

**WELCOME**  
**Day 2**

**Grief Sensitivity  
Virtual Learning  
Institute**

---

**November 2, 2023**

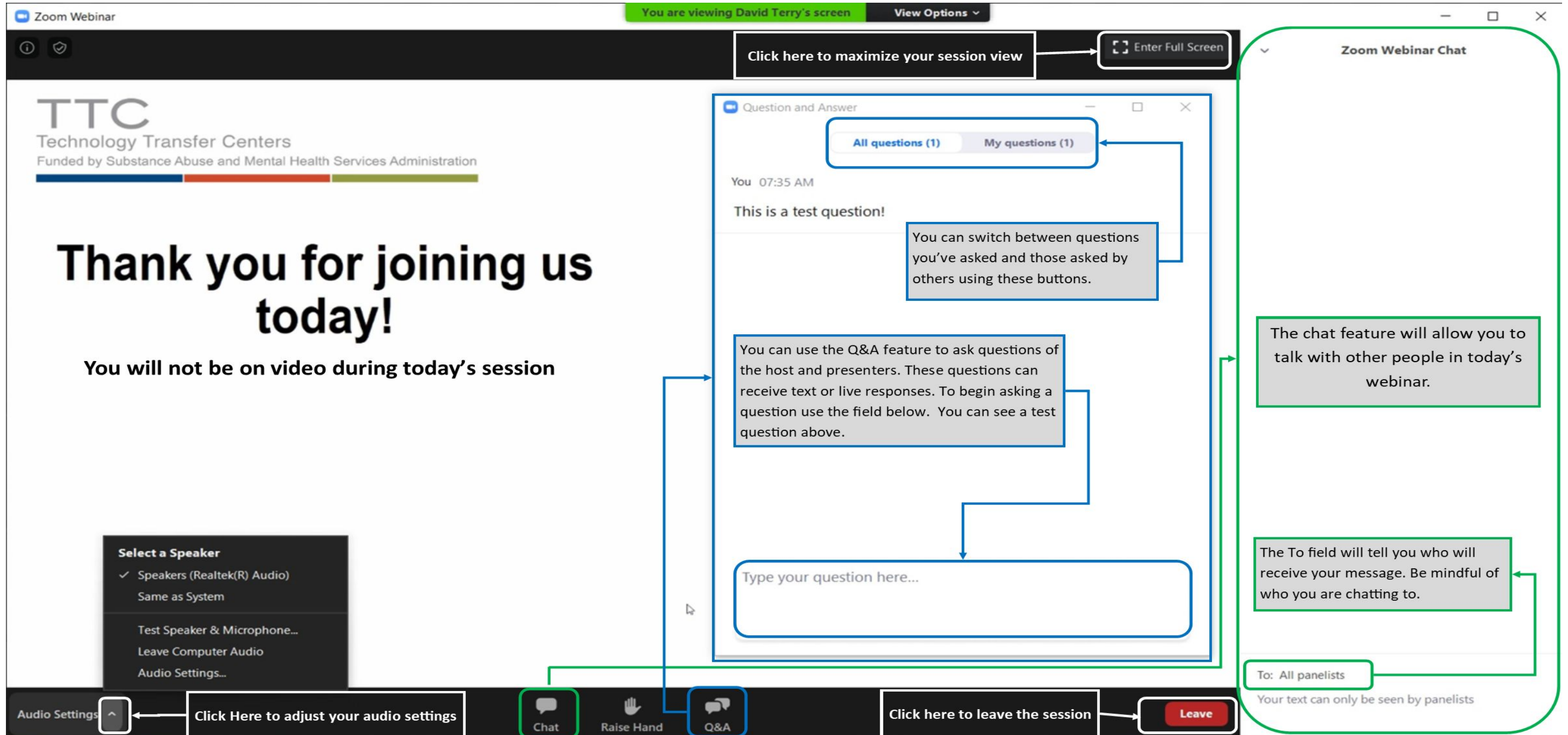
---

SCHOOL MENTAL HEALTH  
WORKFORCE SESSIONS

# Please Note

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

## Get to know the Zoom Webinar interface



**Zoom Webinar** | You are viewing David Terry's screen | View Options

Click here to maximize your session view | Enter Full Screen

**TTC**  
Technology Transfer Centers  
Funded by Substance Abuse and Mental Health Services Administration

# Thank you for joining us today!

You will not be on video during today's session

**Question and Answer**

All questions (1) | My questions (1)

You 07:35 AM  
This is a test question!

You can switch between questions you've asked and those asked by others using these buttons.

You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.

Type your question here...

**Zoom Webinar Chat**

The chat feature will allow you to talk with other people in today's webinar.

The To field will tell you who will receive your message. Be mindful of who you are chatting to.

To: All panelists  
Your text can only be seen by panelists

Select a Speaker

- ✓ Speakers (Realtek(R) Audio)
- Same as System
- Test Speaker & Microphone...
- Leave Computer Audio
- Audio Settings...

Audio Settings | Click Here to adjust your audio settings | Chat | Raise Hand | Q&A | Click here to leave the session | Leave



# Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- Have a question for the session's GSVLI faculty? Use the Q & A button
- Have a comment or link for all attendees? Use the chat and write to "all attendees"
- At the end of today's sessions, please complete a **brief** survey about today's training.
- You will receive an email on how to access a certificate of attendance; must attend at least half of today's event (3hrs).

- This event is closed captioned!



- Follow us on social media:



@MHTTCNetwork

**Please Note:**  
**Session recordings, slides,  
and materials will be posted  
on our website within 1  
week.**

# Disclaimer

This presentation was prepared for the MHTTC Network under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the MHTTC Network Coordinating Office. This presentation will be recorded and posted on our website.

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



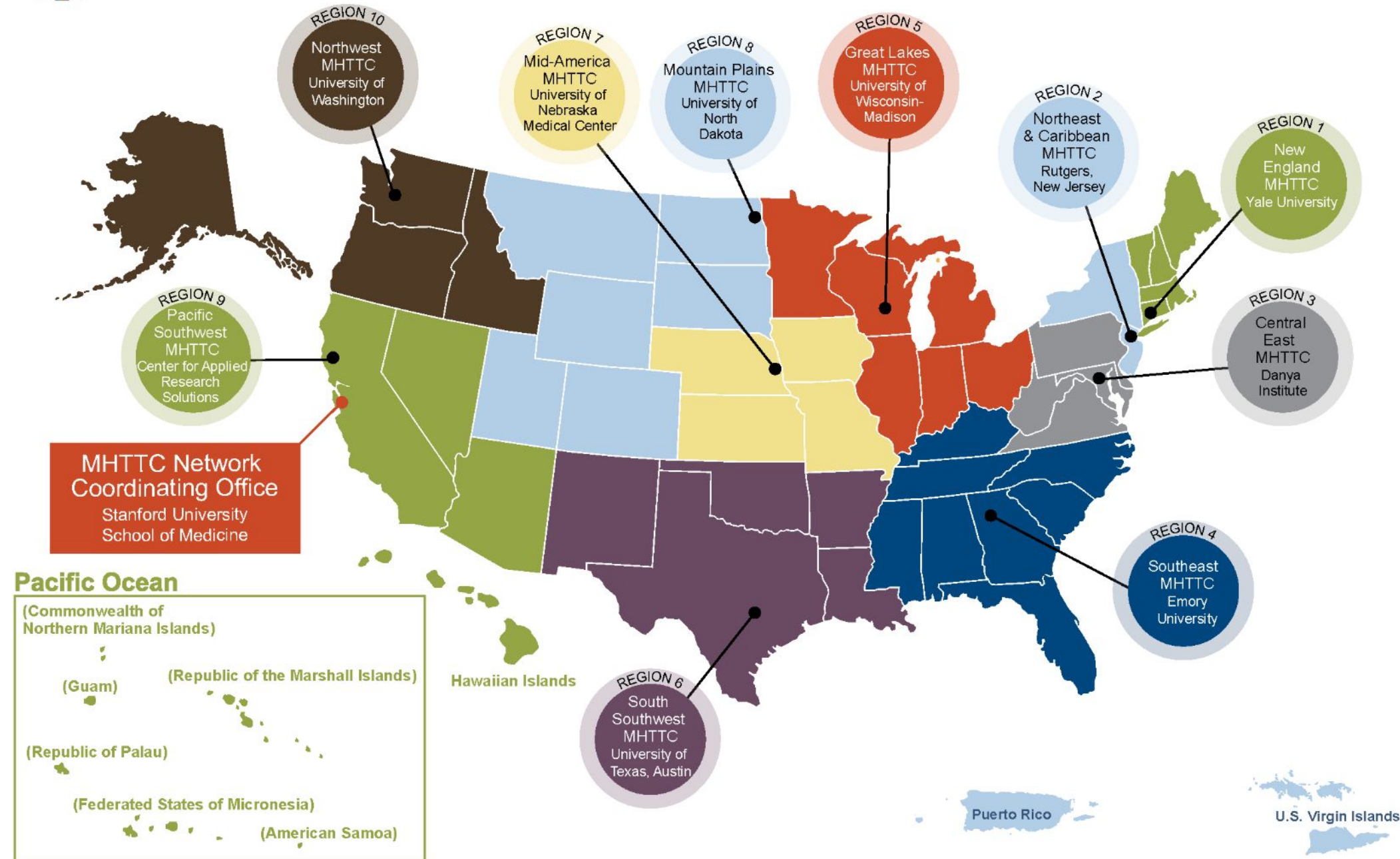
# Connect with Your MHTTC at [www.mhttcnetwork.org](http://www.mhttcnetwork.org)



**MHTTC**

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

**MHTTC Network**



# **Welcome to the MHTTC Grief Sensitivity Virtual Learning Institute 2023!**

**This Year's Theme:**

***“Working with grief in the context of violence:  
Strengthening our skills to strengthen  
ourselves”***



# GRIEF:

An ongoing and evolving experience involving cognitive, emotional, physical, and behavioral responses to a loss.

Responses may be related to the object of loss, secondary losses and stressors, the self, others, and the world (i.e., beliefs about safety, security, worldview, etc.).



***GSVLI Day 2:  
Special focus on school violence prevention,  
intervention & postvention and grief***



## Collective Nouns for Humans in the Wild

A group of grandmothers is a *tapestry*. A group of toddlers, a *jubilance* (see also: a *bewailing*). A group of librarians is an *enlightenment*. A group of visual artists is a *bioluminescence*. A group of short story writers is a Flannery. A group of musicians is - a *band*.

A *resplendence* of poets.

A *beacon* of scientists.

A *raft* of social workers.

A group of first responders is a *valiance*. A group of peaceful protestors is a *dream*. A group of special education teachers is a *transcendence*. A group of neonatal ICU nurses is a *divinity*. A group of hospice workers, a *grace*.

Humans in the wild, gathered and feeling good, previously an *exhilaration*, now: a *target*.

A *target* of concert-goers.

A *target* of movie-goers.

A *target* of dancers.

A group of schoolchildren is a *target*.

- *Kathy Fish*

# GSVLI Day 2 - What might today feel like?

Opening & Welcome	MHTTC Staff	9:00 am- 9:15 am PT // 12:00 pm- 12:15 pm ET
Keynote	Roberto Rivera	9:15 am - 9:45 am PT // 12:15 pm -12:45 pm ET
Overview of Day	MHTTC Staff	9:45 am - 10:00 am PT // 12:45 pm -1:00 pm ET
Panel 1: Grief Sensitive School Crisis Response	Hannah West, Saun-Toy Trotter, & Tuyl Mogabgab	10:00 am - 11:15 am PT // /1:00 pm -2:15 pm ET
Break		11:15 am-11:30 pm PT // 2:15 pm -2:30 pm ET
Panel 2: Unpacking the Uncomfortable - Cultural Humility's Role in Our School-Based Grief Work	Canada Taylor Parker, Nicole Barnes & Samira Moosavi	11:30 am- 12:45 pm PT // 2:30 pm - 3:45 pm ET
Break		12:45 pm PT- 1:00 pm PT //3:45 pm - 4:00 pm ET
Workshop Practice Session: Growing through Grief: Understanding and Supporting Students Exposed to Loss	Marisa Nowitz and Oscar Widales-Benitez, Trauma and Grief Center at the Hackett Center for Mental Health	1:10 pm- 2:40 pm PT // 4:10 pm - 5:40 pm ET
Closing	MHTTC Staff	2:45 pm - 3:00 pm PT // 5:45 pm - 6:00 pm ET

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

La Red de los Centros de Transferencia de Tecnología sobre Salud Mental (MHTTC, por sus siglas en inglés) utiliza un lenguaje afirmativo, respetuoso y orientado a la recuperación de las personas, en todas sus actividades.

