



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

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Southeast MHTTC's School Mental Health Crisis Community of Practice: Part 3 - Strengthening our School Mental Health Leadership Skills

Presenter: Leora Wolf-Prusan

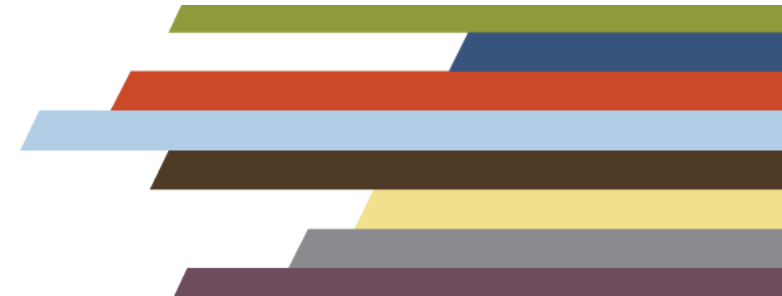
Moderator: Sarah Trello, MPH

School Mental Health Initiative

Southeast Mental Health Technology Transfer Center (MHTTC)

Rollins School of Public Health, Emory University

December 13, 2022



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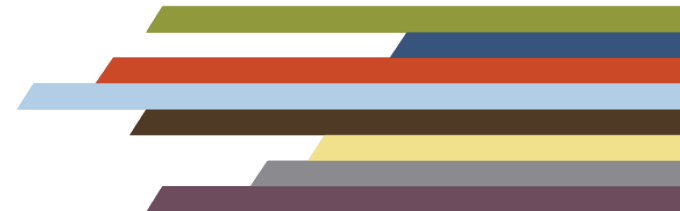
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Southeast Mental Health Technology Transfer Center

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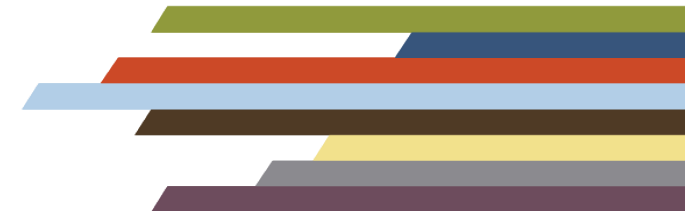
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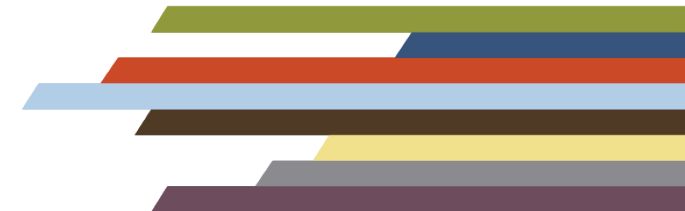
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thoughts as this is a very important part of our funding.

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 3 focuses on our school mental health crisis renewal leadership skills and approaches. We will provide a dialogue space to explore how to lead from a trauma-organized stance to a “healing-organized” stance. We will also discuss how to partner with faith based organizations, students, and diverse voices in the aftermath of a 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

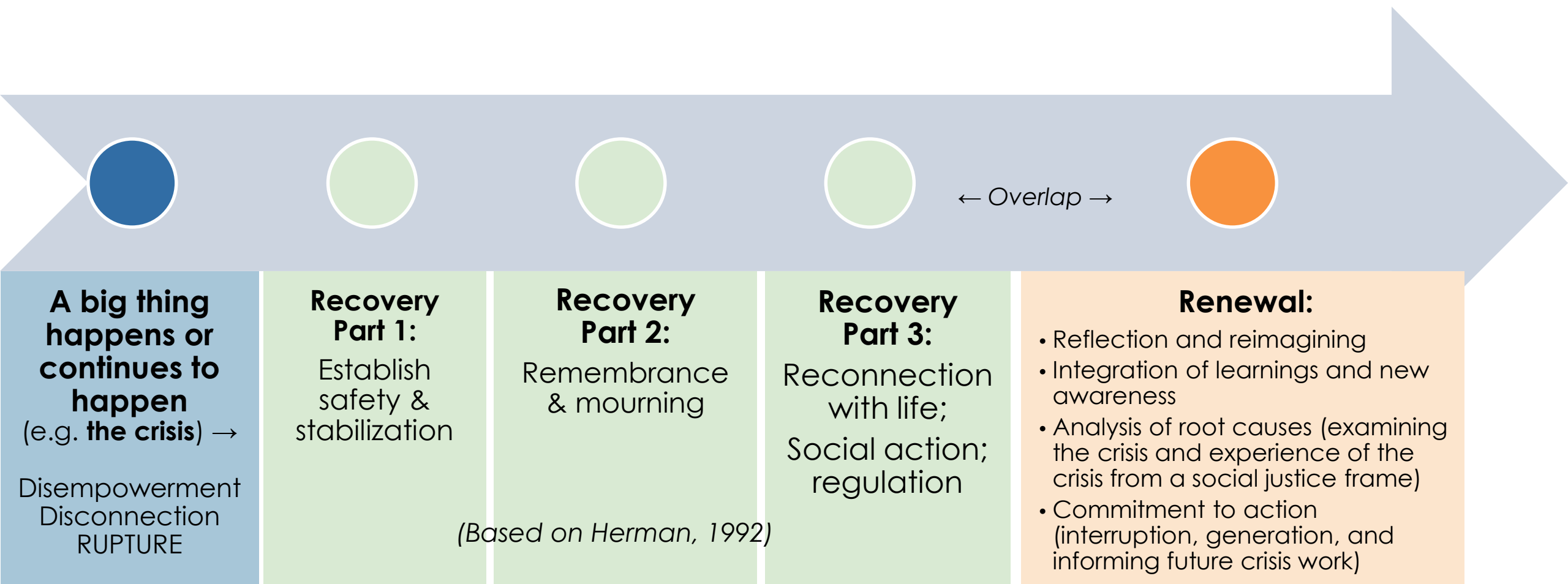
Recovery (the week, month, year after a big thing)

