



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Southeast MHTTC's School Mental Health Crisis Community of Practice: Part 2 -

A Deeper Study into the Fourth R of the Crisis Continuum: Renewal

Presenter: Leora Wolf-Prusan

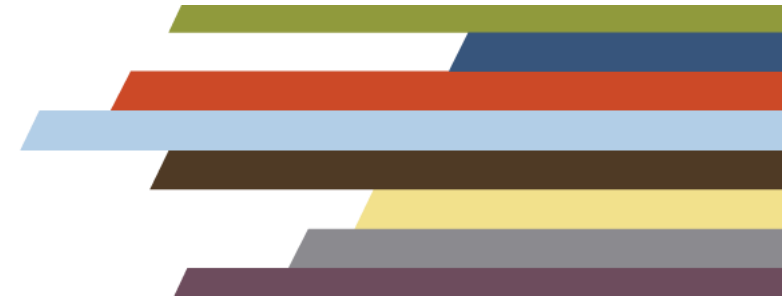
Moderator: Sarah Trello, MPH

School Mental Health Initiative

Southeast Mental Health Technology Transfer Center (MHTTC)

Rollins School of Public Health, Emory University

December 6, 2022



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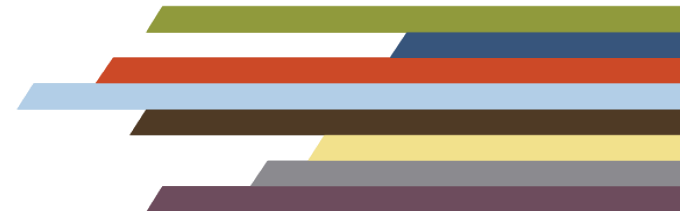
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Southeast Mental Health Technology Transfer Center

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.



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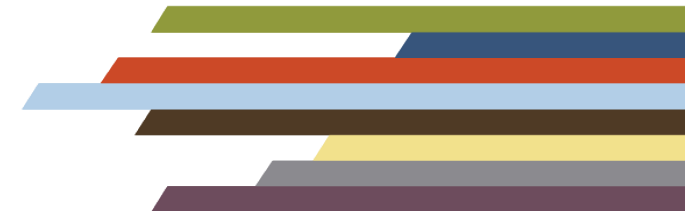
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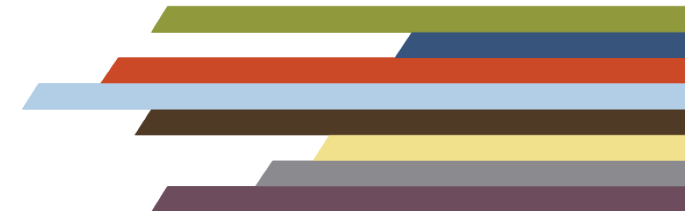
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thoughts as this is a very important part of our funding.

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

AGENDA

Session Overview:

Session 2 offers a deeper study into the fourth “R” of the crisis continuum: “Renewal.” Together, we explore how we might reimagine hurt and harm into healing. We will explore how to identify root causes of crisis, engage in collective storytelling, lead the redefinition of ourselves and our organizations, and repair (i.e., address harm that arises in crisis and post crisis).

Session Objectives:

- Enhance knowledge, skills and capacities related to school crisis recovery & renewal leadership
- Identify 1-3 practices to begin or continue implementing that strengthen a trauma-informed crisis leadership approach



SCHOOL CRISIS
RECOVERY
and
RENEWAL

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.

