Environment
Physical Environment
Academic Environment
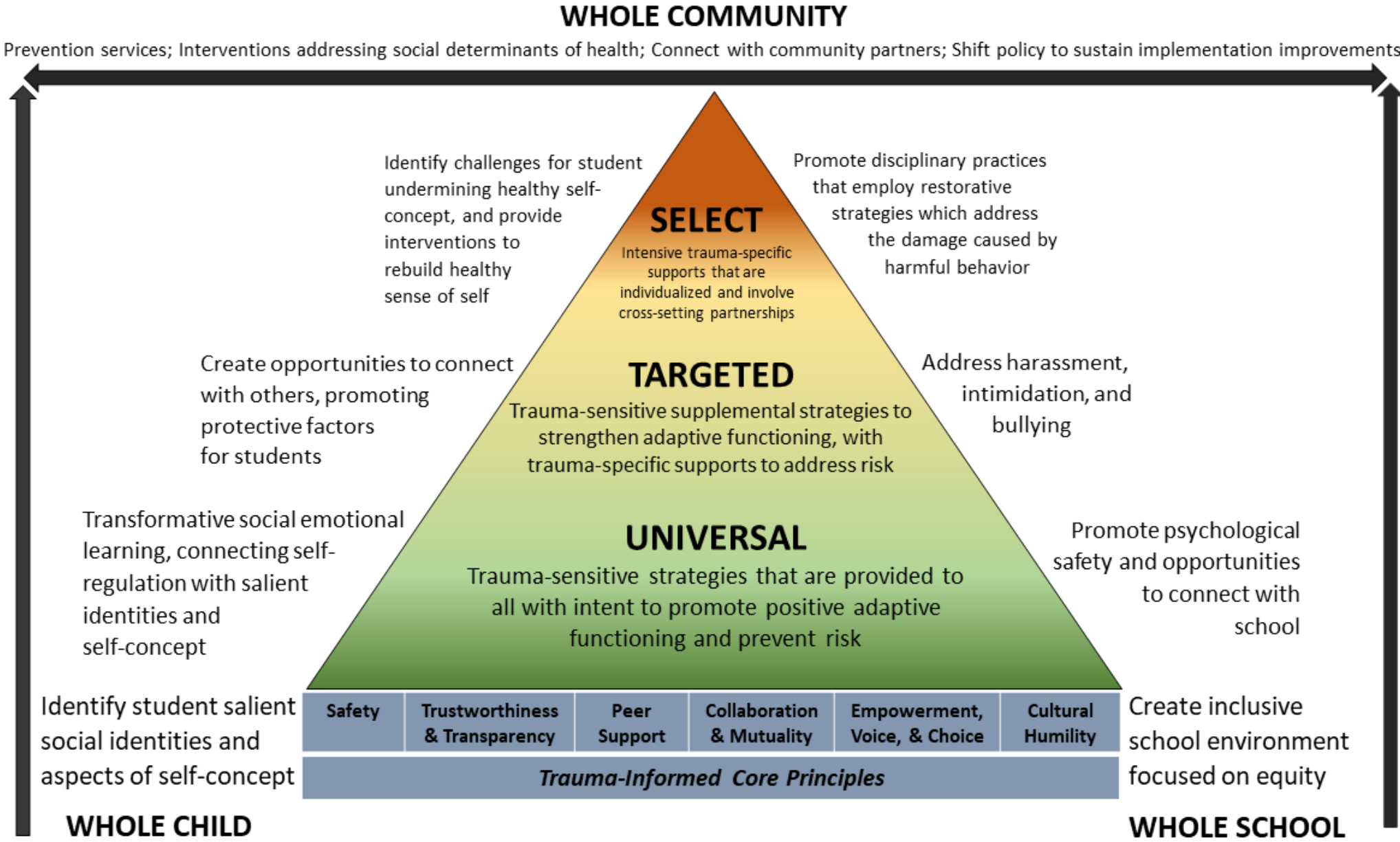Wellness
Disciplinary Environment

Crisis Planning

Physical safety across tiers of response

Psychological safety across tiers of response

16   Adapted from Brock et al., (2009), NEA (2018), and USDOE (2014)

Readiness Across Three 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 for individuals

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 et al., (2009)

Systems Approach to Trauma-Informed Care in Schools

WHOLE COMMUNITY

Prevention services; Interventions addressing social determinants of health; Connect with community partners; Shift policy to sustain implementation improvements

