The fourth "R" in our School Mental Health Crisis Continuum of Care: Renewal
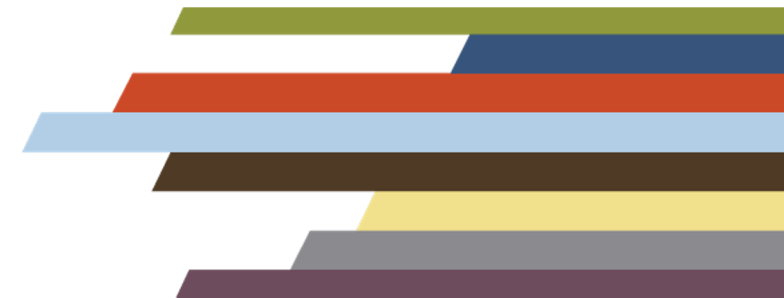
Presenter: Leora Wolf-Prusan, EdD
Moderator: Sarah Trello, MPH
School Mental Health Initiative
Southeast Mental Health Technology Transfer Center (MHTTC)
Rollins School of Public Health, Emory University
November 1, 2022

Disclosure/Disclaimer

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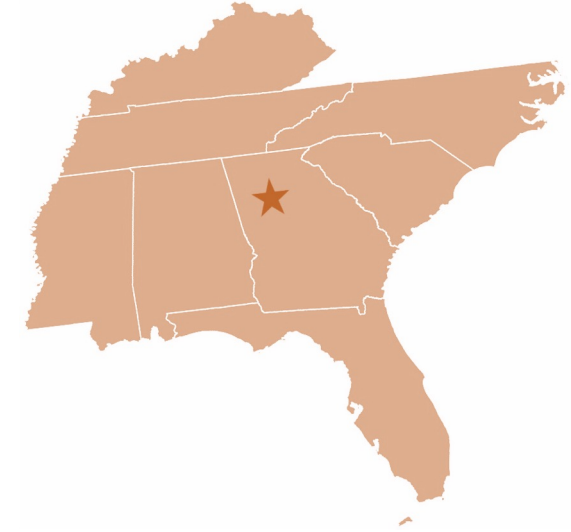Southeast Mental Health Technology Transfer Center
Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee
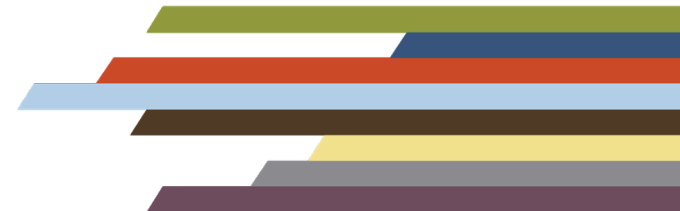
About the Southeast Mental Health Technology Transfer Center (MHTTC)

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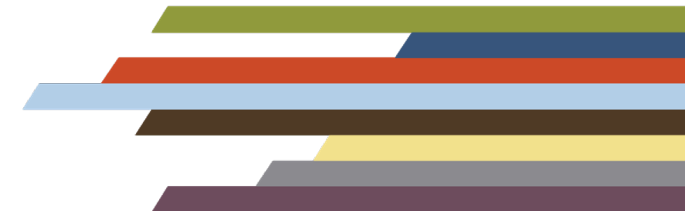
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a link to an **evaluation** form will appear on your screen.

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!
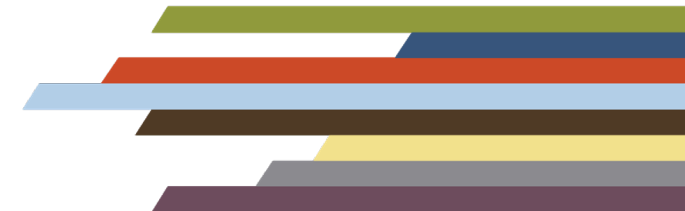
Today's Team

Leora Wolf-Prusan, **EdD**

- *She/hers*
- Born in San Francisco, currently living in Berkeley / unceded Ohlone land
- Project Director, School Crisis Recovery & Renewal Project
- Loves apple crumble but only the crumble part

WHAT IS SCRR?

Promoting effective and sustainable change in the ways school communities and school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

www.schoolcrisishealing.org

School crisis readiness is essential. Response is critical.
And: what happens after matters, too.