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

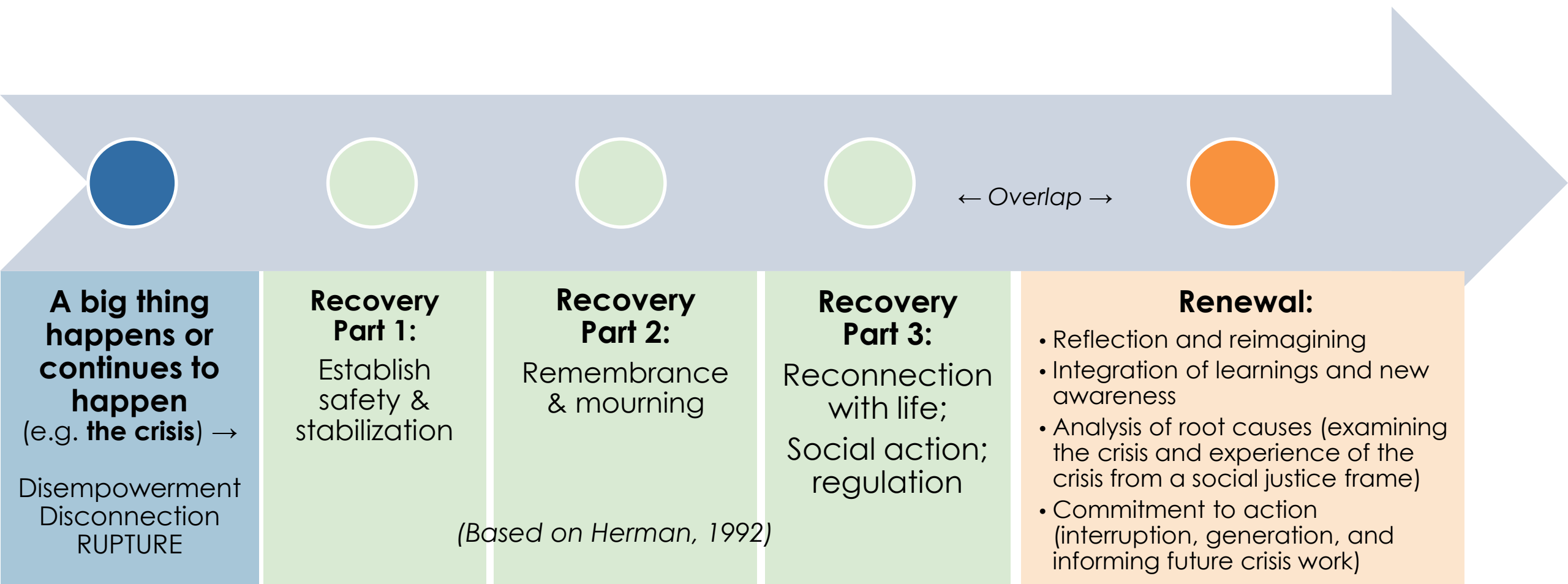
Recovery (the week, month, year after a big thing)

- 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*



Renewal involves the leaders themselves.

This is the phase of crisis leadership where leaders are not only externally focused, but internally introspective.

Renewal after a crisis asks for leaders of school communities, organizations, teams, or sites, to help all involved make meaning of what is happening, what happened- to ground and try to make sense of things that don't make sense.

Theoretical Concepts

- **Coping:** how do I believe I have the resources to lead?
- **Resilience:** what strengths of me and my community arose during the crisis that should remain?
- **Post Traumatic Growth Theory:** How do I know when I am not just performing, but transforming?
- **Healing:** if healing was central to my everything, what would change?
- **Meaning Making:** What matters now, and why?

Leadership Skills

- **Create structural witnessing:** hearing without fixing
- **Center significant relationships:** relationships are the process and the outcome
- **Foster healing-centered cultures:** growth and prevention
- **Encourage storytelling:** create a coherent narrative
- **Sit in the sticky stuff (more questions than answers):** be comfortable with discomfort
- **Recommit to the work:** use the crisis to remember your original WHY
- **Engage in collective reflection:** renewal informs readiness

Equity-Centered Inquiry Questions

- **Root cause analysis:** what are underlying issues of the crisis?
- **Meaning making:** who is defining the story, and why?
- **Restoration & identity shifts:** who are we becoming, and why?
- **Repair:** what harm needs addressing?

School crisis renewal: concepts, skills, and inquiry questions

Zooming in on *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.

Cataclysmic events often reliably produce a crisis of identity, personal agency, and meaning for those impacted and subsequently, a search to reconstruct, make meaning, or make new narratives to make sense of the event.

-Jen Leland, SCRR Field Coach

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?

Trauma Organized

Organizations impacted by stress, operating in silos, avoidant of issues and isolated in their practices or service delivery. These organizations can be trauma inducing.

- Reactive
- Reliving/retelling
- Avoiding/numbing
- Fragmented
- Authoritarian leadership

Trauma Informed

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.