Identify challenges for student undermining healthy self-concept, and provide interventions to rebuild healthy sense of self

Promote disciplinary practices that employ restorative strategies which address the damage caused by harmful behavior

SELECT
Intensive trauma-specific supports that are individualized and involve cross-setting partnerships

Create opportunities to connect with others, promoting protective factors for students

Address harassment, intimidation, and bullying

TARGETED
Trauma-sensitive supplemental strategies to strengthen adaptive functioning, with trauma-specific supports to address risk

Transformative social emotional learning, connecting self-regulation with salient identities and self-concept

Promote psychological safety and opportunities to connect with school

UNIVERSAL
Trauma-sensitive strategies that are provided to all with intent to promote positive adaptive functioning and prevent risk

Identify student salient social identities and aspects of self-concept

Create inclusive school environment focused on equity

Safety	Trustworthiness & Transparency	Peer Support	Collaboration & Mutuality	Empowerment, Voice, & Choice	Cultural Humility
Trauma-Informed Core Principles					

WHOLE CHILD

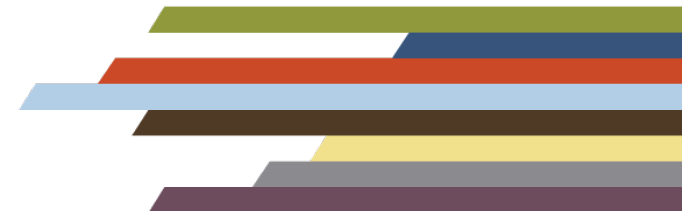**WHOLE SCHOOL**

Source: Chafouleas, Pickens, & Gherardi (2021)

Models of School Crisis Response

- NASP's PREPaRE Model (Brock, et al., 2009)
  - **P**revent
  - **R**eaffirm
  - **E**valuate
  - **P**rovide **a**nd **R**espond
  - **E**xamine
- National Education Association
- Federal government resources
- State and district specific resources
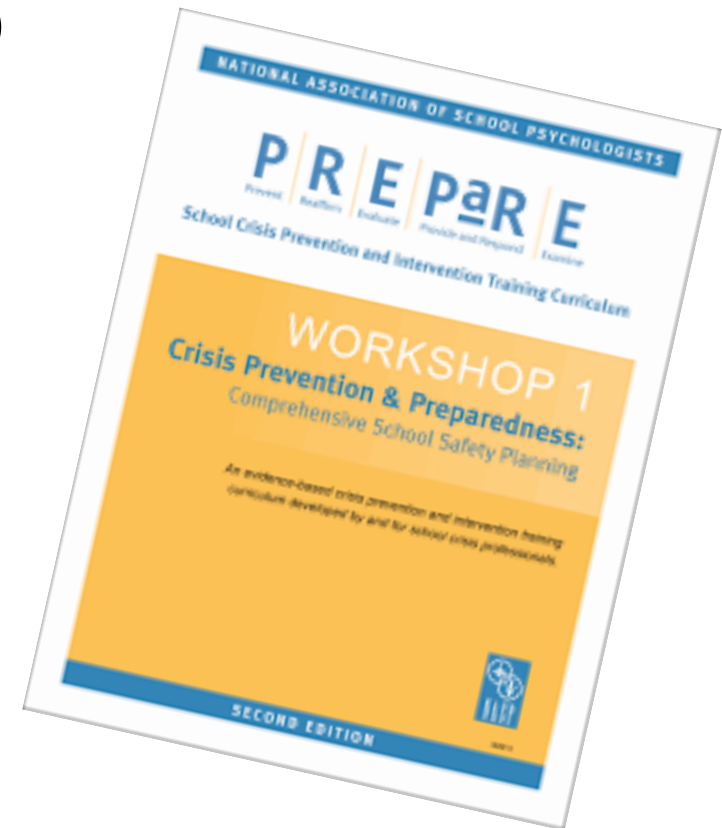
Needs Assessment

Needs Assessment

- Every good plan begins with taking stock
- How do you assess school safety?
  - Evaluate assets and vulnerabilities
  - Address physical and psychological safety
  - Identify resources for climate and crisis planning work:
    - Staff
    - Equipment
    - Supplies
    - Funding
  - Gather quantitative and qualitative information