AGENDA

01 **Welcome, introduction** to us, to our project, and to today

02 Renewal – **the 4ᵗʰ "R"**

03 Renewal in the context of school crisis: **5 concepts**
Coping, resilience, post-traumatic growth theory, healing, & meaning making

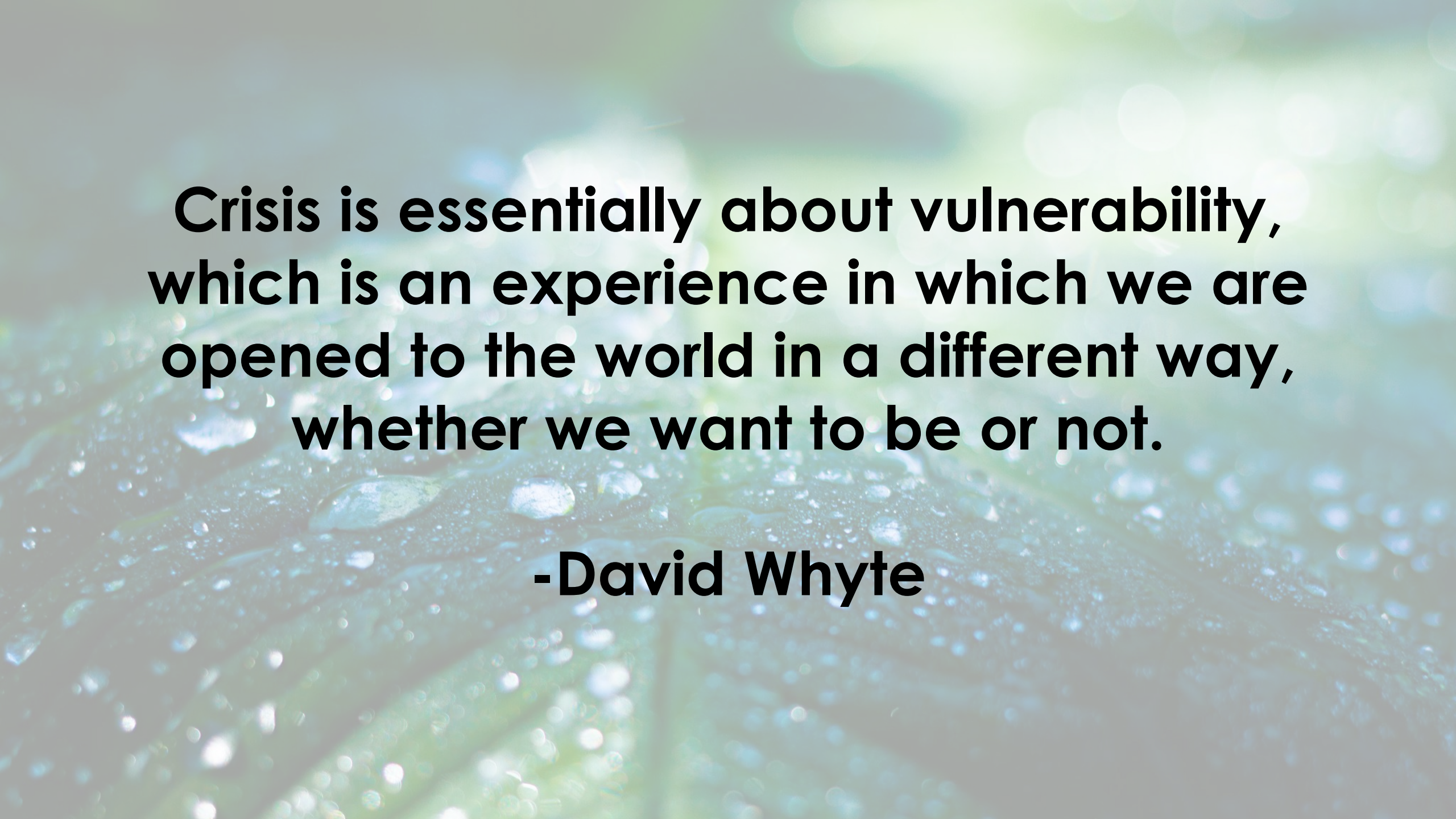**04** Thank you, Closing, **Upcoming opportunities** + **How we can support you**

Grounding & Settling in

When you hear the word "renewal,"

what word or image comes up for you?

Crisis is essentially about vulnerability, which is an experience in which we are opened to the world in a different way, whether we want to be or not.