Este lenguaje es:

BASADO EN LAS FORTALEZAS Y EN LA ESPERANZA

INCLUSIVO Y DE ACEPTACIÓN A DIVERSAS CULTURAS, GÉNEROS, PERSPECTIVAS Y EXPERIENCIAS

CENTRADO EN LA SANACIÓN Y SENSIBLE AL TRAUMA

MOTIVA A QUE LAS PERSONAS DECIDAN SU CAMINO

CENTRADO EN LA PERSONA Y LIBRE DE ETIQUETAS

LIBRE DE SUPOSICIONES Y JUICIOS

RESPECTUOSO, CLARO Y COMPRENSIBLE

CONSISTENTE CON NUESTRAS ACCIONES, POLÍTICAS Y PRODUCTOS



# Want to learn more?

## Fact Sheets

- We have a series of fact sheets focused on addressing various grief-related topics
  - [Defining Grief](#)
  - [Responses to Grief Across the Lifespan](#)
  - [Preventive Strategies and Protective Factors](#)
  - [Cultural Responsiveness](#)
  - [Evidence-Based Treatments for Grief](#)

## Resources

- *Responding to COVID-19: Grief, Loss, and Bereavement* - visit our webpage for events and resources:  
<https://mhttcnetwork.org/centers/global-mhttc/responding-covid-19-grief-loss-and-bereavement>
- GSVLI 2023 Faculty Curriculum Vitae

# Resourcing yourself

- Be sensitive to your own grief and reactions throughout the Learning Institute. Take breaks, stretch, drink lots of water...
- **Helplines and Support**
  - **988 Suicide and Crisis Lifeline** - 988
  - **NAMI** - 1-800-950-NAMI (6264) or [info@nami.org](mailto:info@nami.org)
  - **Mental Health America**- 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
  - [Help Texts](#)
  - <https://letsreimagine.org/resources>

Keynote Speaker  
Roberto Rivera, PhD  
**Healing and Thriving in Tumultuous Times**

*9:15 am PT - 9:45 am PT / 10:15 am -10:45 pm MT / 11:15 am - 11:45 am CT / 12:15 pm -12:45 pm ET*



Roberto shares research and gives practical examples on how school communities are creating educational ecosystems where staff and students are healing from grief and trauma and learning to thrive.



# Reflecting on Roberto's words...

**What might you integrate into your practice and work?**

**What might you need to study further?**

**What might need strengthening?**

# Coming up next...

<b>Panel 1: Grief Sensitive School Crisis Response</b>	<b>Hannah West, Saun-Toy Trotter, &amp; Tuyl Mogabgab</b>	<b>10:00-11:15 am PT / 1:00- 2:15 pm ET</b> <b><a href="#">(view your time zone)</a></b>
<b>Break</b>		<b>11:15-11:30 am PT / 1:15- 2:30 pm ET</b> <b><a href="#">(view your time zone)</a></b>
<b>Panel 2: Unpacking the Uncomfortable - Cultural Humility's Role in Our School-Based Grief Work</b>	<b>Canada Taylor Parker, Nicole Barnes &amp; Samira Moosavi</b>	<b>11:30-12:45 pm PT / 2:30 - 3:45 pm ET</b> <b><a href="#">(view your time zone)</a></b>
<b>Break</b>		<b>12:45-1:00 pm PT / 3:45-4:00 pm ET</b> <b><a href="#">(view your time zone)</a></b>
<b>Workshop Practice Session: Growing through Grief: Understanding and Supporting Students Exposed to Loss</b>	<b>Marisa Nowitz and Oscar Widales-Benitez, Trauma and Grief Center at the Hackett Center for Mental Health</b>	<b>1:10-2:40 pm PT / 4:10-5:40 pm ET</b> <b><a href="#">(view your time zone)</a></b>
<b>Closing</b>	<b>MHTTC Staff</b>	<b>2:45-3:00 pm PT / 5:45 - 6:00 pm ET</b> <b><a href="#">(view your time zone)</a></b>



# Panel 1: Grief Sensitive School Crisis Response



Makeshift memorial outside Marjory Stoneman Douglas High School on Feb. 18, 2018.  
From: [Five Years After Parkland Tragedy, School Shooting Numbers Grow](#)

Flowers in Maui during a memorial paddle-out on September 9, 2023  
From: [Hundreds paddle to heal, grieve after fires | News, Sports, Jobs](#)





# Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- Have a question for the session's GSVLI faculty? Use the Q & A button
- Have a comment or link for all attendees? Use the chat and write to "all attendees"
- At the end of today's sessions, please complete a **brief** survey about today's training.
- You will receive an email on how to access a certificate of attendance; must attend at least half of today's event (3hrs).

- This event is closed captioned!



- Follow us on social media:



@MHTTCNetwork

**Please Note:**  
**Session recordings, slides,  
and materials will be posted  
on our website within 1  
week.**

**DAY 2- School Mental Health**

**Panel 1:  
Grief Sensitive School  
Crisis Response**



**Tuyi Mogabgab**  
**LCSW-BACS, MPH**



**Saun-Toy Trotter**  
**MA**



**Hannah West**  
**PhD, LP, BCBA**



# Saun-Toy Latifa Trotter

- Healer
- Black, queer, cis-gendered woman
- Home is Oakland, CA- unceded Ohlone land
- Clinical Director of School Based Behavioral Health and Health Education at UCSF Benioff Children's Hospital Oakland
- Member of School Based Health Center team
- Psychotherapist - LMFT





*Mother, wife, daughter, aunt,  
sister, friend, lover of nature,  
books and dancing...*





# What Brings Me to Grief Work

- 17 years working in schools in East and West Oakland
- Experience of death of clients, mentors, school staff and community members.
- Being Black and member of LGBTQQI community
- Personal loss- Being a fellow griever



# Grief and Traumatic Grief

*Needing both hands to count...*

- Grief is normal, not linear, changes over time and can be forever
- Cultural traditions
- Acknowledge and process grief
- Violent death results in traumatic grief
- Trauma needs to be processed and safety re-established





# How Are We Healing

- School-Community partnership
- Screenings
- Transparency in communication
- Acknowledge and validate all emotions including “numb”
- Allow students to memorialize their dead
- Both targeted and universal interventions
- River of loss (Malkia Devich-Cyril)

Story- Day of healing





# SUICIDE POSTVENTION IN SCHOOLS

TUYL MOGABGAB, LCSW-BACS, MPH  
SHE/HER/HERS

## Trauma:

Exposure to an intense event that threatens or causes harm to one's emotional and physical well-being.

Overwhelms a person's ability to cope.

Creates difficulty in functioning.



INTEGRATED  
TRAUMA &  
HEALING  
FRAMEWORK

---

Leslie Briner &  
Teddy McGlynn-Wright

SAFETY

BELONGING

DIGNITY

AGENCY





# CIRCLES

COLLECTIVE SETTLING  
VOICES OF OTHERS  
SHARING STORY  
CEREMONY & STRUCTURE





# SETTLING OUR BODIES



"People start to heal the moment they feel heard."

- Cheryl Richardson



# Hannah M. West, PhD, BCBA

- Licensed Psychologist
- Board Certified Behavior Analyst
- Clinician at Sunflower Pediatric Behavioral Health



- Regional Trainer for the Mid-America Mental Health Technology Transfer Center (MHTTC)



# Responding to Crises and Needs in Schools

A school's role is to:

- Reestablish and empower social supports and connections
- Educate teachers, parents, and students about what are common responses to trauma and grief and about resources available to them
- Intervene to provide immediate coping tools and strategies, as well as to refer for more intensive supports for those who need it

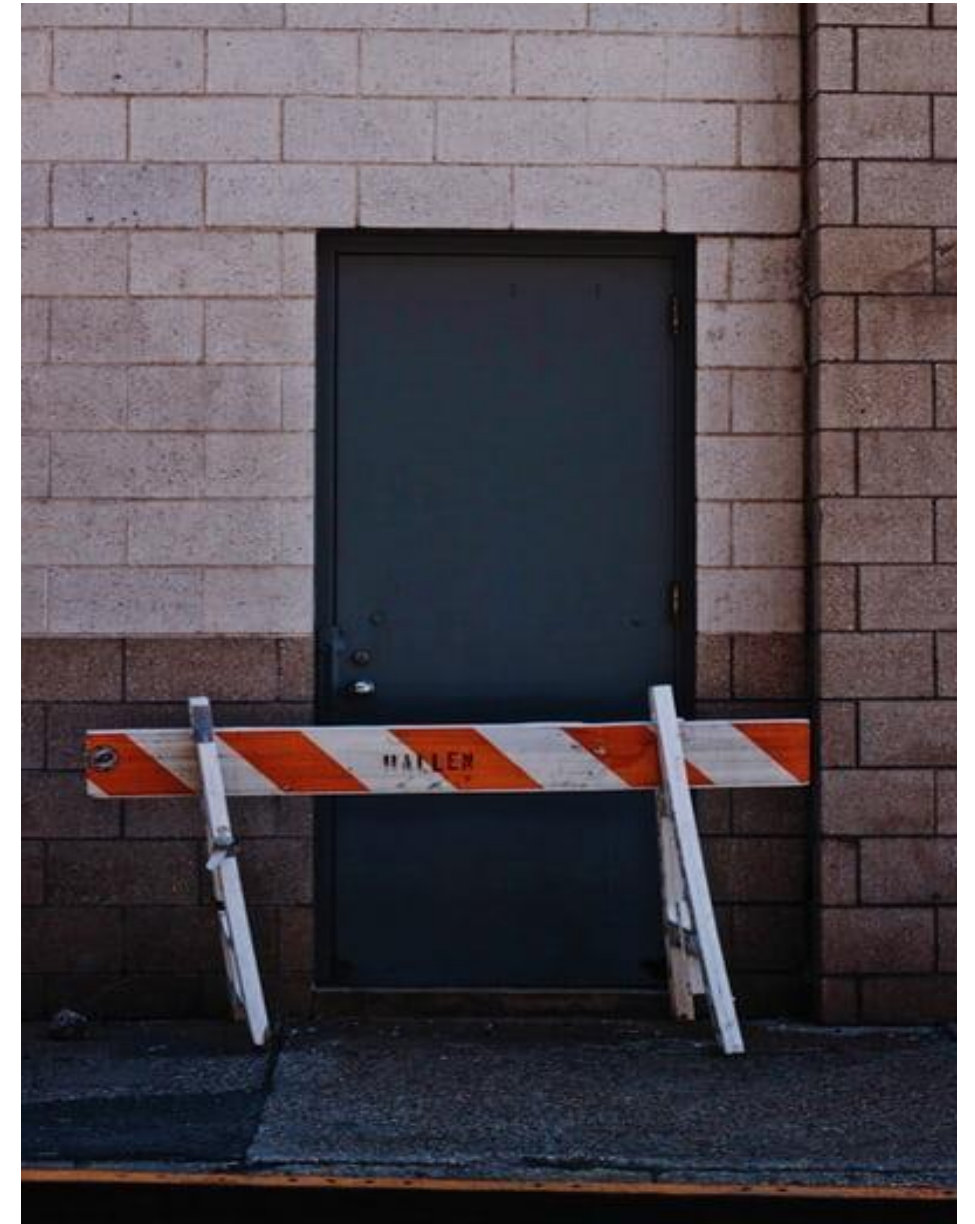
Remember:

- Schools should not force sharing/engaging in specific ways
  - Symptoms do not automatically indicate psychopathy. It is normal to feel grief in the response of crisis events
- 



# Importance of Crisis Planning

- Provides a plan for response, especially important to provide automatic responses that are known to all school personnel
- Preventative instead of responsive approach to crisis events



# Triage

- Definition:
    - the process of sorting victims, as of a battle or disaster, to determine medical priority in order to increase the number of survivors
  - Levels – primary, secondary, referral
    - Proximity (especially emotional proximity) and pre-trauma vulnerability
  - How?
    - Screening and referral practices
  - Important in matching student needs with the resources we have available
-



# Care for Caregivers

- Teachers/educators are impacted by crises too
- We have to be able to provide supports and space for them as well
- Importance of educator well-being and MH literacy



“During the Camp Fire, many staff and administrators lost homes, drove through flames with the thought that they may not survive, and witnessed the destruction of their school and town. Because of this, many of the immediate interactions were not regarding safety plans, task completion, etc., but were about the health and wellness of the staff.