(NEA, 2018)
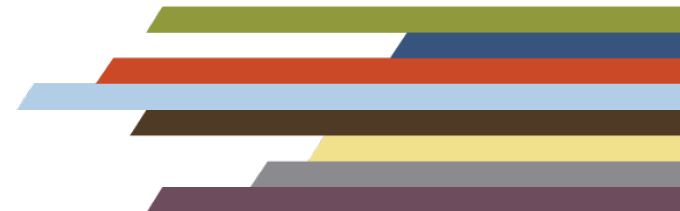
Needs Assessment

- Some examples:
    - **Site assessments**—examine safety, access, emergency preparedness of the buildings and grounds
    - **Culture & climate assessments**—evaluate quality of relationships between students and staff
    - **Threat assessments**—recognize concerning communication and behaviors that indicate if student, staff, or other person poses a threat
    - **Capacity assessment**—examine the capability of people (i.e., students and staff), services, and resources of community partners to meet needs following a crisis event.

(NEA, 2018)
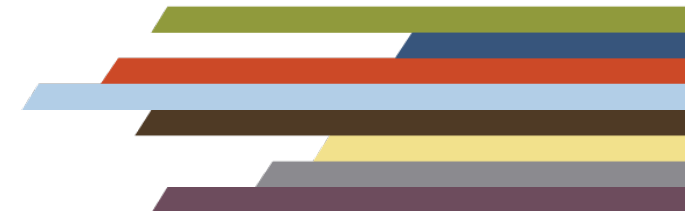
Resources: Needs Assessments

- NASP PREPaRE
  - https://www.nasponline.org/professional-development/prepare-training-curriculum
- Trauma Responsive Schools-Implementation Assessment
  - https://www.theshapesystem.com/trauma/
- SHAPE System
  - https://www.theshapesystem.com/
- WellSAT: School Policy Evaluation Tool
  - https://csch.uconn.edu/wellsat-wscc/
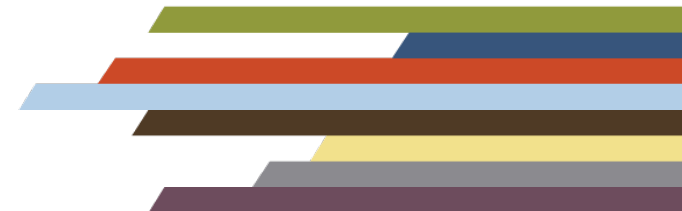
Readiness: School Climate

Positive School Climate

The U.S. Department of Education Safe Supportive Schools Model

Engagement
- Cultural and linguistic competence
- Relationships
- School participation

Safety
- Emotional safety
- Physical safety
- Bullying/ cyberbullying
- Substance abuse
- Emergency readiness/ management

Environment
- Physical environment
- Instructional environment
- Physical health
- Mental health
- Discipline

USDOE (2014)
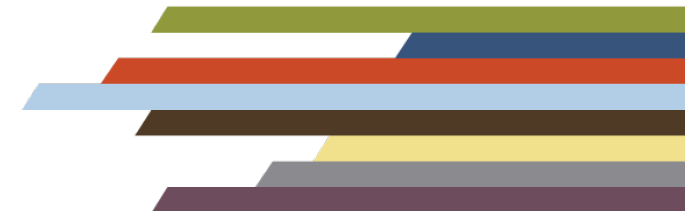
Positive School Climate: Engagement

- Focus on inclusion regardless of race, color, national origin, language, disability, religion, sex, sexual orientation, or gender identity.

- Intentional cultivation of respectful, trusting, and caring relationships within the school community

- Available social, emotional, and behavioral supports

- Opportunities for active participation for youth and adults in the school community

- School supports reflect cultural and linguistic competence

NEA (2018)
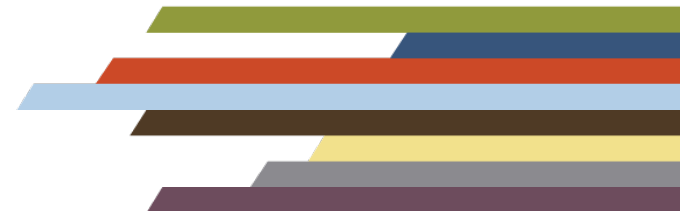
School Climate and Covid-19: Engagement