-David Whyte

The Integrative Trauma and Healing Framework

1. Trauma and healing are embodied on 5 levels: individual, collective, systemic, intergenerational and/or historical.

2. Trauma is the harmful interruption of safety, agency, dignity and/or belonging-- fundamental needs of all human beings.

3. Trauma is experienced in the body-brain, overwhelming our ability to cope with and integrate thoughts, sensations, and emotions connected to an experience.

4. Pathways to healing occur anytime we do anything that restores and/or promotes safety, agency, dignity and belonging and moves bodies towards integration and wholeness.

WHAT IS THIS "RENEWAL" BUSINESS?

Readiness (Before a big thing)

- Past, present & future
- Competencies, Collaboration & Communication

Response (During a big thing)

- Present
- Protection & reduction of harm; mitigation of panic, identifying harm tipping points, responding to death and grief

School Crisis Readiness, Response, Recovery & Renewal

Recovery (the week, month, year after a big thing)

- Past & the present
- Connectedness & Commonality
- Safety & Stabilization, Remembrance & Mourning, Reconnection & Integration (adapted from Herman, 1992)
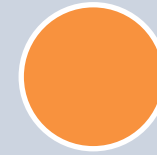
Renewal (A year + after a big thing)

- Present & the future
- Constructing a coherent narrative: what happened to us? With us? By us?
- Name, navigate, normalize
- Healing & meaning Making
- Creating & reimagining

STEPS TO **RECOVERY & RENEWAL:** *From crisis to connection From chaos to cohesion*

A big thing happens or continues to happen
(e.g. **the crisis**) →

Disempowerment
Disconnection
RUPTURE

Recovery Part 1:
Establish safety & stabilization

Recovery Part 2:
Remembrance & mourning

(Based on Herman, 1992)

Recovery Part 3:
Reconnection with life;
Social action;
regulation

← *Overlap* →

Renewal:

- Reflection and reimagining
- Integration of learnings and new awareness
- Analysis of root causes (examining the crisis and experience of the crisis from a social justice frame)
- Commitment to action (interruption, generation, and informing future crisis work)

How do we know when we're moving from RECOVERY into renewal?

In our bodies? In our school cultures?

How do we know when we are individually and collectively moving toward recovery [and renewal]?
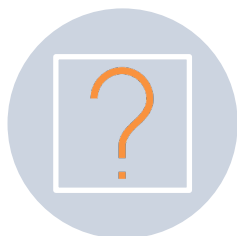
How activated are our nervous systems?

Are we still attending to immediate safety needs?

What is our capacity for reflection?

How safe do we feel - physically, emotionally, etc.?

How connected do we feel to those around us? How easy or challenging is it for us to trust others?