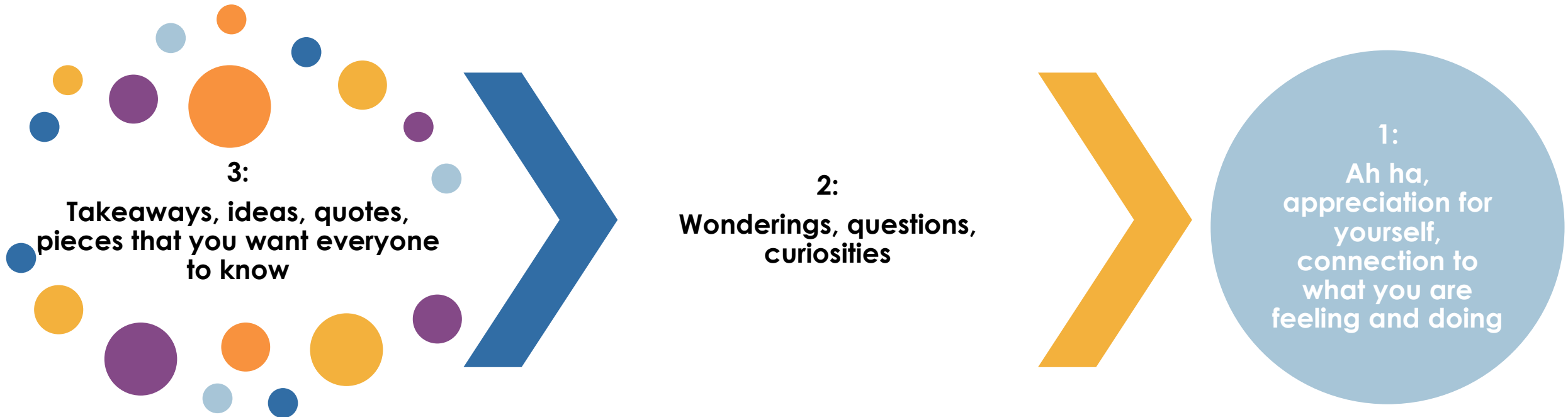
- Shared language
- Foundational understanding of trauma and healing
- Understanding of the nature and impact of trauma

Healing Organization

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.

- Reflective
- Collaborative
- Culture of learning
- Making meaning out of the past
- Growth- and prevention-oriented
- Relational leadership

Taking Time to Reflect



NEXT SESSION! 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

Register for Upcoming Sessions

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

[Part 3: Strengthening our School Mental Health Leadership Skills](#)

Tuesday, December 13

12:00 - 1:00pm EST

[Register Here](#)

Upcoming SCRR Opportunities

<https://schoolcrisishealing.org/events-learning-opportunities/>



SCRR's Winter 2022 Network of Practice (December 8, 2022)

[Learn more and register](#)

The SCRR 2023 Winter Institute for Educators (January 12, 2023) – A Call Inward: An offering of space and grace for collective renewal

Life After Loss Table: A space for to process, make meaning, and integrate experiences of student death and loss as educators (December 15 2022)

[Learn more and register](#)

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

[Learn more & register](#)

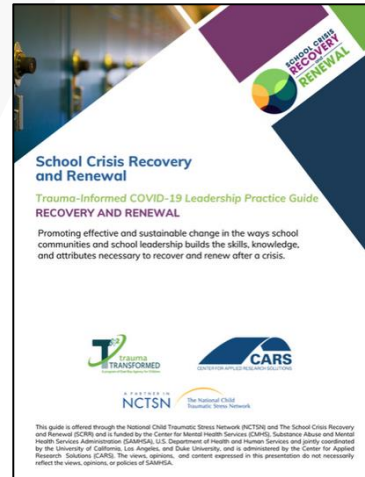
Honoring Grief in our Classrooms (October 2022 – March 2023)

[Learn more and register](#)

SCRR Resources <https://schoolcrisishealing.org/scrr-our-resources/>



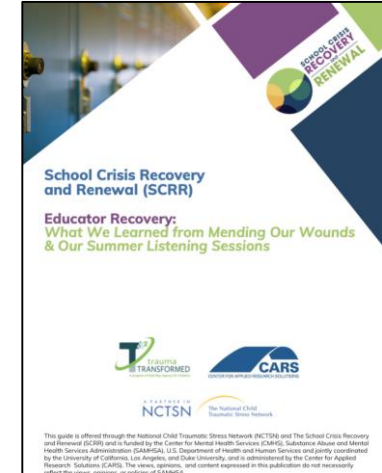
10 Pillars of School Crisis Recovery and Renewal



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



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SCHOOL CRISIS
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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



SCHOOL CRISIS
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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.



A PARTNER IN
NCTSN

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.