When we prioritize inquiry into the health and wellness of an individual, we are offering attention to one’s full humanity.”

Panel  
discussion

+

Q & A



# Closing Panel 1

**From what you heard during this session...**

**What might you integrate into your practice and work?**

**What might you need to study further?**

**What might need strengthening?**

# COMING UP NEXT

	<b>Break</b>	11:15-11:30 am PT / 1:15- 2:30 pm ET <a href="#">(view your time zone)</a>
<b>Panel 2: Unpacking the Uncomfortable - Cultural Humility's Role in Our School-Based Grief Work</b>	<b>Canada Taylor Parker, Nicole Barnes &amp; Samira Moosavi</b>	11:30-12:45 pm PT / 2:30 - 3:45 pm ET <a href="#">(view your time zone)</a>
	<b>Break</b>	12:45-1:00 pm PT / 3:45-4:00 pm ET <a href="#">(view your time zone)</a>
<b>Workshop Practice Session: Growing through Grief: Understanding and Supporting Students Exposed to Loss</b>	<b>Marisa Nowitz and Oscar Widales-Benitez, Trauma and Grief Center at the Hackett Center for Mental Health</b>	1:10-2:40 pm PT / 4:10-5:40 pm ET <a href="#">(view your time zone)</a>
<b>Closing</b>	<b>MHTTC Staff</b>	2:45-3:00 pm PT / 5:45 - 6:00 pm ET <a href="#">(view your time zone)</a>



# Break. Breathe. Hydrate. Stretch. Eat. Hum. Journal.

*(11:15 am-11:30 pm PT // 12:15 pm -12:30 pm MT // 1:15 pm - 1:30 pm CT //2:15 pm -2:30 pm ET)*



# Panel 2: Unpacking the Uncomfortable - Cultural Humility's Role in Our School-Based Grief Work

## Cultural Humility:

- A personal lifelong commitment to self-evaluation and self-critique
- Recognition of power dynamics and imbalances, a desire to fix those power imbalances and to develop partnerships with people and groups who advocate for others
- Institutional accountability

(Tervalon & Murray-Garcia, 1998)

A “lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, **but one starts with an examination of [their] own beliefs and cultural identities”**

National Institute of Health



**DAY 2- School Mental Health**

**Panel 2:  
Unpacking the Uncomfortable - Cultural  
Humility's Role in Our School-Based Grief Work**



**Nicole Barnes**  
**LICSW**



**Samira Moosavi**  
**CCLS**



**Canada Taylor Parker**  
**CFSP, EOLD**

# Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- Have a question for the session's GSVLI faculty? Use the Q & A button
- Have a comment or link for all attendees? Use the chat and write to "all attendees"
- At the end of today's sessions, please complete a **brief** survey about today's training.
- You will receive an email on how to access a certificate of attendance; must attend at least half of today's event (3hrs).

- This event is closed captioned!



- Follow us on social media:



@MHTTCNetwork

**Please Note:**  
**Session recordings, slides,  
and materials will be posted  
on our website within 1  
week.**



Beyond the dominant culture lens:

Postvention for BIPOC Youth & Communities



**Canada Taylor Parker**

**she/her**

**Suicide Prevention Coordinator & Postvention Response Lead, Certified Funeral Celebrant, Death**

**Doula, urban farmer, mama, widow, wife, creative human**



# POSTVENTION BASICS

- **Provide immediate support for students, staff, family and community impacted by death.**
- **Focuses on those most impacted by the death to prevent suicide contagion while providing some level of support to the entire community.**
- **While postvention has ongoing phases, many community supports are dedicated to the immediate aftermath and intermediate needs.**
- **Those identified as closest to the deceased are often the primary focus of ongoing, long term postvention.**



# Grief Beyond Death

BIPOC &  
Immigrant  
communities  
may have a  
different  
baseline

Those most  
impacted may  
include a broader  
group

The postvention  
responders need to  
be safe for youth  
and adults

Ongoing Postvention  
can be student lead  
and created, centered  
on wellness and  
wellbeing







# Postvention Centered In Healing and Transformation

Youth, families, and communities are resilient, but they are seeking rest. What are you offering?

How is your school integrated into the larger community, the organizations, and culturally grounded spaces?

How do you invite and create healing practices that center the dominant culture lens?



# Shift leaders to support responses

- Culturally specific providers
- Community organization
- Youth and adult feedback
- No us and them — it's just us
- Engage entire community





**Transformation & healing are a lifetime process, especially for BIPOC youth. We are born with historical and intergenerational trauma and grief. What we experience in our lifetime adds weight to what we already carry. Let your support be part of a foundation the student builds upon.**





# Growing Through Grief

Nicole Barnes, LICSW

# COVID and Violence



- Childhood bereavement due to death of a parent increased 25% by 2020
- Four leading causes of death (COD) in Hennepin County, 2022
  - COVID (7<sup>th</sup> COD)
  - Homicide by gunshot (2<sup>nd</sup> leading COD for AA parents, 9<sup>th</sup> for White, and 6<sup>th</sup> for all)
  - Accidental overdose (first leading COD for all)
  - Suicide (4<sup>th</sup> or 5<sup>th</sup> COD)
- George Floyd (2020), Winston Smith (2021), Daunte Wright (2021), Deshaun Hill (2022)
- 1:4 (26%) of residents in Mpls and St. Paul report fear of attack or harm
- 1995 – highest murder rate - 96 people
- 2021 – 93 murders and 655 car jackings
- 2022 – 80 murders



# A New Approach to Grief Support



## C.A.R.E.S. Model

School-based support

Personal or community-based death experience

8-week peer support group

Co-facilitated with program and school staff

Train and equip the school-based facilitator for future groups

Barrier Free: no cost, no transportation, open attendance policy (uniquely designed for participation in one group or all eight groups, and/or repeated group cycles)

**C- Community:** Coming together to learn and receive support. Peer relationship building. Trust.

**A - Awareness:** What is grief and trauma and how do they overlap? Trauma and grief informed.

**R - Resiliency:** Finding our strength and light when life feel dark. Self identification and coping strategies.

**E - Empathy:** Recognizing our capacity for compassion for self & others. Listening.

**S - Strength:** Knowing that “being strong” can mean being vulnerable and open to support from others.

# Students Grieving



## Who Attends Groups

- Shooting survivors
- Family violence
- Neighborhood violence/gangs
- Sexual assault survivors
- Substance abuse households
- Incarcerated parents
- Kids who fled from “war torn/government unrest”
- Deceased parents/siblings
- Homelessness

## Student Feedback

*•My neighbors stayed up all night- not all at once, but they took turns watching to make sure no one would get hurt. We had to put stuff away in our yard like sharp things that could be used as a weapon, and like gas grills, so more fires wouldn't start. I didn't like it at all.*

*•It was kind of weird. I put my hair in a big scarf. Some girls were laughing and said I looked like I had a rag on my head, and I looked like a ... N-word. I felt sad. I went to the bathroom and took my scarf off. I don't wear anything that other students might say mean things about.*

*• My parents and I left my country because my dad said things against the government, and he was going to be killed. We traveled for over three months. Sometimes we traveled by car and train, but mostly we walked. I was scared all the time that my dad would die.*



# Challenges, Signs of “Good,” Lessons Learned



## Challenges

- Scheduling, scheduling, scheduling- highly mobile kids not in school regularly, school activity conflicts, staff shortages
- Student identification – mobile kids and busy school staff

## Signs of “Good”

- Students initially hesitate to come to group, but after one session are sharing how being in group helped them feel calmer and have a better outlook on their day to come.
- Students start by saying they don't like talking about their feelings, but by the end of the hour they are offering up information to their group members about dreams for a racism free world and wanting “world peace”.
- Increased participation – 10-15 students in traditional groups across 2 schools prior to CARES. 55 students in groups across 7 schools after CARES.
- 2023-24, 12 schools anticipated to participate.

## Lessons Learned

- Humility
- Go beyond being aware, apply change
- The line to success is not straight
- Plan for 1 week participation and prepare for 8 consistent weeks of participation
- Suffocated grief is real
- Few safe places for students to process emotions and natural curiosity related to death, violence, and grief



# Samira Moosavi, CCLS

- Certified Child Life Specialist supported families in the hospital environment and at end-of-life
- Previous role in Children's Bereavement Program running school-based programming, peer support groups and bereavement camps



# Duality



- School sites honoring student/staff deaths dependent on cause of death
- Holding student needs and family wishes
- Staff sitting with own grief while supporting student grief

# Culture



- Of school
- Of students
- Of school site infrastructure
- Of needs





**How can we move alongside someone  
instead of for them?**

*Practicing Cultural Humility begins with us in asking ourselves such questions as:*

- *'Am I self-reflective?'*
- *'What is my own personal culture?'*
- *'Am I clear about my personal values, beliefs, thoughts, feelings in a particular situation?'*
- *'How does my values and beliefs affect how I perceive others?'*
- *'What are my biases, sensitivities, triggers with respect of another's expression of personal culture?'*

*Some key questions we can ask a child/youth who's grieving:*

- *'Can I learn more about how you or your family...'*,
- *'Can you teach me how you....'*
- *'Can you draw for me what it (personal culture) looks like?'*,
- *'What would I need to know about you so I can be of help/support?'*

*Being in a state of Cultural Humility not only allows us to bring power imbalances in check but also fosters within us a more respectful way to support others in their individual expressions of grief and loss.*

# Panel discussion

+

Q & A



# Closing Panel 2

**From what you heard during this session...**

**What might you integrate into your practice and work?**

**What might you need to study further?**

**What might need strengthening?**

# Extended Learning

-



# COMING UP NEXT

<b>Break</b>		<b>12:45 pm PT- 1:00 pm PT // 3:45 pm - 4:00 pm ET</b>
<b>Workshop Practice Session: Growing through Grief: Understanding and Supporting Students Exposed to Loss</b>	<b>Marisa Nowitz and Oscar Widales-Benitez, Trauma and Grief Center at the Hackett Center for Mental Health</b>	<b>1:10 pm- 2:40 pm PT // 4:10 pm - 5:40 pm ET</b>
<b>Closing</b>	<b>MHTTC Staff</b>	<b>2:45 pm - 3:00 pm PT // 5:45 pm - 6:00 pm ET</b>