- 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*



School Mental Health Crisis Leadership

The individual, collective, organizational, and systemic skills, knowledge, and competencies to create school conditions, climates, and cultures that empower others to navigate uncertainty and harm.

This leadership is based on awareness and acceptance of the responsibility and accountability to help all students, staff, and partners repair, reconnect, regulate, and restore.

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



Crisis response has a way of feeling reactionary, even when there is adequate planning on the front end. Traditionally, crisis planning is a process by which the likelihood of an event is assessed, considering location, circumstance, and context. From that point, a set of protocols based on best practice may be developed. **The role of leadership within this process is to prioritize, communicate, and provide direction.**

What is often not considered in the process is **how we are to be as leaders** (e.g., relational leadership); who we involve in our thinking (e.g., inclusive leadership); and in **what ways our plans will mitigate/ increase risk, increase/decrease safety, and also potentially traumatize/heal those we serve** (e.g., complexity thinking).

The inevitability of crisis is a given. However, **how we intentionally hold our own humanity in what can be a protocol-driven process is what separates trauma-informed, healing-centered leadership from business as usual.** The distinction must be made in an organization hoping to transcend the bonds of business to move towards humanity and healing.

Landscape and Mirror

What needs healing and transformation inside me in order to sustain transformation and healing in my classrooms, schools, organizations?

What needs healing and transformation inside us to stabilize and reimagine our school's way of being?



Reflection Questions for School Crisis Leaders



What is your relationship to ambiguity? To loss of control? To threat, a loss of regularity, and normalcy?



What is your personal relationship to crises? To grief? How might that impact your professional relationship to crisis management and grief sensitive leadership?



How might your relationship and responsibility to information (first vs. secondary responders) impact the way you become ready for a crisis or respond to one?



What is your personal narrative of grief, crisis, and/or trauma...and how might that impact how you lead organizationally?

What makes our leadership trauma informed- always, in the wake of, and in the aftermath of crisis?



Relational Focused Culture



Mindful & Reflective Practice



Trauma-Sensitive Communication



Self-Inquiry and Critical Inquiry

Principles of A Trauma-Informed School



Equity & Humility



Collaboration, Peer Support & Mutuality



Safety & Stability



Trustworthiness & Transparency



Empowerment, Voice & Choice



Resilience, Growth, & Change

1. Intentions

- How might adapting and adopting a crisis leadership stance support your personal work, your personal goals?
- What values of yours connect to this work?

2. Concerns

- What worries you about your team, your school community, your skills when you imagine this coming year?
- What might get in your way from leading with safety, dignity and belonging at the forefront?
- Where are our potholes and pitfalls?

ICBD: Intentions, Concerns, Boundaries, and Dreams

3. Boundaries

- What do you need to feel efficacious and supported in this work?
- How might you preserve your safety, dignity, autonomy and belonging?
- What shared working agreements will help your team center safety, dignity and belonging?

4. Dreams

- If this work (recovery, renewal) comes alive, what will be true?
- How will you feel? Where will you be?
- What data will change?

Closing our three CoPs.

What's your one elegant next step?



Upcoming SCRR Opportunities

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



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](#)

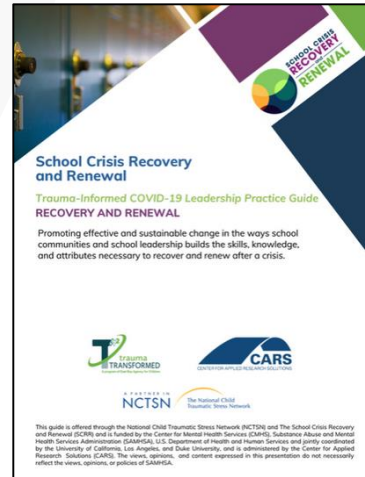
Honoring Grief in our Classrooms (October 2022 – March 2023)

[Learn more and register](#)

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



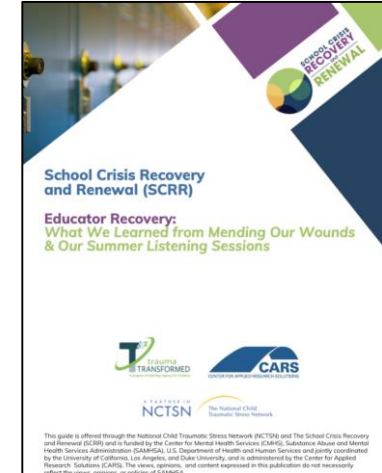
10 Pillars of School Crisis Recovery and Renewal



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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Region IV Southeast Mental Health Technology Transfer Center

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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
RECOVERY
and
RENEWAL

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.