- Youth who felt connected to adults and peers at school were **less likely** than those who did not feel connected:
  - To report persistent feelings of sadness or hopelessness (35% vs. 53%) or
  - To have seriously considered attempting suicide (14% vs. 26%); or have attempted suicide (6% vs. 12%).
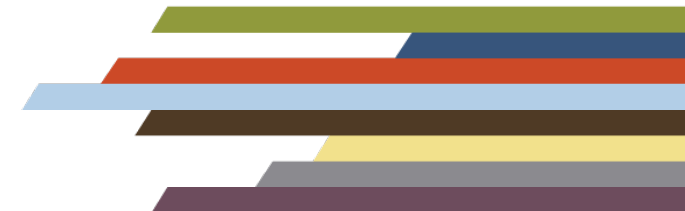- **Fewer than half (47%) of youth reported feeling close to people at school during the pandemic.**

CDC - Adolescent Behavioral Experiences Study (2021)
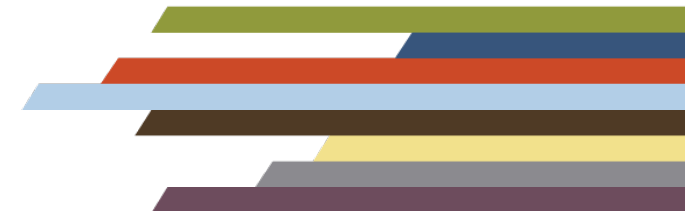
Positive School Climate: Safety

- Emotional safety

- Physical safety

- Safe environments are free from:
    - Violence
    - Bullying
    - Harassment
    - Substance use

- Monitor/address safety concerns (e.g., social media)

NEA (2018)

Positive School Climate: Environment

- Appropriate facilities and physical surroundings

- Supportive academic and instructional opportunities

- Clear and fair disciplinary policies (e.g., restorative practices)

- Equitable practices

- Resources to support student physical health

- Resources to support student emotional and mental health
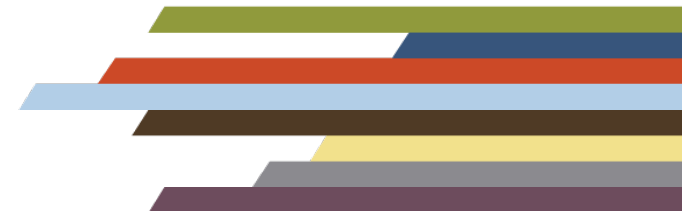
- Employee wellness

NEA, 2018
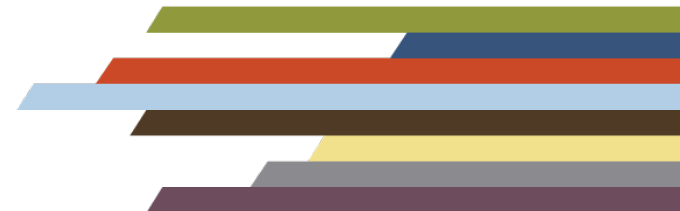
CDC's Virtual Healthy School: https://www.cdc.gov/healthyschools/vhs/

Resources: School Climate & Resilience Building

- CASEL
  - https://casel.org/
- Whole School, Whole Child, Whole Community
  - https://www.cdc.gov/healthyschools/wscc/index.htm
- Restorative Justice
  - https://www.iirp.edu/restorative-practices/defining-restorative/
- Safe Supportive Learning Environments (US DOE)
  - https://safesupportivelearning.ed.gov/
- Coalition for Compassionate Schools
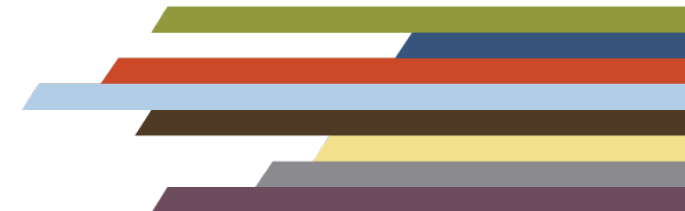 - https://safeschoolsnola.tulane.edu/
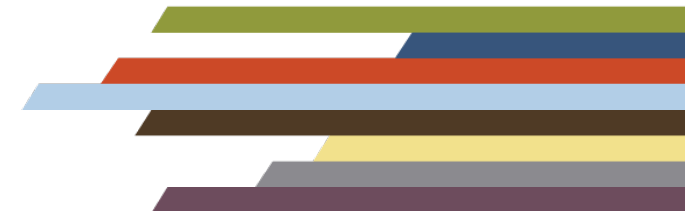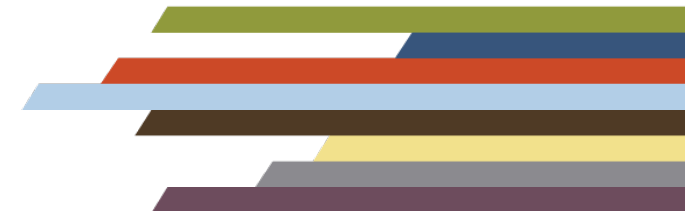
Readiness: Crisis Planning