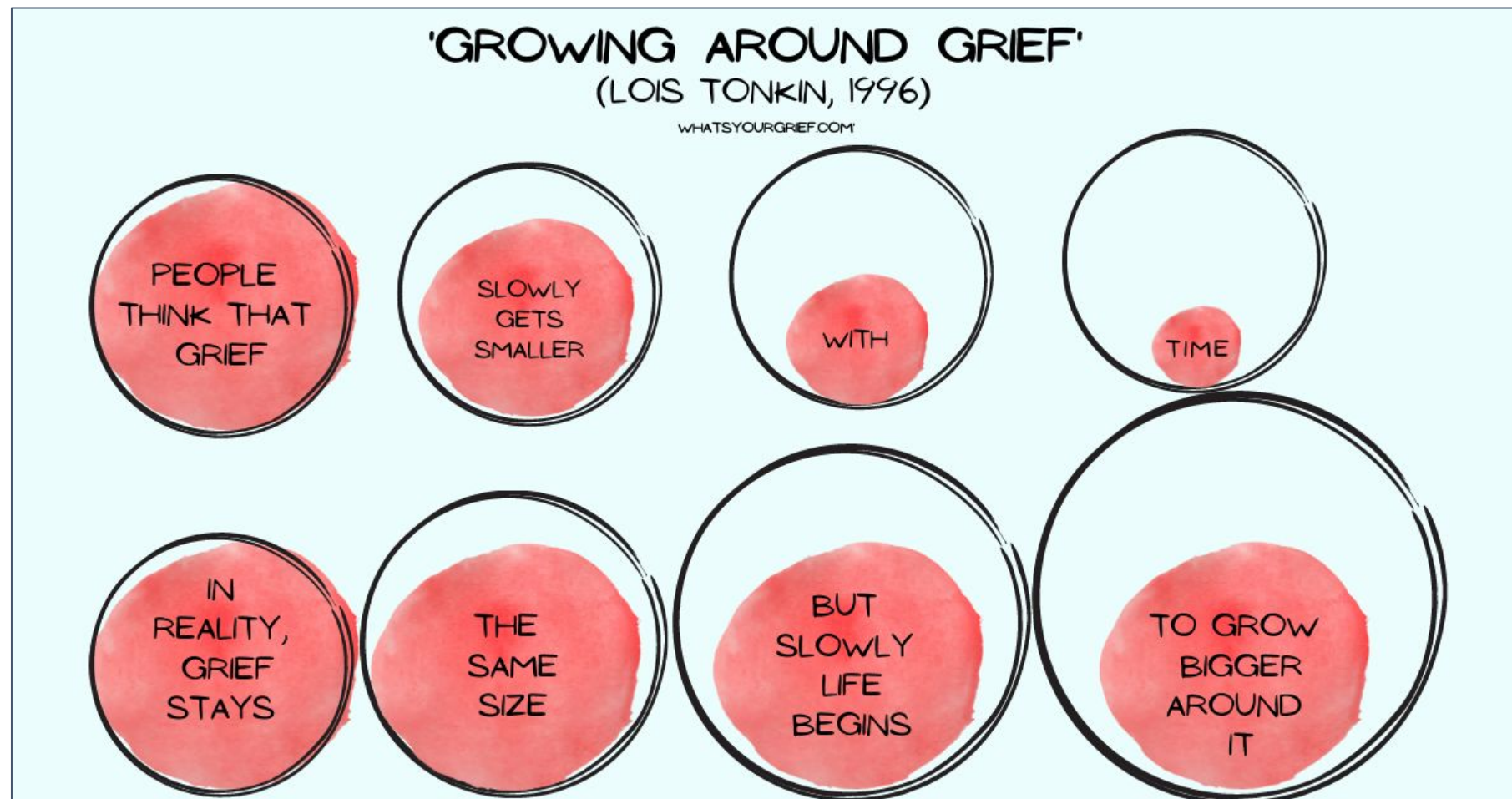
A low-angle, upward-looking photograph of a large, mature tree. The tree's trunk and branches are dark brown and gnarled, extending from the bottom of the frame towards the top. The foliage is dense, with vibrant green leaves and clusters of bright yellow flowers. The background is a clear, bright blue sky with a few wispy white clouds. The overall mood is fresh and natural.

**Break**



# Workshop Practice Session

## Growing through Grief: Understanding and Supporting Students Exposed to Loss



*“The death of a loved one leaves a hole in your heart that will never completely go away but with the help of caring people it will become smaller.”*

—Darren, 17

[18-Quotes from Teens about Support](#) (Children's Grief Awareness Day)

# Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- Have a question for the session's GSVLI faculty? Use the Q & A button
- Have a comment or link for all attendees? Use the chat and write to "all attendees"
- At the end of today's sessions, please complete a **brief** survey about today's training.
- You will receive an email on how to access a certificate of attendance; must attend at least half of today's event (3hrs).

- This event is closed captioned!



- Follow us on social media:



@MHTTCNetwork

**Please Note:**  
**Session recordings, slides,  
and materials will be posted  
on our website within 1  
week.**



# Working Agreements for Our Time Together

**Safety and self-preservation first.** You know yourself best. If you need to shake it out, find something green in the room, hydrate - please do.

**We are each our own best expert.** Stick with “I” statements and avoid advice-giving. Your experience is yours and please honor and respect that others’ experiences are theirs. If you’d like to hear specific advice or insight about other’s strategies and practices during this time, just ask.

**Be as present as possible:** We’ve all got a lot going on. And this time is for us and our growth and learning.

**Sharing isn’t mandatory:** We will offer a couple moments to free write and reflect, referring to personal and professional experiences. While we invite you to share in the chat, there’s not requirement to share.

**Recognize that no two grief experiences are the same** and that grief isn’t held equally (in our culture nor in our workforces). **Let’s listen to each other with care, respect and dignity.**

**Expect and accept a lack of closure.** This workshop will not be able to speak to everything, but it will speak to some things. Take what feels resonant and translate what might not feel central but could be impactful. Know that there is always room for more learning, listening and leading.