What kind of story are we telling ourselves and others about what has happened?
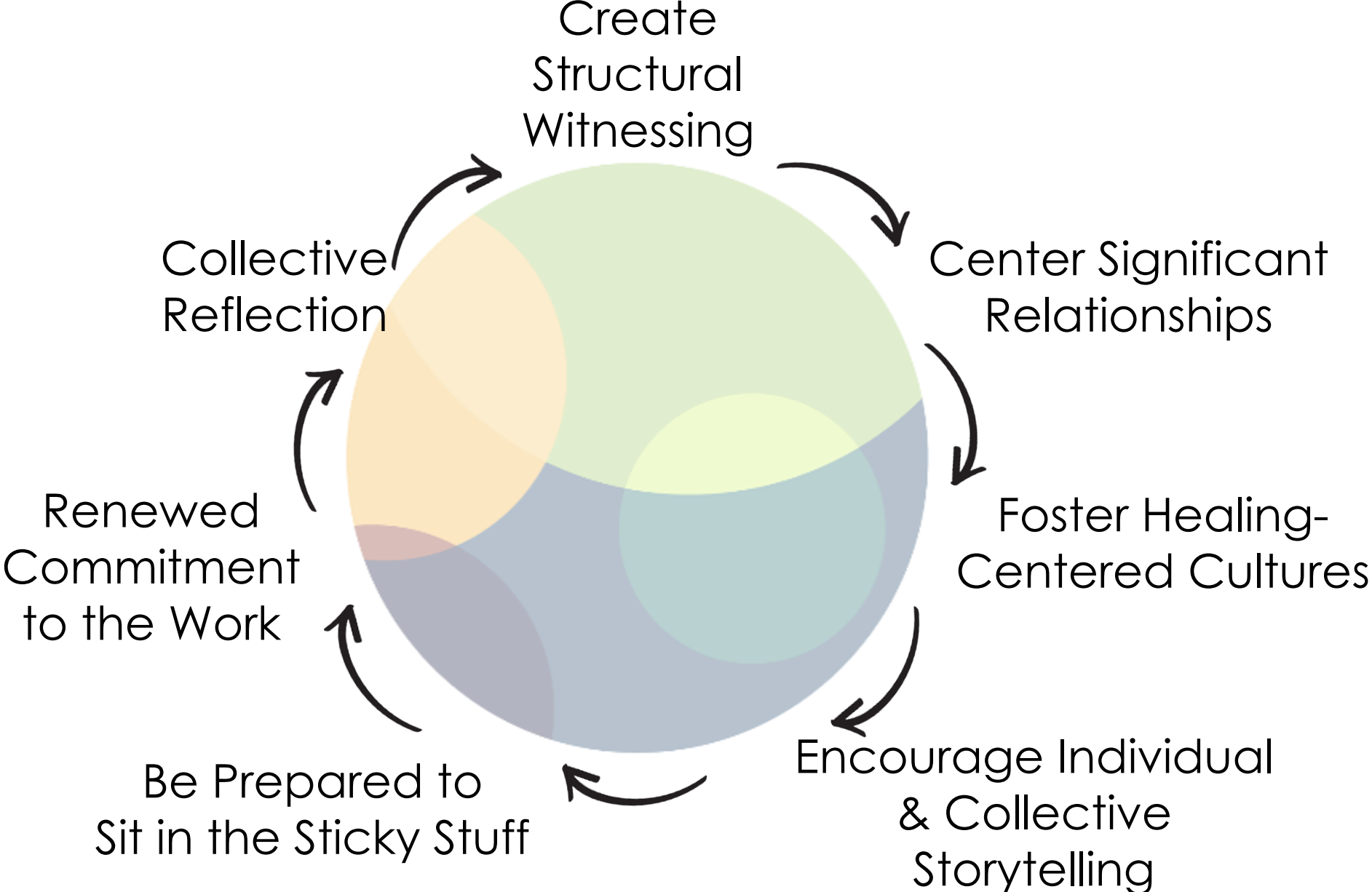
"…We tend to fail to see that when we ask human beings to show up without their full self, without their full, catastrophic self, with all of the messes that they are, with all of the discomfort, when we deny that we hold certain belief systems from our childhood, that we created those belief systems to survive the challenges of our childhood — what we are cutting ourselves off from is the very source of much of our creativity, much of our innovation…

…And the result is that our organizations are actually less productive, less imaginative; not just poor workplaces for individuals to be, but poor places for collaboration and creativity and spontaneity and laughter and humor, because we have cut off, if you will, limbs. We have cut off part of ourselves in a bid to live into that credence that you leave the personal at the door, and you don't actually bring it into the workplace."

–Jerry Colonna

RENEWAL: Toward Meaning-Making, Healing & Change

Create Structural Witnessing

Center Significant Relationships

Foster Healing-Centered Cultures

Encourage Individual & Collective Storytelling

Be Prepared to Sit in the Sticky Stuff

Renewed Commitment to the Work

Collective Reflection

Foundational Concepts to "Renewal"

RENEWAL CONCEPT #1

COPING

Coping

- **Strategies & tools to ground to respond**

- **Individualized**

- **Can be adaptive, socially validated or invalidated**

"When an individual **believes they have the resources to respond** effectively to the challenges of a stressor or change."

Folkman & Lazarus, 1988; Lazarus & Folkman, 1987

COPING.
PAUSE.

Take a moment to reflect on what strategies and tools are helping you ground and respond.
What's coming up for you?

How do we believe that we have the resources to respond?

RENEWAL CONCEPT #2:

RESILIENCE

"It doesn't really matter if we have different definitions of resilience.

It matters that we continue to have a conversation about resilience because the meta-message is that the experience of trauma does not only yield pathology."

-Dr. Rachel Yehuda

1: "**The process of adapting** well in the face of adversity, trauma, tragedy, threats or even significant sources of stress."(APA, 2014)

2: "In the context of exposure to significant adversity, resilience is **both the capacity of individuals** to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and **their capacity individually and collectively** to negotiate for these resources to be provided in culturally meaningful ways." (Ungar, http://resilienceresearch.org/)

3: Community Resilience: The ability of a community to adapt to and even thrive in the face of adversity and traumatic events, thus reinforcing community healing and reducing trauma-inducing conditions (Pinderhughes, 2016)

4: The **capacity of a dynamic system** to adapt successfully to disturbances that threaten the viability, the function, or the development of that system (Masten, 2014a, 2014b).

