CSHA School Health Conference
Building Bridges to Healthy & Resilient Communities

Bridging Student Leadership In
School Crisis Recovery & 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.
The views represented during this presentation are our personal views and are not the official views of the conference hosts or the funders of SCRR including SAMHSA.
Presenters

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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
Landscape and Mirror

What needs healing and transformation inside me in order to sustain transformation and healing in my classroom, school, organization?
Define phases of school crisis readiness, response, recovery and renewal.

Identify common pitfalls and promises when partnering with youth leaders in crisis recovery.

Identity two strategies that help and one that harms when partnering with young people to recovery from school crisis.
THE 4 R’S

Readiness, Response, Recovery, and Renewal

We may be in many phases at once and may circle through phases. The 4 R's give us a general roadmap to what we may experience in a pandemic or school crisis, but also these are not linear, and our experiences are unique.
Student Leadership in Crisis Recovery & Renewal: Promises & Pitfalls
Reflection

What does it mean to center the experiences and wisdom of those impacted by crisis in recovery and renewal?
Self-determination is important for positive development

Voice and Choice

Sense of Agency & Healing through ACTION

Youth Leadership
Authentic Youth Engagement

Youth/Adult Partnerships
Young ppl feel heard, respected, valued, trusted, appreciated, safe and comfortable.

Equal Partners

Preparation
Empowers informed decision making
Increases readiness for opportunities known and unknown

Opportunity
Creating ways to work together collaboratively

Support
Physical, Emotional and Financial
Adultism Defined

The word adultism refers to behaviors and attitudes based on the assumption that adults are better than young people, and entitled to act upon young people without their agreement. Another definition is the systematic mistreatment and disrespect of young people.
Partnering with Youth: What it takes and What to avoid

**Promises**
- Effective Support
  - Critical Self Reflection & Skill building
  - Attending to Safety
- Reconnection
  - Listening
  - Meaning Making
- Collaboration & Empowerment
- Post-Traumatic Growth & Healing (Renewal)

**Pitfalls**
- Tokenization
- Trauma story exploitation
- Soliciting Feedback with Inaction
- Compensation & Time
Young Adult Reflective Listening Sessions (May 2021)
What helps & What harms Student’s Crisis Recovery?
What might harm and help young people as they navigate school-based crises?

The following eight questions guided the listening sessions:

1. How would you define crisis in your terms for school-aged youth?
2. How do you think a school administration defines and handles crisis?
3. What did crisis look like for you?
4. What has helped and harmed you in your recovery and renewal process after a crisis occurred?
5. Did you reach out for support? If yes, who did you reach out to?
6. How can schools support youth after crisis? What helps and what harms?
7. How can communities better support youth after a crisis? What helps and what harms?
8. How can providers support youth after a crisis occurs? What helps and what harms?
What We Learned

Partner to create shared definitions of what crisis recovery and renewal might look like.

- Recovery is individual and not linear & Supports need to be structured as such.

Young adults didn’t name a specific event that signaled a crisis, instead they identified experiences that were crisis.
WHAT HELPS

PEOPLE WHO TREAT YOUTH WITH LOVE

Finding outlets:
- Doing new things
- Art
- Yoga
- Dance
- Meditation

Affirmations

Trust

Empathy

Being unjudged

Crisis means

Existing support system

- Adults
- Significant other
- Family
- Friends
-Teachers
- Coworkers
- Student groups
- College resources
- Mentors
- Ancestry
- Black peers

To be listened to

Reaching out, showing love

Spirituality

Faith-based organizations

My parents’ faith

Bishop

Minister

Text, facetime, prayed for me

Support groups

Therapy, counselors

Positive environment

Leaning into spaces I did have

More people who look like you

Suicide hotline
WHAT HARDS

LACK OF RESOURCES, AWARENESS, SUPPORT, CONNECTION

THERAPIST DIDN'T UNDERSTAND

NOT BIPOC

IN ACTUALITY I WAS DROWNING

BRUSHING THINGS UNDER THE RUG

ACTING LIKE EVERYTHING IS OKAY

NOT OPENING UP SOONER

STIGMA

ISOLATION

LOGGING CLOSE FRIENDS

PEOPLE, FAMILY + FRIENDS WHO DIDN'T ALLOW ME TO EXPERIENCE WHAT I WAS FEELING

PRESSURE TO PUSH THROUGH

TELLING ME I HAD TO BE OKAY

ADMINISTRATIVE RED TAPE

IMMIGRANT PARENTS DIDN'T KNOW HOW TO HELP

RETALIATION FROM SCHOOLS INSTEAD OF SUPPORT
HOW MIGHT SCHOOLS CREATE TRAUMA INFORMED & STUDENT-CENTERED CRISIS RECOVERY SERVICES AND SYSTEMS?
LISTENING SESSIONS ON SCHOOL CRISIS AND RECOVERY
HOW TO HELP YOUTH AFTER CRISIS: RECOMMENDATIONS FROM YOUTH WHO HAVE BEEN THROUGH CRISIS