**DAY 2- School Mental Health**

**Workshop Practice Session:  
Growing through Grief: Understanding  
and Supporting Youth Exposed to Loss**



**Marisa Nowitz**  
**LCSW-S**



**Oscar Widales-Benitez**  
**PhD**



# Growing Through Grief: Understanding and Supporting Students Exposed to Loss

---

**Marisa Nowitz, MSW, LCSW-S**

Senior Director of School and Community Engagement

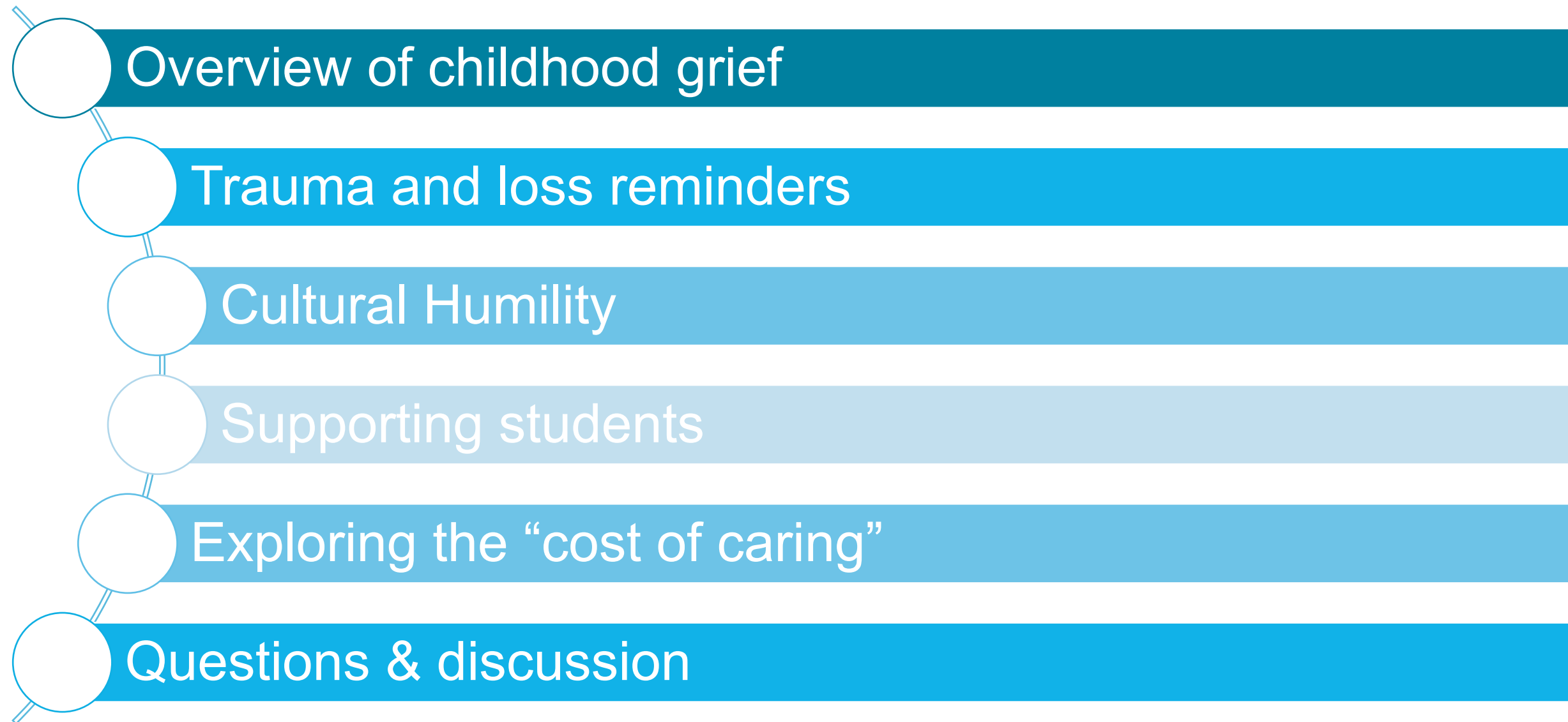
**Oscar Widales-Benitez, PhD**

Sr. Clinical Implementation Specialist

Trauma and Grief (TAG) Center at The Hackett Center for Mental Health

---

# Overview

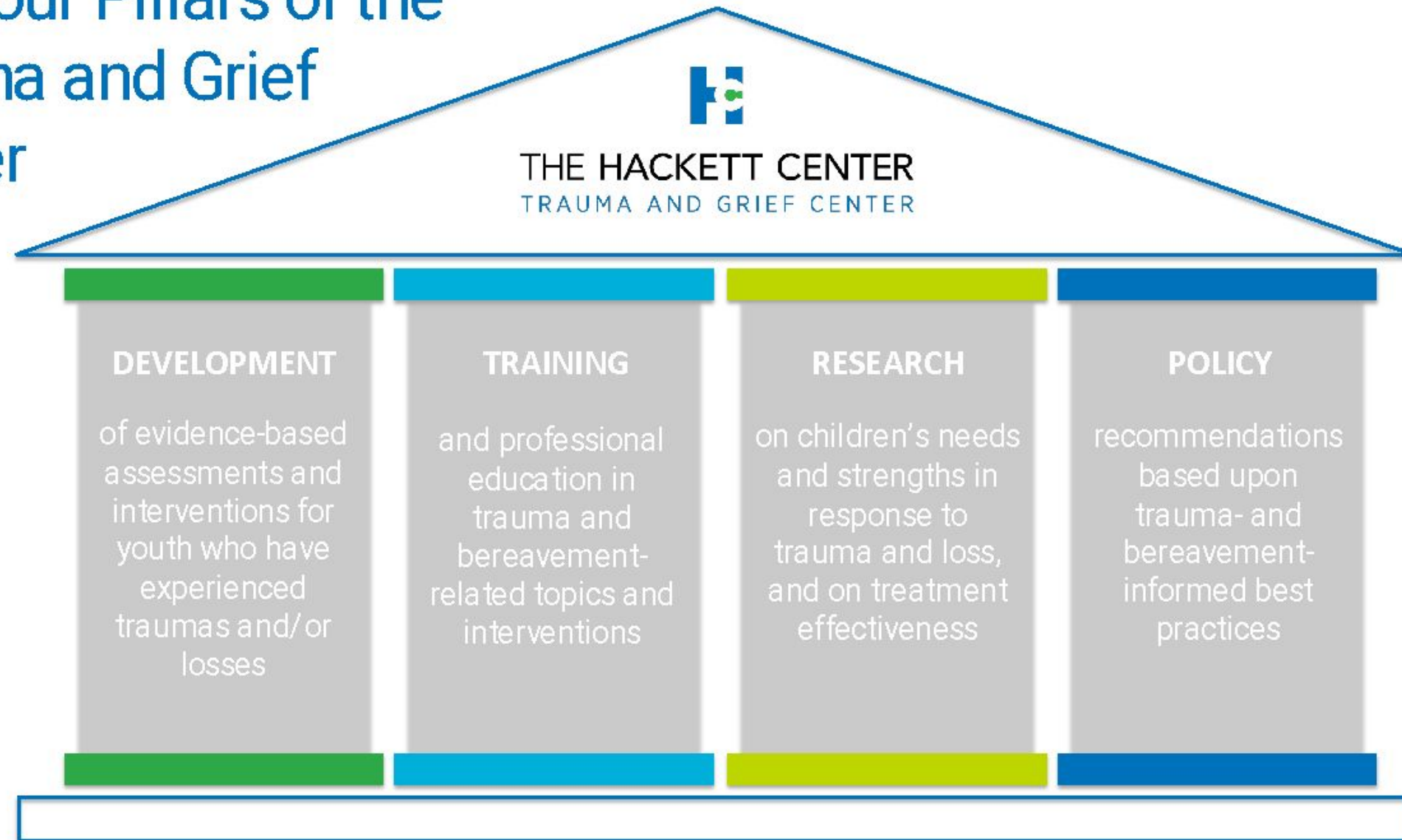




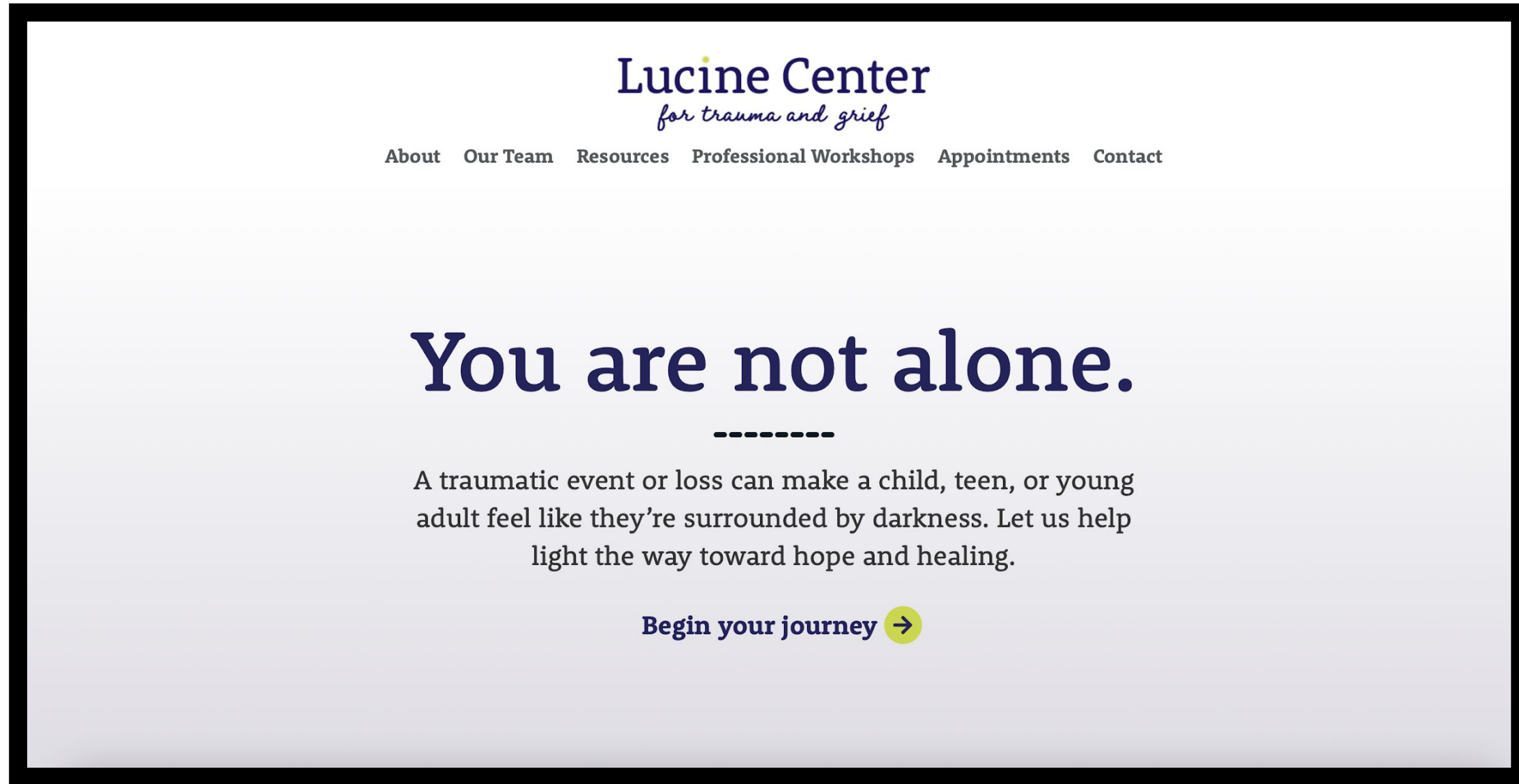
# Trauma and Grief (TAG) Center at The Hackett Center for Mental Health

Executive Director: Julie B. Kaplow, PhD, ABPP

## The Four Pillars of the Trauma and Grief Center



# Lucine Center for Trauma and Grief



The screenshot shows the homepage of the Lucine Center for Trauma and Grief. At the top, the center's name is displayed in a serif font, with the tagline "for trauma and grief" in a smaller, italicized font below it. A navigation menu includes links for "About", "Our Team", "Resources", "Professional Workshops", "Appointments", and "Contact". The main content area features a large, bold heading "You are not alone." followed by a horizontal dashed line. Below this, a paragraph explains that traumatic events can lead to feelings of isolation and offers support. A call-to-action button labeled "Begin your journey" with a right-pointing arrow is positioned at the bottom of the text block.

Lucine Center  
*for trauma and grief*

About Our Team Resources Professional Workshops Appointments Contact

## You are not alone.

-----

A traumatic event or loss can make a child, teen, or young adult feel like they're surrounded by darkness. Let us help light the way toward hope and healing.

**Begin your journey** →



# Grief Overview

# Bereavement

experience of deprivation or loss by death

# Grief

psychological or behavioral response arising from bereavement





# Why Focus on Bereavement?



**Most frequently reported type of trauma in clinic-referred youth**  
(Pynoos et al., 2014)



**Most common form of trauma worldwide**  
(Burns et al., 2020)



**Most distressing form of trauma among adults and youth in the general population**  
(Breslau et al., 2004; Kaplow, Saunders, Angold, & Costello, 2010)



**Strongest predictor of poor school outcomes above and beyond any other form of trauma**  
(Oosterhoff, Kaplow, & Layne, 2018)

# How Do Children Typically Grieve?

- “Typical” grief reactions are hard to define
- Very few large studies of bereaved children... even fewer studies of bereaved children followed over time, even fewer with diverse populations
- Grief reactions influenced by:
  - ❖ developmental level
  - ❖ previous life experiences
  - ❖ relationship to deceased
  - ❖ culture
  - ❖ religious/spiritual beliefs
  - ❖ family
  - ❖ social environment
  - ❖ cause of death





# Typical Grief Reactions

Can be very intense (pining, yearning, sadness, anger or protest over the loss).

Are often at least temporarily associated with decreased functioning.

Typically transition from pain to more pleasant reminiscing over time.



# Unanswered Questions

- What does childhood grief look like in children of different ages, cultures?
- What constitutes a “healthy” or “adaptive” grief reaction versus an “unhealthy” or “maladaptive” grief reaction in children?
- How does grief change over time?
- When and how should we intervene?



# Prolonged Grief Disorder (PGD)

- Newer diagnosis in DSM-5
- For diagnosis of a child, the death had to have occurred at least 6 months ago, symptoms have to be present for at least a month and be intense enough to cause impairment
- Approximately 10-20% of bereaved youth develop PGD, but most studies have focused on middle class, Caucasian youth only
- Informed by Multidimensional Grief Theory

# Multidimensional Grief Theory

Layne, Kaplow, & Pynoos (2011)

**Separation Distress**

**Existential / Identity  
Distress**

**Circumstance-Related  
Distress**

**Adaptive/Helpful**

**Maladaptive/Unhelpful**



# Grief Reactions Activity

- I miss my person so much I feel like crying *all* the time.
- When I grow up, I want to help people get through tough times like the ones I've been going through.
- I feel like when my person died, I lost a big part of myself.
- I keep thinking about how things could have been different so that my person wouldn't have died.
- I want to do positive things to help keep other people from dying the way my person died.
- Talking to my person out loud or in my mind makes me feel better.

# A multidimensional framework is important because...

Distinct dimensions of grief may:

- ❖ Be more prominent at certain developmental stages
- ❖ May not be present in all bereaved populations
- ❖ Require different treatment components (i.e., different therapeutic activities to address different grief domains)



# Observable Classroom Behaviors

“Unhelpful” (maladaptive) grief can look like:

- Social withdrawal (important predictor of suicide risk)
  - not wanting to get close to anyone because they don't want to experience another loss
  - feeling self-conscious or “different” from other kids due to the death
- School problems - poor school grades, truancy, lack of school connectedness
- Problems with peers – getting into fights or arguments
- Distractibility or inattention – may be so consumed with grief they can't pay attention in school



# Hypothesized Risk Factors For Childhood Maladaptive Grief

Previous traumas

Older children (teens)

Prior mental health problems

Avoidant coping strategies

Impaired functioning of surviving parent

Lack of social support

Frequent exposure to trauma/loss reminders

Secondary problems following death

Circumstances of the death



# Trauma and Loss Reminders

# Trauma and Loss Reminders

Layne, Warren, et al.  
2006

## Trauma Reminders

- Images, sounds, smells, people, situations that remind child of the traumatic event
- Often lead to PTSD
- Always distressing

## Loss Reminders

- Images, sounds, smells, people, situations that remind child of the absence of the person who died
- Often lead to grief reactions
- Can be comforting



# Cultural Humility

# Bereavement & Grief are Culture Dependent



Death



Bereavement



Mourning/Grief



Coping



# Defining Culture

How do you define culture?

Think of one or two words that come to mind.

# Defining Culture

“the dynamic and active process of constructing shared meaning, as represented by shared ideas, beliefs, attitudes, values, norms, practices, language, spirituality, and symbols, with acknowledgement and consideration of positions of power, privilege, and oppression”



# ADDRESSING Model Framework

Cultural Characteristic	Power	Less Power
Age and Generation	Adults	Children, teens, elders
Developmental Disability	Temporarily able-bodied	Individuals with disabilities
Disability Acquired Later in Life	Temporarily able-bodied	Individuals with disabilities
Religion	Christian	Non-Christian
Ethnicity & Race	White or Caucasian	People of color
Socioeconomic Status	Owning & Middle Class	Perceived lower status due to occupation, education, income, or rural
Sexual Orientation	Heterosexual	LGBQ+ people
Indigenous Heritage	Non-native	Native
National Origin	U.S. Born	Immigrants & refugees
Gender	Male	Women, transgender, non-binary, and intersex people

# Shifting Perspectives



# Understanding Cultural Humility

“cultural humility incorporates a lifelong commitment to self-evaluation and critique, to redressing the power imbalances in the [provider]-patient dynamic, and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations.”