5: "A process to **harness resources** in order to sustain well-being." Dr. Catherine Panter-Brick

6: "Resilience is the ability to navigate adversity and bounce back from difficult life events. Being resilient does not mean that an individual doesn't experience stress, emotional upheaval, or suffering.

Rather, **resilience includes working through challenges, emotional pain, and trauma to increase one's capacity to move through challenge**." Katie Hurley, Everyday Health

RESILIENCE.
PAUSE.

"The way to us is us.
An integrated us."

Cherríe Moraga 4-17-19

What elements of your community culture after a crisis do you want to integrate into your life?

"

Resilience is the bounce back* and post-traumatic growth is the transformation.

Cassie
Shortsleeve

*Ok, but we know its not *just* about the bounce back...

RENEWAL CONCEPT # 3:

POST TRAUMATIC GROWTH THEORY (PTG)

do not fast forward into
something you're not ready for.
or allow yourself to shrink back
into what's comfortable.

growth lives in the uneasiness.
the in-between.
the unfinished sentence.

you are a season of becoming.

Nayyirah Waheed

Post Traumatic Growth Theory (PTG)

Centrality
- The degree to which an individual believes a negative event has become a core part of their identity

Rumination
- Intrusive
- Deliberate

Re-assessment
- Pre-conceived notions of the world
- What is just?

Proximity
- Physical closeness can lead to more likely to experiencing post-traumatic stress symptoms.
- The more emotionally close to the crisis event a person is, the more likely they are to also experience post-traumatic growth.

Wozniak, J. D., Caudle, H. E., Harding, K., Vieselmeyer, J., & Mezulis, A. H. (2020). The effect of trauma proximity and ruminative response styles on posttraumatic stress and posttraumatic growth following a university shooting. *Psychological Trauma: Theory, Research, Practice, and Policy, 12*(3), 227-234

PTG.
PAUSE.

How do you know- in your body-when something is growing within?

How do we know- in our practice (clinical, teaching, youth-partnership, leadership)- when we have transformed?

RENEWAL CONCEPT #4:

HEALING

Healing

Root cause focused

    Meaning making: Coherent **narrative**, story of self, collective

Restoration of Purpose, Quality of Life, and **Identity**

To Make **Whole**

Repair

"Healing-centered engagement…focuses on **asset-driven strategies** that highlight possibilities for well-being.

Healing-centered engagement has an explicit focus on restore and sustaining the adults who attempt to heal youth—a **healing the healers approach**."

-S. Ginwright (2018)

We don't heal only for the sake of feeling good.

We heal so that we can act and organize.

We heal so that we can use the lessons gained through the wounds of our trauma to make necessary change in our world.

- Prentis Patrice Hemphill

**HEALING.
PAUSE.**

If healing were central to everything we did in our work, what might be different?

What would have to change?

RENEWAL CONCEPT #5:

MEANING MAKING

Bowlby, 1980

Neimeyer, 2001

Dual Process Model (DPM), Stroebe and Schut, 2001

Gillies & Neimeyer, 2006

Kessler, 2020

Meaning Making- David Kessler (2020) reminds us that:

- Meaning is relative and personal.

- Meaning takes time; you may not find it until months or years after loss.

- Meaning doesn't require understanding; it's not necessary to understand why someone died in order to find meaning.

- Even when you do find meaning, you won't feel it was worth the cost of what you lost.

- Your loss is not a test, a lesson, something to handle, a gift, or a blessing; loss is simply what happened to you in life and meaning is what you make happen.

- Only you can find your own meaning.

- Meaningful connections heal painful memories.

MEANING MAKING.
PAUSE.

How do you understand your Self in relation to the big thing that happened? Is happening?

How do you understand the people you are in relationship with?

What matters, now?

So… wait…what does this all mean for us?

Renewal: Reimagining Hurt/ Harm & Healing

Root Cause Focus

- What underlying issues impacted the crisis?
- What ways would holistic supports address that root cause?
- Where is there need for deeper reflection?

Meaning Making

- Who is defining the storytelling?
- What outcomes do we see from the stories being told?
- Whose stories are being centered and uplifted? Why?

Restoration and Identity Shifts

- What does it look like to move forward without moving on?
- How are we redefining ourselves and our organizations?

Repairing

- Where might harm have been caused during response and recovery? How do we make it right?
- How do people define healing as individuals? How do we create a collective acknowledgement or affirmation of that healing?