WHAT HELPS

SCHOOLS

- Know what crisis is
- Broad definition
- Proper representation
- Can you understand the youth?
- Check your bias
- Ask and listen
- What do you need/want?
- Communicate
- Resources are available
- Create a plan
- Young person steers
- Follow up
- Youth voice, youth choice

COMMUNITY

- Be a connector between support systems
- Don't leave it to one group
- Share experiences
- Groups
- Make things we go through less taboo
- Perspectives + representation
- More people to talk to
- Diversity staff and programs
- Listening community
- Community outreach

TRAINING

- Students
- Teachers, family, providers
- How to talk through
- How to help students in crisis, what to expect
- Mentoring programs
- Mental health
- Youth events
- Open mind, open heart

PROVIDERS

- Make them equitable
- Find them
- Provide resources
- Be in community with like-minded individuals
- So you know you're not alone
- Diversity staff and programs
- More people to talk to
- Perspectives + representation
- Listening community
- Community outreach

WHAT HARMS

- Leaving it up to administration
- Not giving student control
- Not giving other supports
- Stigma
- Judgment
- Systems steering youth away from community
- Choosing ignorance
- Neglect
- It'll resolve itself

GRAPHIC RECORDING © BY RIO HOLIDAY
Safety

- Adult allies (educators, mental health professionals) and peers have an instrumental role in creating supportive interactions, services, and systems. Safety best defined by young folx.

- Safety and support was the primary through-line of what helped and what harmed student recovery in the context of school crisis.

- Name when a crisis is happening; don’t pretend everything is okay if it isn’t.

- Train more adults in school systems to be safe spaces and learn how to hold space for youth; allow space for students to “just feel.”
• Have an open mind, heart, and ears: trust, empathy, and acknowledgement were fundamental “intervention practices” young adults named as essential to school-based crisis recovery.

• Young people need and want someone who will listen and not pressure them to recover faster than they want or can.

• Communicate what existing resources exist so that students can access and develop their own healing plan with fuller understanding of what is available to them—at school and in their community.
Voice & Choice

• Ask youth/students what they need and want before, during, and especially after a crisis.

• Okay to ask-"What did you need during the crisis and what do you need now?"

• Provide youth opportunities to lead their own recovery.
Peer Support & Mutuality

• Offer more spaces where people can come together and share their own lived experiences to feel less alone “It allows you to know you’re not alone”

• Create programs and opportunities for social connection and community to provide an outlet for stress and trauma and to process the experience.

• Provide and/or elevate existing group-based services that young people already access (e.g., support groups, mentor-mentee relationships, and online peer connections).
Cultural Humility & Responsiveness

- **Perspectives and representation matter**: youth named the need to have therapists and providers who looked like them, came from similar lived experiences, or had authentic connection to the culture of students.
- Diversify staff, programs, and access points to healing.
QUESTIONS AND ANSWERS
CLOSING
Upcoming Opportunities

Life After Loss Tables: The Educators Edition
A joint project of the School Crisis Recovery & Renewal project and The Dinner Party

Recurring virtual gatherings ("tables") are intentional, peer-led spaces for educators to engage in conversation around their experience with student loss.
• November 17, 2021 – March 16, 2022
• Fill out an interest form by 10/29/21!

2nd Annual SCRR Winter Institute “Strategies for Cultivating Joy and Wholeness: Recovering from School Crisis Though Connection”

A half day dive into regulating and restorative practices that support self-care, and collective renewal.
• Join us on December 16, 2021 9:30 -1:00 pm PT / 11:30 – 3:00 pm CT / 12:30 – 4:00 pm ET
• https://schoolcrisishealing.org/2nd-annual-scrr-winter-institute/
10 Pillars of School Crisis 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
Ritualizing Remembrance: Día de los Muertos November 1 - 2, 2021
  • Ritualizing Remembrance in our School Cultures: Día de los Muertos

Guidance! Preparing for International Survivors of Suicide Loss Day November 20, 2021
  • Check out our SCRR School Suicide Postvention x Recovery and Renewal webpage that has tons of materials to help guide your school postvention work through a recovery and renewal lens.

  • We’re grateful to Pat Sanborn, an exquisite school leader in Nevada, who shares her experience as a survivor of suicide loss and a school mental health leader in “Leaning In and Leading Out to Renew: A Story of Holding Grief Personally and Professionally, Together” in School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region (2020, page 46).

  • The American Foundation for Suicide Prevention’s site hosts International Survivors of Suicide Loss Day with helpful information to support conversations you might be leading.

  • Another NCTSN site in our network, ASAP, just released “Talking About Suicide with Friends and Peers” (2021). This fact sheet includes what you can do, action words, skills for getting help, as well as myths and facts about how to help as a peer.
School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region

- Guide
- Complementary Reflection Worksheet

LEARN MORE AT:
Bit.ly/smh-crisis-leadership-lessons
Request TA! Sign up!
Suggest a topic for future trainings!

https://schoolcrisishealing.org/get-involved/
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Let us know you want to get involved!