Crisis Response Planning: Trauma Informed, Healing Centered, & Resilience Building

- Embeds in school climate efforts

- Spans prevention to postvention

- Creates intentional spaces and processes for reflection, healing, & learning

- Includes community input

- Builds on inherent strengths

- Plans for existing challenges

- Addresses physical *and* emotional safety

Crisis Response Planning: Trauma Informed, Healing Centered, & Resilience Building

- Balances individual needs with community needs

- Acknowledges and recognizes impact of secondary traumatic stress

- Activates and allocates resources toward recovery, restoration, and reducing future risk

- One size does not fit all

- Team approach

Crisis Planning: Collaboration

- Teams are Key!
  - Designer/thinkers—needs assessment, develop plan, communication systems, evaluation activities
  - Doers/operations—carryout the plan
  - Getters/logistics—communications, materials, facilities, volunteer assignments
  - Payers/finances—budget, purchasing, cost monitoring, important for state or federal disaster designations

(Brock et al., 2009)

Crisis Planning: Collaboration

- Outline a clear structure for shared decision making
- Establish roles and responsibilities of team members
- Prioritize team building
- Rehearse
- Establish shared goals *and* invite diverse viewpoints
- Create climate of examining mistakes and failures as learning opportunities
- Convene regularly
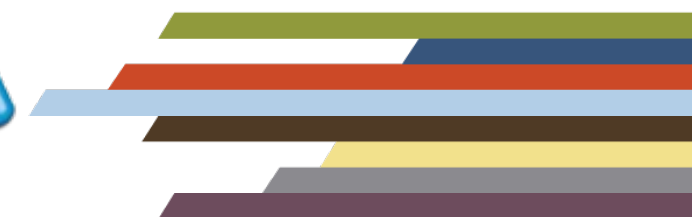- Identify allies and champions to increase success and buy in

(Brock et al., 2009)

Crisis Planning: Community Collaboration

- Police
- Fire
- EMS
- Victim Advocates
- Local Public Health Entities
- Hospitals
- FEMA
- Child Welfare
- Media
- Red Cross
- Faith Communities

- Community Mental Health Providers
- Mobile Crisis
- Social Services
- Advocacy Groups
- Others?

Crisis Plans

- Physical Safety/Operations:
  - Address broad array of disasters/crises
  - Crisis drill procedures outlined
  - Command posts
  - Floor plans
  - Evacuation plans
  - Alternative shelters
  - Reunification plans
  - Tools: triage, class lists, crisis box/backpack
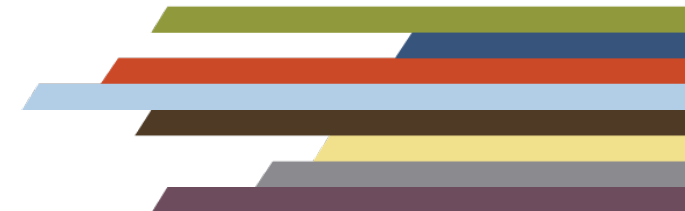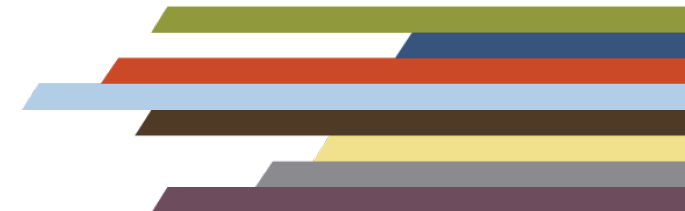
Crisis Plans

- Community-Focused Procedures and Engagement:
    - Communication strategy for team, staff, parents, students
    - Guidance on working with the media
    - School-partner guidance/MOU
    - Procedures for engaging volunteers
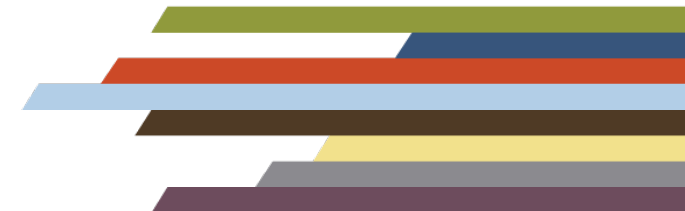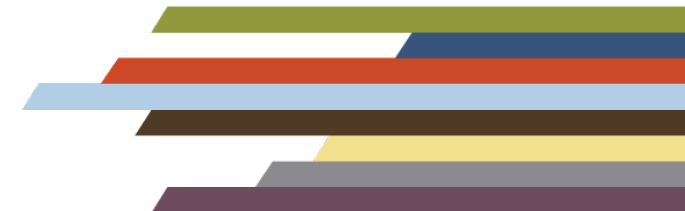
Crisis Plans