# Three Dimensions of Cultural Humility



Intrapersonal



Interpersonal



Outward

# Multicultural Practices



## Awareness

- Own Assumptions, Values, and Biases
- Understanding our own privilege



## Implicit Bias – Defined

- “the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner”

# Multicultural Practices

## Knowledge

- Respectful curiosity & willingness to learn
- Asking & not assuming

## Skills

- Intervention strategies and techniques

## Action

- Practice



# Bereavement, Grief, & Culture – Immigrant Latino Youth

## Immigrant Youth in the Nation

Approximately 3 Million in the US

Relocate by choice & high SES in country of origin and host

Forced to migrate and/or low SES in country of origin

## Youth with Forced Migration Experiences

High rates of exposure to trauma and loss

At-risk for numerous negative social and emotional outcomes

# Unique Experiences of Grief and Loss in Immigrant Youth

Experiences of ***grief*** often include loss of loved ones such as caregivers, immediate family, relatives, &/or companions.

Other ***unique forms of loss*** include loss of...

- Cultural Norms
- Language
- Religious Customs
- Social Status
- Social Support Systems
- Adjustment to a New Culture
- Changes in Identity

*(Achotegui, 2019; Bhugra & Becker, 2005)*



# Unique Experiences of Grief and Loss in Immigrant Youth

Experiences of both types of *ambiguous loss*:

**Loved one is physically missing or bodily gone**

- Loved ones and country of origin are physically left behind
- Loved ones are often kidnapped by cartels or criminal groups

**Loved one is psychologically/emotionally absent**

- Loved ones may become emotionally unavailable as a result of homesickness and the stresses of adaptation.

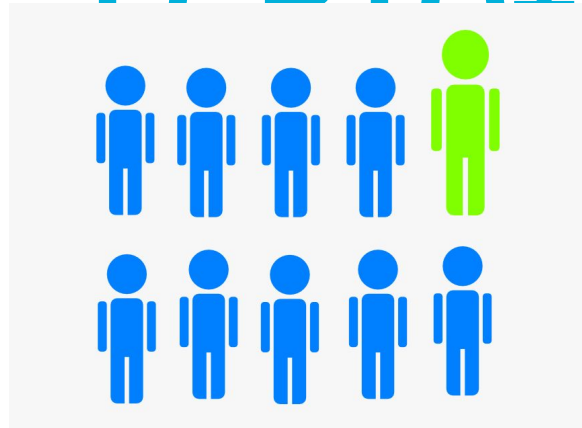
( Falicov, 2002)



***These experiences leave immigrant youth with questions,  
no verification of death,  
no certainty of reunification  
or that the person will come back.***



# Bereavement, Grief, & Culture – Intersectionality LGBTQ+ Latinx Youth



**1 in 10 youth  
identify as LGB**

*(Conron, 2020)*



**Approximately 50%  
of LGBTQ+ youth feel  
unsafe at school**

*(HRC, 2023)*



**More than half of  
LGBTQ+ youth screen  
positive for anxiety  
and/or depression**

*(HRC, 2023)*



**LGBTQ+ youth are  
four times more  
likely to attempt  
suicide than their  
peers**

*(Johns et al., 2020)*

# Grieving LGBTQ+ Latinx Youth- Barriers

Perceived lack  
of support &  
understanding

Social stigma  
and  
discrimination

Limited access  
to  
friendly/affirming  
spaces

# LGBTQ+ Youth & Disenfranchised & Collective Grief

## Disenfranchised Grief

- Grief tied to a loss that is not openly acknowledged or socially accepted

## Collective Grief

- Grief that's part of a shared emotional response from a common loss



# Implications for Mental Health Providers Working with LGBTQ+ Youth

Continued training

Utilize inclusive language

Be mindful of spaces

Confront prejudice

# Exploring Grief Within a Multicultural Framework

Clarifies the role of bereavement on current difficulties

Provides opportunity to explore mourning rituals and effect on current grief

Clarifies what type of help makes sense and for how long

Develops a shared understanding of bereavement and grief

Enhances rapport and motivation

(Smid et al., 2018)

# ADDRESSING Model Framework

Cultural Characteristic	Power	Less Power
Age and Generation	Adults	Children, teens, elders
Developmental Disability	Temporarily able-bodied	Individuals with disabilities
Disability Acquired Later in Life	Temporarily able-bodied	Individuals with disabilities
Religion	Christian	Non-Christian
Ethnicity & Race	White or Caucasian	<u>People of color</u>
Socioeconomic Status	Owning & Middle Class	<u>Perceived lower status due to occupation, education, income, or rural</u>
Sexual Orientation	Heterosexual	<u>LGBQ+ people</u>
Indigenous Heritage	Non-native	Native
National Origin	U.S. Born	<u>Immigrants &amp; refugees</u>
Gender	<u>Male</u>	Women, transgender, non-binary, and intersex people

*(Hays, 2001)*



# Case Conceptualization

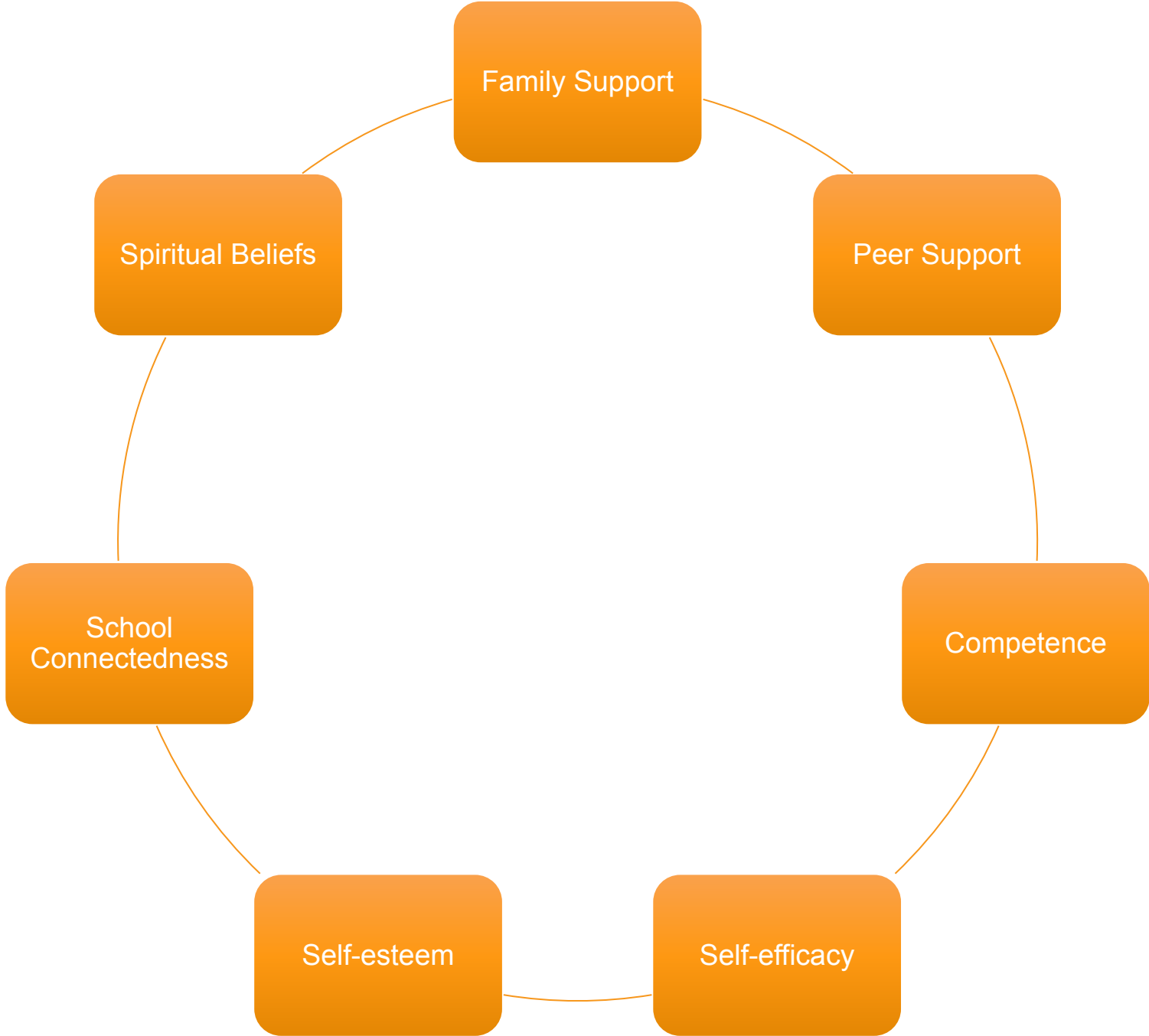
## Risk Factors

- Low social support
- Stigma
- Violent death
- Acculturative gap
- Limited emotional awareness

## Protective Factors

- *Familismo*
- Academically driven
- School belonging
- Engaged and motivated

# What Promotes Resilience?



# Supporting Students



# Asking the Million Dollar Question



~~What's *WRONG* with you?~~

**What *HAPPENED* to you?**

# Showing You Care

- Allow the student to lead the way in what they do or don't want to share about their loss
- Get student's permission before sharing information with other students
- Provide choice (where to sit, which book to read)
- Help develop strengths and interests
- Thumbs up or down to indicate if the student is having a good day or bad day
- Greet student and let them know they were missed



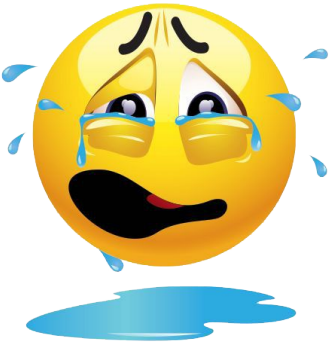


# Showing You Care (cont'd)

- Send student to nurse to rest if having trouble staying awake or focusing
- Allow student to eat or assist them in getting food if needed
- Ease transitions – time warnings ahead of activity transitions (fire drills, loud sound, etc.)
- Re-teach lessons or postpone testing
- Presence, presence, presence