Chat + Consider...

Root Cause Focus

Meaning Making

Identity Shifts

Repair

Of these elements of healing, which feels most resonant for you right now? Why?

School mental health crisis *renewal leadership*:

- Leads for learning, reflection, and storytelling: who are we because of this event? Who have we become through this experience? How have we emerged?

- Connects the personal to the professional and the professional to the personal

- Creates space for the survivors to make meaning of their experiences. How do we grow through a big thing to lessen the traumatic impact on ourselves, school stakeholders, and communities?

- Revisits the protocols, policies, and practices related to readiness, response, and recovery based on the learnings from the aftermath

- Is attuned to the needs of members who were involved in the event or experience, whether still a part of the community or not (e.g., alumna)

- Focuses on transformation, opportunity, and discussion (Ulmer et al., 2007)

- Foundationally comprised of meaning-making and reflection, both at the personal (self) and collective levels

Trauma Organized	Trauma Informed	Healing Organization
Organizations impacted by stress, operating in silos, avoidant of issues and isolated in their practices or service delivery. These organizations can be trauma inducing.	These are organizations that develop a shared language to define, normalize and address the impact of trauma on clients and workforce. They operate from a foundational understanding of the nature and impact of trauma.	Organizations where staff policies, procedures, services and treatment models apply an understanding of trauma embedded within them. Their approaches to providing services are trauma-shielding or trauma-reducing.
• Reactive • Reliving/retelling • Avoiding/numbing • Fragmented • Authoritarian leadership	• Shared language • Foundational understanding of trauma and healing • Understanding of the nature and impact of trauma	• Reflective • Collaborative • Culture of learning • Making meaning out of the past • Growth- and prevention-oriented • Relational leadership

Taking Time to Reflect

3:
Takeaways, ideas, quotes, pieces that you want everyone to know

2:
Wonderings, questions, curiosities

1:
Ah ha, appreciation for yourself, connection to what you are feeling and doing
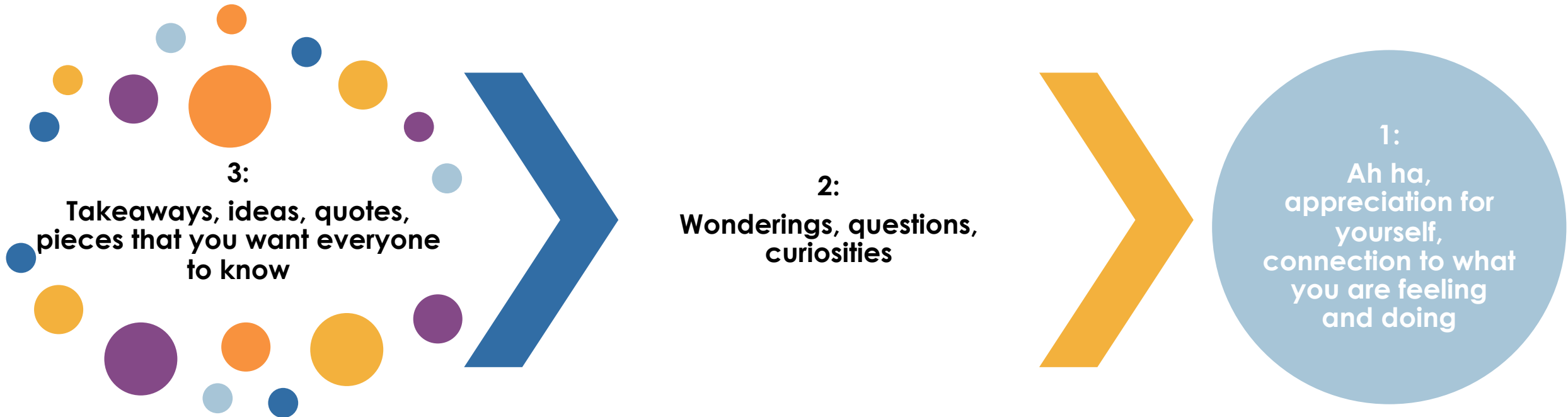
On Days When

you feel like a wilting garden,
gather yourself, roll up your lawn,
bouquet your flowers,
embrace your weeds.

You are a wild thing playing
at being tame.
You are rich with life beneath
the surface.

You don't have to show leaf
and petal to be living.
You are soil and insect and root.

-   *Dean Atta*

SCHOOL CRISIS RECOVERY and RENEWAL

THANK YOU!