- Psychological Safety:
    - Accommodations for students with special needs
    - Resources in multiple languages
    - Means to assess psychological impact on students
    - Means to assess psychological impact on staff
    - Plan for crisis team to sub out and/or coverage
    - Procedures for activating community partners
    - Communication guidance that supports clear, trauma-informed, and transparent communication
    - Identify community liaisons for understanding culture-specific values around death and loss
    - Tools: triage, class lists, crisis box/backpack
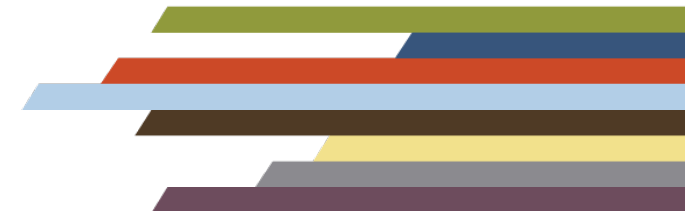
Crisis Plans

- Implementation:
    - Must be user-friendly
    - Clear plan for dissemination
    - Training and retraining
- Evaluating the response
    - Plans for crisis team to debrief
    - Tools for evaluating response
    - Mechanisms for creating and implementing updates

Resourcing: Crisis Planning

- NASP PREPaRE
  - https://www.nasponline.org/professional-development/prepare-training-curriculum
- Trauma Responsive Schools-Implementation Assessment
  - https://www.theshapesystem.com/trauma/
- US Department of Education
  - https://safesupportivelearning.ed.gov/scirp/assessments
- NEA's School Crisis Toolkit
  - https://www.nea.org/resource-library/neas-school-crisis-guide
- Secondary Traumatic Stress Innovations & Solutions Center
  - https://www.uky.edu/ctac/stsisc

Preparedness in Action

Guest Speaker: Shericka Smith, DSW, LCSW
            Crisis Response Coordinator
            Coordinator of ESS & Social Work and Mental Health Services
            Fayette County Public Schools
            Lexington, KY
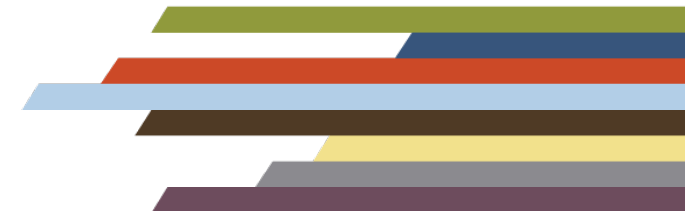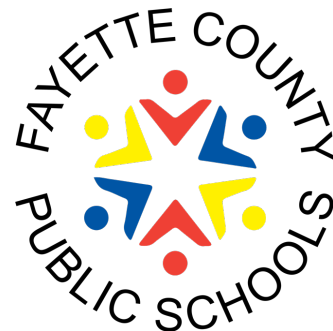
Fayette County Public Schools

70

Schools
& Programs

41,529

Students
(21-22)

49.5%
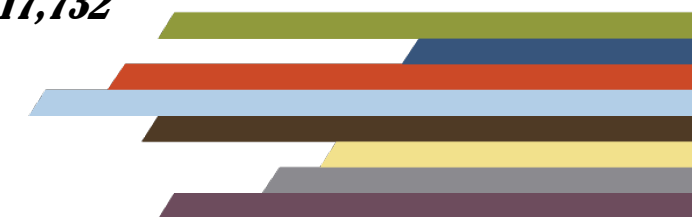
Free/Reduced
Lunch
Population

Working budget: $622.1 million
Per-pupil spending: $17,732

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

FAYETTE COUNTY PUBLIC SCHOOLS

District Diversity

45.9%
White

23.4%
Black

19.1%
Hispanic

6.7%
Other ethnic groups

4.9%
Asian

6,007
EL Learners

90+
Native languages spoken by EL Students

4,877
Students receiving speical education services
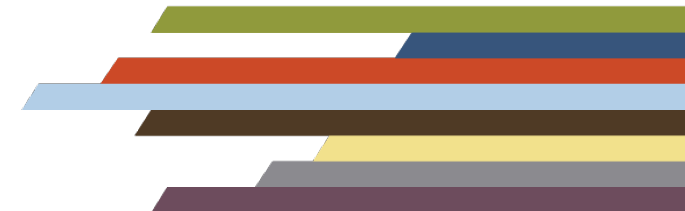
Collective Traumas in Fayette County