# Additional Coping Strategies



Read a book

Write in a journal



Exercise

Deep breathing

Think about something calm

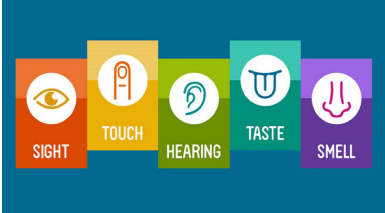
Listen to music

Sing

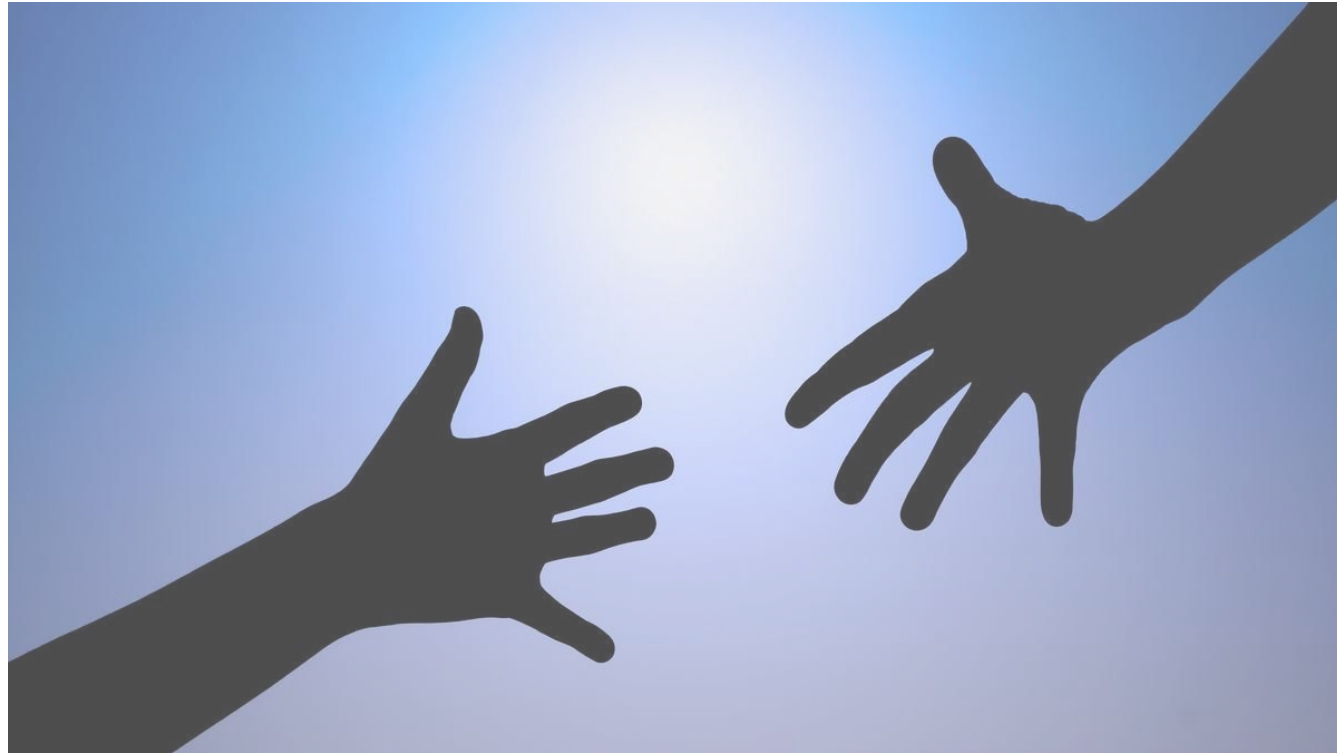
Lift weights

Play an instrument

Dance



# When to Seek Support



- ✓ Behaviors impact different parts of student's daily life (school, home, with peers)
- ✓ Extreme signs of depression (tearful, not able to get out of bed in the morning)
- ✓ Any gesture related to self-harm or mention of suicidal or homicidal ideation
- ✓ Signs of possible PTSD
- ✓ When in doubt, refer out!



# Exploring the Cost of Caring

# Being “Trauma-Informed”

A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, **staff**, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization.

# 10 Core Areas of a Trauma-Informed School

1. Physical and emotional well-being of staff
2. Creating a trauma-informed learning environment
3. Identifying and assessing traumatic stress
4. Addressing and treating traumatic stress
5. Trauma education and awareness
6. Partnerships with students and families
7. Cultural responsiveness
8. Emergency management/crisis response
9. School discipline policies and practices
10. Cross-system collaboration and community partnerships



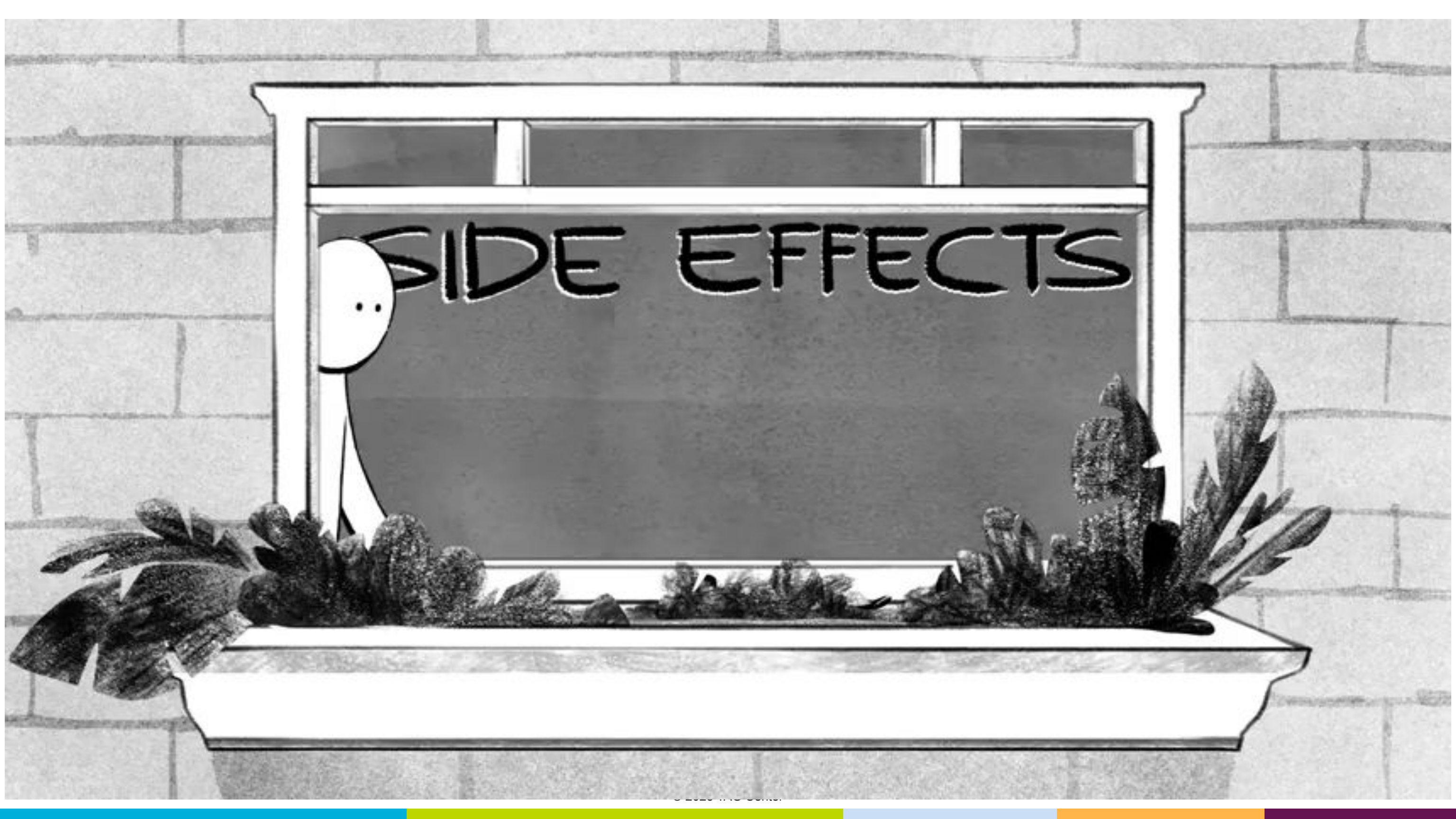
# The Cost of Caring

Secondary  
Traumatic  
Stress

Vicarious  
Trauma/Grief

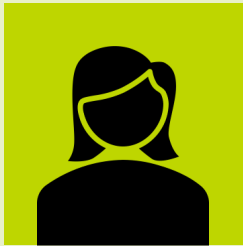
Compassion  
Fatigue

Burnout



SIDE EFFECTS

# Risk Factors



## Personal

- History of unresolved trauma/loss
- Pre-existing psychological conditions
- Women
- Isolation
- Inadequate support system



## Professional

- Lack of quality supervision
- High percentage of trauma in caseload
- Lack of professional support system
- Inadequate training
- Lack of experience



# Warning Signs



# THE GOOD NEWS!

## **Compassion Satisfaction =**

Deriving pleasure from helping others

## **Vicarious Resilience =**

Positive transformation as a result of bearing witness to individuals overcoming adversity

**\*\*Routinely caring for yourself can help reduce the cost of caring and increase resilience.\*\***

# The “S” Word

*Self-care is the ability to engage in helping others without sacrificing other important parts of one’s life.*





# Cultural Considerations

Jönsson, et al. 2020

Cultural factors that can influence beliefs surrounding self-care practices may include:

- Dietary traditions
- Family structure
- Beliefs about self-care
- Religious practices
- Beliefs about physical activity
- Beliefs regarding medical care





# Self-Awareness is Key

[ProQol.org](http://ProQol.org)

[Nami.org](http://Nami.org)

## PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

COMPASSION SATISFACTION AND COMPASSION FATIGUE  
(PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some-questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1=Never      2=Rarely      3=Sometimes      4=Often      5=Very Often

- \_\_\_\_\_ 1. I am happy.
- \_\_\_\_\_ 2. I am preoccupied with more than one person I [help].
- \_\_\_\_\_ 3. I get satisfaction from being able to [help] people.
- \_\_\_\_\_ 4. I feel connected to others.
- \_\_\_\_\_ 5. I jump or am startled by unexpected sounds.
- \_\_\_\_\_ 6. I feel invigorated after working with those I [help].
- \_\_\_\_\_ 7. I find it difficult to separate my personal life from my life as a [helper].
- \_\_\_\_\_ 8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
- \_\_\_\_\_ 9. I think that I might have been affected by the traumatic stress of those I [help].
- \_\_\_\_\_ 10. I feel trapped by my job as a [helper].
- \_\_\_\_\_ 11. Because of my [helping], I have felt "on edge" about various things.
- \_\_\_\_\_ 12. I like my work as a [helper].
- \_\_\_\_\_ 13. I feel depressed because of the traumatic experiences of the people I [help].
- \_\_\_\_\_ 14. I feel as though I am experiencing the trauma of someone I have [helped].
- \_\_\_\_\_ 15. I have beliefs that sustain me.
- \_\_\_\_\_ 16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
- \_\_\_\_\_ 17. I am the person I always wanted to be.

## Self-Care Inventory

Rate the following areas in frequency:

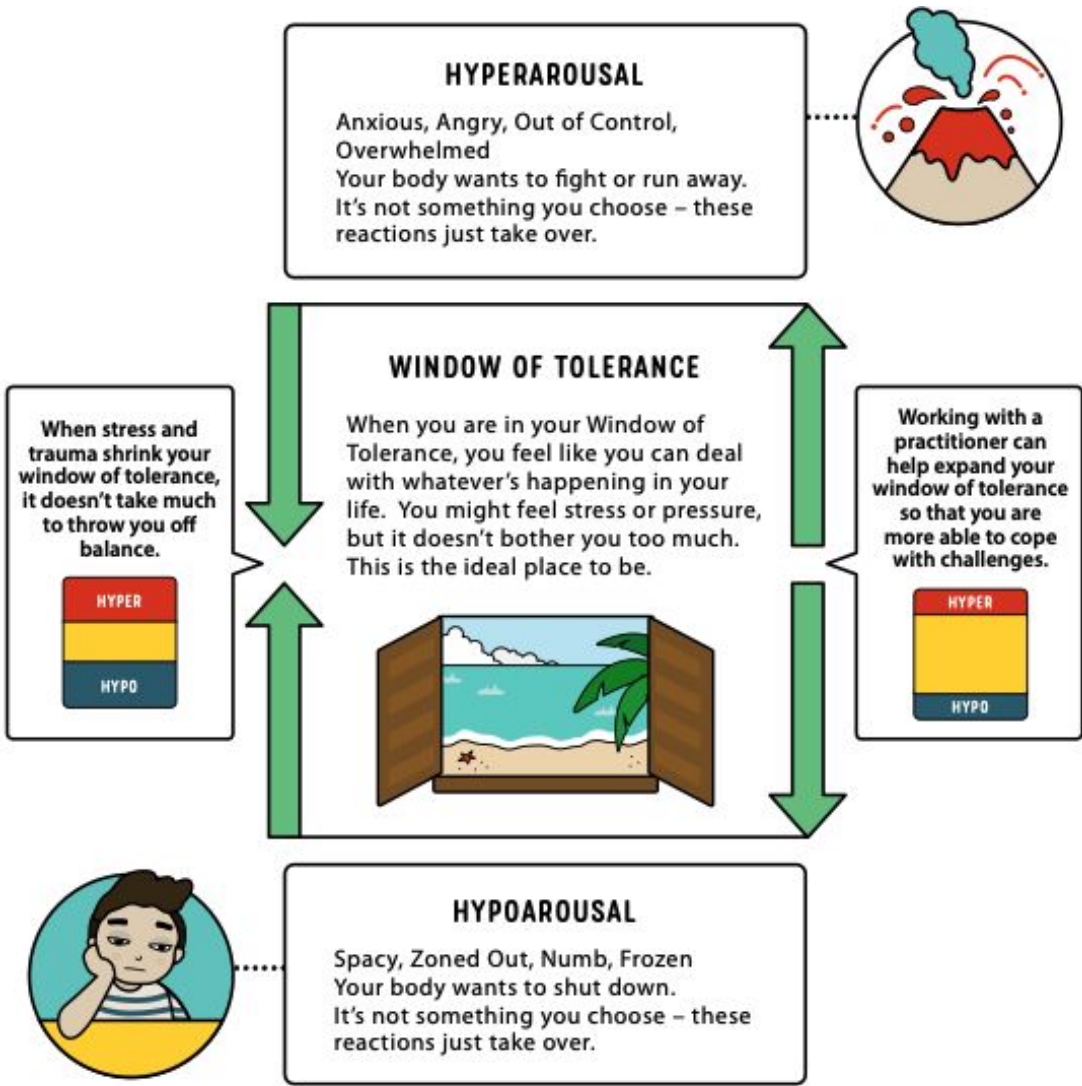
- 5 = frequently
- 4 = occasionally
- 3 = rarely
- 2 = never
- 1 = it never occurred to me