Sign up for our newsletter here to get all the goodies and be a part of our network!

Register for Upcoming Sessions

Leading Ourselves & School Communities Through
and After Crisis Towards Healing
Nov. 8, 2022
Register here

School Mental Health Crisis Community of Practice: A
Three-Part Coaching Series for Leaders
Registration coming soon!

Session 1: 11/29, 12–1 pm EST
Session 2: 12/6, 12-1pm EST
Session 3: 12/13 12-1pm EST
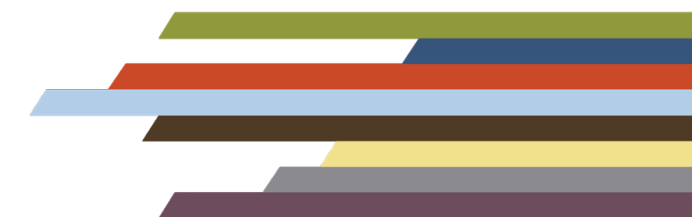
Upcoming SCRR Opportunities

Trauma Informed School Systems for School Crisis Recovery & Renewal: Drop-In Hours to Elevate our Practice (September – November 2022)
Learn more and register

Life After Loss Table: A space for to process, make meaning, and integrate experiences of student death and loss as educators (September – December 2022)
Learn more and register

School-Based Suicide Postvention from a Liberated Lens: A Community of Practice (October 2022 – May 2023)
Learn more & register

Honoring Grief in our Classrooms (October 2022 – March 2023)
Learn more and register

SCRR's Winter 2022 Network of Practice (December 8, 2022)
Learn more and register

A Moment of Pause: Time to Cultivate Trauma Informed Communication (October – November 2022)
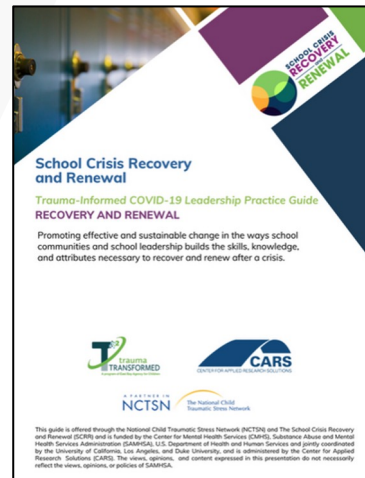Learn more and register

Trauma Informed School Systems for Crisis Recovery and Renewal (December 1, 2022)
Learn more and register

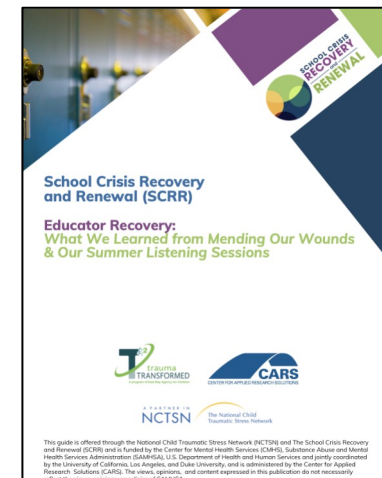# SCRR Resources https://schoolcrisishealing.org/scrr-our-resources/
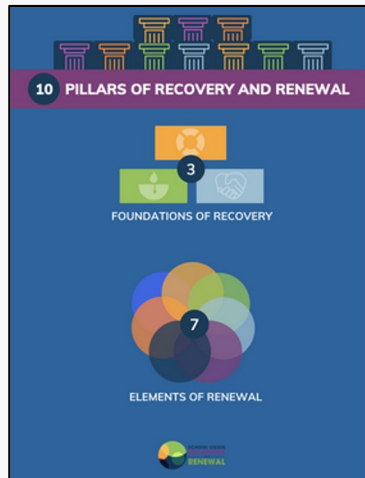
10 Pillars of School Crisis Recovery and Renewal

Trauma-Informed COVID-19 Leadership Practice Guide for Recovery and Renewal

What Helps & What Harms Students' Crises Recovery? Young Adult Reflective Listening Sessions

School Crisis Recovery & Renewal (SCRR) Educator Recovery: What We Learned from Mending Our Wounds & Our Summer Listening Sessions

Thank you for your help with evaluating this webinar!