- 20 crisis events for 21-22 school year (14 students; 6 staff)

  - 8 Homicides

  - 2 Suicides

  - 2 accidents (car & OD)

  - 6 medical (COVID, childhood cancer, sickle cell, etc.)

  - 2 natural causes

Brief Overview

- How it started

  - Substantive threat of school shooting

  - District Safety Advisory Council

  - Property tax increase

  - 10-point Safety Investment Plan

  - Dedicated funding

- Annual PREP<u>a</u>RE training (6 district trainers)

- SEL Curricula and Universal Screening (DESSA)

- Handle with Care Partnership with Police

- Streamlined communication plans and technology to activate team
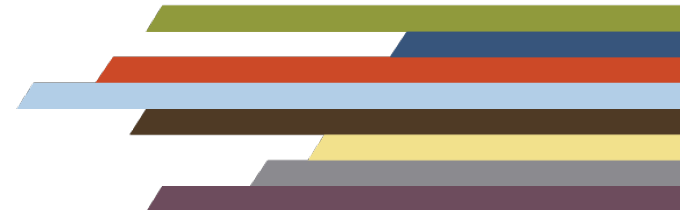
FAYETTE COUNTY PUBLIC SCHOOLS
COMPREHENSIVE 10-POINT SAFETY INVESTMENT PLAN

1. **Additional Law Enforcement Officers**

   - _Current:_ Teams of five officers per high school, six officers to cover 12 middle schools.
   - _Proposed:_ Maintaining teams at the high school level and placing one officer in every elementary and middle school.

2. **Additional Mental Health Professionals**

   - _Current:_ One counselor for every 568 elementary students, 341 middle school students and 258 high school students.
   - _Proposed:_ Adding 37 mental health professionals in year one to reduce ratios to no more than 300:1, moving to lower ratios in subsequent years to reach national best practice guidelines.

3. **Exterior and Interior Facility Upgrades**

   - _Current:_ 1,700 possible points of entry to schools, and a variety of security enhancements needed at individual schools.
   - _Proposed:_ Installing security alarms to all exterior doors to alert staff of potential unauthorized entry, and upgrading facilities to include cameras, security systems and other safety enhancements.

4. **Student and Staff ID Badges**

   - _Current:_ District staff issued ID badges, inconsistent use of ID badges at school level.
   - _Proposed:_ Requiring ID badges for all staff, contractors, and middle and high school students.

5. **Comprehensive Adolescent Assessment and Health Promotion**

   - _Current:_ No common districtwide approach.
   - _Proposed:_ Partnering with University of Kentucky Adolescent Medicine to provide access to comprehensive adolescent assessment and health services for all middle and high school students. Phase-in will start with our high schools.

6. **Metal Detectors and Security Ambassadors**

   - _Current:_ Frederick Douglass High School has walk-through metal detectors used daily. All other middle and high schools and programs have hand-held wands used as needed.
   - _Proposed:_ Equipping all middle and high schools, as well as other programs, with walk-through metal detectors and supplemental security personnel to assist school staff with implementation.

7. **Secure Vestibules**

   - _Current:_ 24 schools do not have secure vestibules. Security monitors have been added at the middle and high school levels.
   - _Proposed:_ Renovating buildings to ensure all schools have secure vestibules that require double entry access.

8. **Social Media Monitoring**

   - _Current:_ Administrators investigate reports from students, staff or families.
   - _Proposed:_ Contracting with an external vendor to monitor possible safety/security threats made publicly on social media across multiple platforms, and alert district and school administrators to posts warranting investigation.

9. **Education and Training**

   - _Current:_ Inconsistent implementation of Social and Emotional Learning across the district. Safety and emergency training for staff meets state requirements.
   - _Proposed:_ Adopting a common Social and Emotional Learning curriculum districtwide, and expanding trainings and learning opportunities for staff, students, families and community stakeholders regarding safety, emergency preparation, mental health, and social and emotional learning.