Physical Self-Care	5	4	3	2	1
Eat regularly (e.g. breakfast, lunch and dinner)					
Eat healthy foods					
Exercise consistently					
Get regular medical care for prevention					
Get medical care when necessary					
Take time off when sick					
Dance, swim, walk, run, play sports, sing or do some other physical activity that is enjoyable to self					
Take time to be sexual					
Get enough sleep					
Take vacations					
Wear clothes you like					
Take day trips or mini-vacations					
Make time away from telephones					
Other:					

Psychological Self-Care	5	4	3	2	1
Make time for self-reflection					
Engage in personal psychotherapy					
Write in a journal					
Read literature that is unrelated to work					
Do something in which you are not an expert or in charge					
Cope with stress in personal and/or work life					
Notice inner experience (e.g. listen to and recognize thoughts, judgments, beliefs, attitudes and feelings)					
Provide others with different aspects of self (e.g. communicate needs and wants)					
Try new things					
Practice receiving from others					
Improve ability to say "no" to extra responsibilities					
Other:					



# Window of Tolerance Model



nicabm  
www.nicabm.com

© 2019 The National Institute for the Clinical Application of Behavioral Medicine

# Strategies to Self-Regulate



Mindfulness

Cognitive reappraisal

Deep breathing

Take a walk

Go outside

Engage your senses

Caring, nurturing self-talk

Laughing

# Questions? Comments?





# We welcome your feedback!



**tgct2.com**

”Training Evaluations” tab  
“General Training Evaluation”

# Contact Us

**Marisa Nowitz, MSW, LCSW-S**

Senior Director of School and Community Engagement

[mnowitz@mmhpi.org](mailto:mnowitz@mmhpi.org)

**Oscar Widales-Benitez, PhD**

Sr. Clinical Implementation Specialist

[owidales@mmhpi.org](mailto:owidales@mmhpi.org)



**TAG Center Virtual Learning Li**

[tagcenter.org](http://tagcenter.org)

**Lucine Center for Trauma and**

[lucinecenter.com](http://lucinecenter.com)

(832) 244-9502



---

**Marisa Nowitz, MSW, LCSW-S**

Senior Director of School and Community Engagement

**Oscar Widales-Benitez, PhD**

Sr. Clinical Implementation Specialist

Trauma and Grief (TAG) Center at The Hackett Center for Mental Health

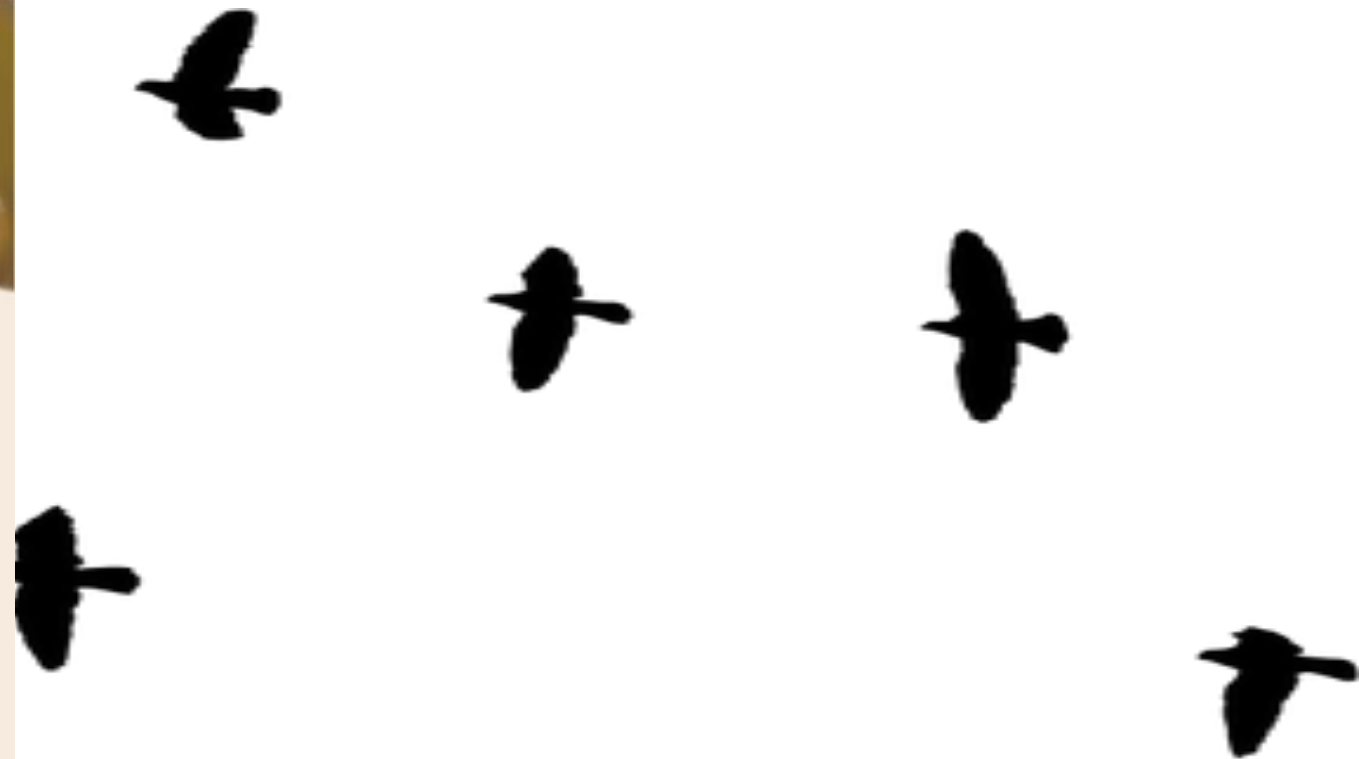
---



# Closing GSVLI Day 2



**THANK  
YOU**



What I received / What I  
learned...

What I valued in this space...

What I'm still wondering...

# Next Steps

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.

Please take a moment to complete a **brief** survey about today's Institute.

*Note: there are two parts to the survey, please complete both.*



Day 2 Survey:

<http://ttc-gpra.org/GPRAOnline/PCS?e=0088240105&n=M>



MHTTC

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



# A HUGE GSVLI thank you to

**Each regional MHTTC for funding speakers and ensuring this learning experience was possible**

**To all the GSVLI faculty whose wisdom, experience, and guidance contributed to our collective grief sensitivity learning**

**To the MHTTC Grief Coordination Group who planned this GSVLI**

- Leora Wolf-Prusan, Pacific Southwest MHTTC
- Erin Briley & Casey Morton, Mountain Plains MHTTC
- Dave Brown, Danya Institute
- Felicia Benson & Jessica Gonzalez, MHTTC Network Coordinating Office
- Shelbie Johnson, Mid-America MHTTC
- Gabrielle Orsi, Northwest MHTTC

**To our session hosts, moderators & tech support**

- Leora Wolf-Prusan, Pacific Southwest MHTTC
- Oriana Ides, Pacific Southwest MHTTC
- Jessica Gonzalez, Network Coordinating Office
- Erin Briley, Mountain Plains MHTTC
- Dave Brown, Danya Institute
- Felicia Benson, Network Coordinating Office
- Heather Gotham, Network Coordinating Office
- Shelbie Johnson, Mid-America MHTTC
- Gabrielle Orsi, Northwest MHTTC
- Ricky Canelo, Network Coordinating Office



**MHTTC**

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

***SAMHSA***

Substance Abuse and Mental Health  
Services Administration

# Extended Learning and Resources Related to GSVLI Day 2

- [Guiding Students and Families Through Grief](#) (ASCD)
- [Helping Students After a School Shooting](#) (NSBA)
- [https://imaginej.org/wp-content/uploads/2022/04/Becoming-Grief-Informed\\_A-Call-to-Action.pdf](https://imaginej.org/wp-content/uploads/2022/04/Becoming-Grief-Informed_A-Call-to-Action.pdf)
- [Grief Has Engulfed the Learning Environment. Here's What Can Help](#) (Opinion)
- [Grief Support for Teachers & Staff | Dougy Center](#)
- [Creating Space for Grief: Cultivating an Intersectional Grief-Informed Systemic Pathway for Teacher Leaders](#) (Everett, 2021)
- [Supporting Grieving Students in School Setting: A Guide for School Personnel | Eluna Network](#)
- [An Empty Seat in Class: Teaching and Learning After the Death of a Student](#) by Rick Ayers
- [Humanizing Grief in Higher Education: Narratives of Allyship and Hope](#), Edited by Nicole Sieben and Ann Shelton
- [Reclaiming Wholeness: Healing Grief](#), Stephanie Cariaga, Luana Morales, and Kiese Loretta Vita (abbreviated recording)
- [Grief and Sustainability](#), Staci Haines and Strozzi Institute
- [Traumatic Grief | The National Child Traumatic Stress Network](#)
- [Childhood Traumatic Grief](#) (NCTSN)
- [Helping Young Children with Traumatic Grief: Tips for Caregivers](#) (NCTSN)
- <https://schoolcrisishealing.org/memorialization-and-commemoration/>
- [Coalition to Support Grieving Students](#)
- [National Center for School Crisis and Bereavement](#)
- [Taking A Culturally Humble Approach to the Bereavement Journey - Lighthouse For Grieving Children](#)
- [Our Right to Grieve: Grief-Informed Recommendations and Resources for Healing-Centered & Racially-Just School Cultures](#) (School Crisis Recovery & Renewal project, 2023)
- [RITUALIZING REMEMBRANCE in our SCHOOL CULTURES: Día de los muertos](#) (School Crisis Recovery & Renewal project, 2021)
- Hook, J. N., Davis, D. E., Owen, J., Worthington Jr., E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology*<sup>®</sup>. doi:10.1037/a0032595
- [Cultural Responsiveness To Racial Trauma | The National Child Traumatic Stress Network](#) (NCTSN, 2020)
- [A Cultural Humility Checklist](#) (The Opioid Response Network)
- [3 Things to Know: Cultural Humility | Hogg Foundation for Mental Health](#)
- Module 8: Cultural Competence & Cultural Humility (UNC): <https://ready.web.unc.edu/section-1-foundations/module-8/>
- Cultural Humility versus Cultural Competency—IME Grand Rounds (2019): <https://www.youtube.com/watch?v=hKqnyvIkUBs>
- <https://nacg.org/events/>
- [Urban Peace Movement | Healing the Healers: Supporting Youth-service Workers who Provide First Line Support to Youth in Crisis](#)
- [School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region | Mental Health Technology Transfer Center \(MHTTC\) Network](#) (2020)
- [10 Pillars of Recovery and Renewal](#) (School Crisis Recovery & Renewal project, 2021)



**Closing our day together, breathing together.**