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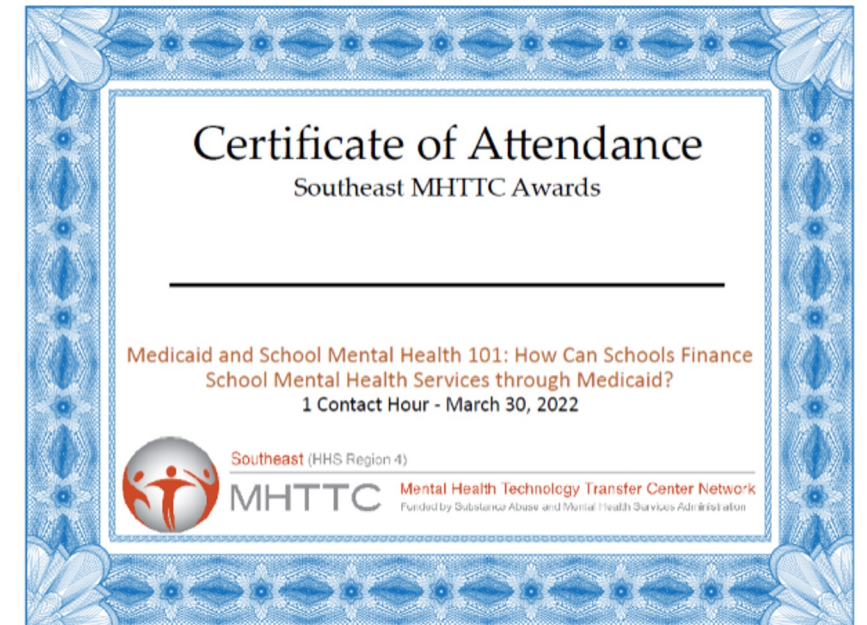
Region IV Southeast Mental Health Technology Transfer Center

Keep in touch with us!

Visit our website to view:
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- Products and resources

www.southeastmhttc.org

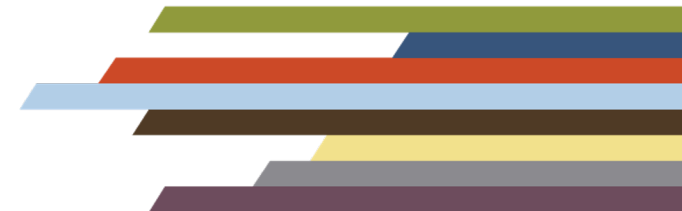Sign up for our listserv:

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- "Healing Justice Is How We Can Sustain Black Lives" (Hemphill, 2017) https://www.huffpost.com/entry/healing-justice_b_5899e8ade4b0c1284f282ffe

Resources

- Adolescent Health Working Group Provider Toolkit-Trauma & Resilience (St. Andrews, 2013): https://ahwg.org/download/trauma-and-resilience-2013/

- After Parkland, How Grief Can Become Posttraumatic Growth for Student Activists https://abcnews.go.com/Health/parkland-grief-posttraumatic-growth-student-activists/story?id=53329388

- You've Heard of Post-Traumatic Stress, but What About Post-Traumatic Growth? https://blogs.scientificamerican.com/observations/youve-heard-of-post-traumatic-stress-but-what-about-post-traumatic-growth

- Post-Traumatic Growth After a School Shooting (2020) https://www.psychologytoday.com/us/blog/hope-resilience/202006/post-traumatic-growth-after-school-shooting

- https://healgrief.org/lets-talk-death/robert-neimeyer/?gclid=CjwKCAiA3abwBRBqEiwAKwlCA4qaW4sorGoAX-rlhrvJxQegMvQT8gucCIKherwu0n9PkFXaNn7oNxoCXj0QAvD_BwE; www.robertneimeyerphd.com

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Contact Info

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Website: www.schoolcrisishealing.org

Get social with us!

Facebook: @scrr.project

Instagram: @scrr_project

Twitter: @scrr_project

OUR SCRR Project TEAM

The SCRR Project is a collaborative effort between **The Center for Applied Research Solutions (CARS)** and **Trauma Transformed (T2)** and strongly informed by partnership with the **National Center for School Crisis Bereavement** and our team of school crisis recovery and renewal experts from across the country.

Funded by SAMHSA, we are part of the National Child Traumatic Stress Network.

OUR GOAL

To promote evidence-based, culturally responsive crisis continuum wrap around services to promote effective and sustainable change in ways school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

OUR ROLE

We offer a collaborative SCRR model in order to provide training, technical assistance (TTA), and resource dissemination to school leadership, mental health providers, educators, and staff that promotes long-term recovery and renewal after school crisis.

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

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) ● 1-800-487-4889 (TDD)

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