10. **Upgraded Emergency Communication System**

    - _Current:_ Dissemination of emergency procedures and responsibilities is done manually and there are limited means of direct communication among staff during a crisis.
    - _Proposed:_ Modernizing emergency communication and planning.

What's Going Well	Challenges/Lessons Learned
➤ Communication within crisis team	➤ Recent Crisis Response—death of students within the same family across multiple grades.
➤ Clear procedures and roles in early crisis notification to after the crisis is over	➤ More formal opportunities for crisis team to debrief
➤ PREP<u>a</u>RE's guidance used on site—shared understanding	➤ Planning for aftercare and care for caregivers
➤ Documentation	➤ Better training for school level teams
➤ Support and buy in by Superintendent, School Board, and community members	➤ Means for identifying the need students in need of increased support due to exposure in locations outside the school (e.g., school bus)
➤ Dedicated funding and staffing	➤ Handle with CARE challenges
➤ Partnerships with agencies that can come in help, when needed	➤ How to manage community involvement and donations
➤ Plan addresses physical and emotional safety	➤ Compounding impact of COVID and the increasing volume of crises

Future Plans for Continued Success

Student Wellness
2nd shift mental health specialist
QR code and crisis lines on student ID badges
Emotional Support & Self-Care Resources
Crisis icon on district Chromebooks
GALE Virtual Mental Health Library
Teen Mental Health First Aid

Staff Wellness
Employee Social-Emotional Support Specialist
Just-in-time crisis support
Employee Assistance Program
#takecareFCPS
Emotional Support & Self-Care Resources
Continued training (STS, TIC, RP, etc)
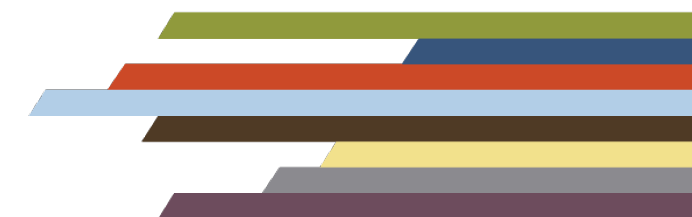
Thank you!

Dr. Shericka Smith, DSW, LCSW

shericka.smith@fayette.kyschools.us

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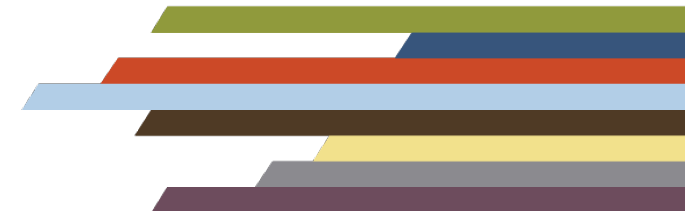
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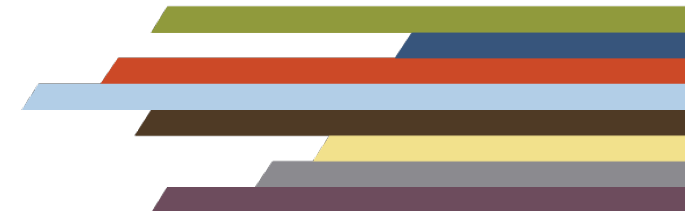Funded by Substance Abuse and Mental Health Services Administration

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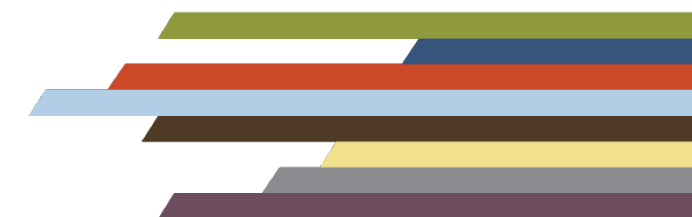
Part 3 - Response
July 13, 2022
12:00 - 1:30pm EST

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

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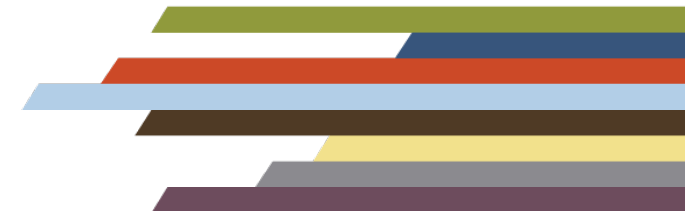
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