



Welcoming *Mindstretch*. **This quote and question is an offering** as we settle into the room.

**How does or doesn't this quote mirror your experience with grief?**

If we want to care for each other better, we have to **re-humanize grief.**

We have to understand it as a natural, normal process, not to be shunned, rushed, diagnosed, or maligned.

It's way more important to normalize grief than it is to pathologize it.





# Schools as Intentional Sites of Healing:

Exploring Multi-tiered, Trauma Informed Approaches in Support of Student Grief and Healing



**SCHOOL CRISIS**  
**RECOVERY**  
and  
**RENEWAL**

# Disclaimer Notice

The views represented during this presentation are our personal views and are not the official views of SAMHSA or NCTSN.



# Meet Your Facilitator



**Oriana Ides, PPS, PCCI**

- She/hers
- School and Community Based Therapist
- Healing Centered Educator



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](http://www.schoolcrisishealing.org)

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

# 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.



A PARTNER IN  
**NCTSN**

The National Child  
Traumatic Stress Network





## Our Objectives

1. Slow down and **reflect** on the opportunity we have to support students in their grief journey.
2. Build a pedagogy that **honors and integrates classroom practices** that support students in navigating grief.
3. Create a **brave, generative, and regulating space** for educators and service providers to **explore** sustaining ways we might make room for grief in our classrooms/schools with our learners.
4. Engage in **community valued, trauma informed regulation strategies** that positively impact the process of recovery and renewal.

## Agenda

1. Welcome, Introductions and Settling in
2. Moving from Sites of Trauma to Sites of Healing
3. Exploring the Complexities of Embracing Grief
4. Closing Practice and Looking Ahead

OUR TIME TOGETHER TODAY

# Arriving Together





# ELBOW BUDDY CONVERSATION

A vibrant garden scene featuring a white daisy with a yellow center in the foreground. A black and white butterfly is perched on the daisy's center. In the background, other flowers and butterflies are visible, including a monarch butterfly on a yellow flower and a white butterfly in flight.

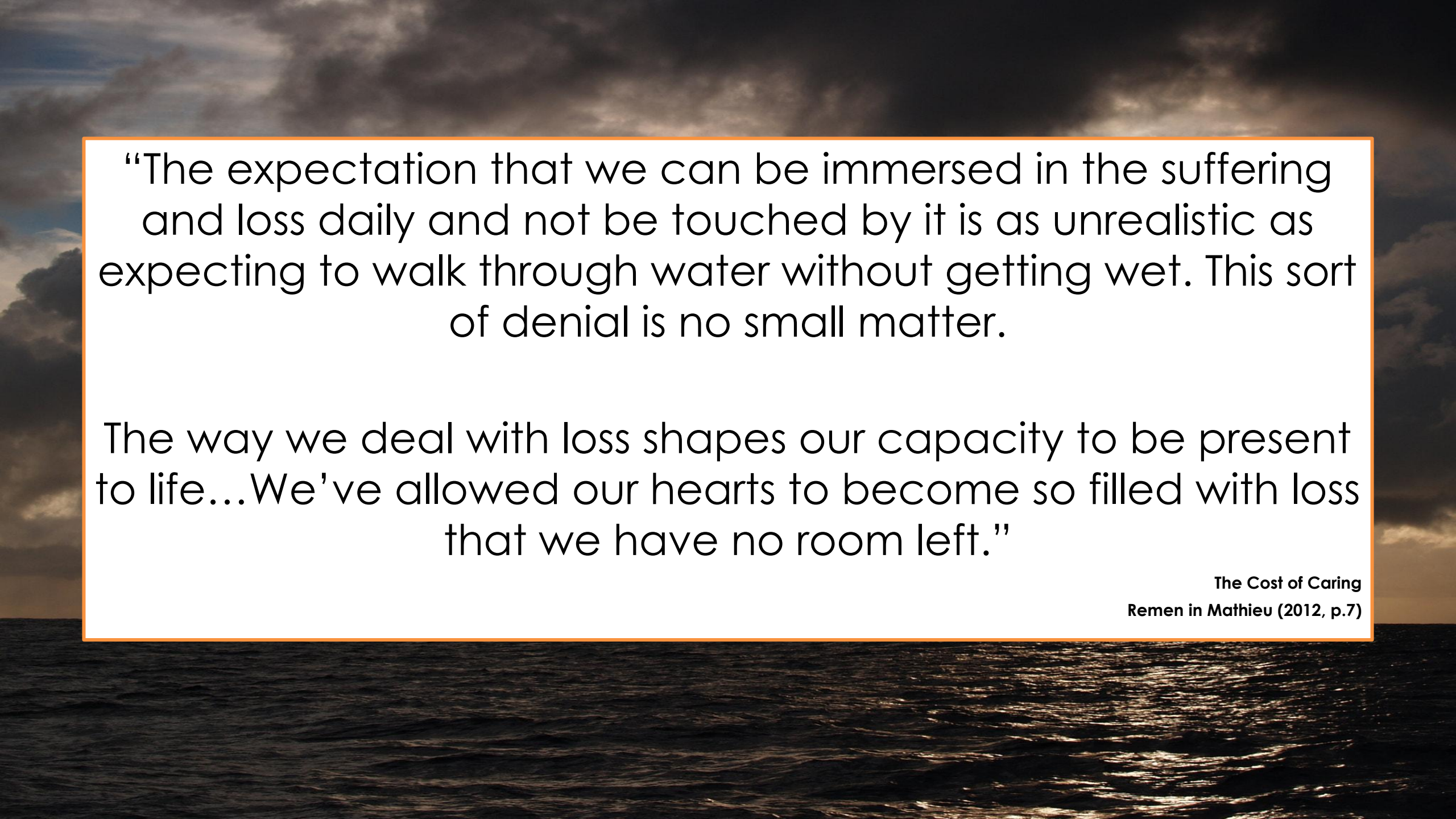
1. Who are you?
2. What role do you play in supporting mental health/wellness of others?
3. What are you noticing about your own wellness today?

# SETTLING INWARD: SELF CHECK

**Take the next thirty seconds to engage in one of the following practices:**

1. Drop your shoulders.
2. Exhale deeply.
3. Unclench your jaw. your belly.
4. Take a big stretch.
5. Sip water.
6. Shake it out a little.
7. Offer gratitude.
8. Feel into your feet. wiggle your toes.





“The expectation that we can be immersed in the suffering and loss daily and not be touched by it is as unrealistic as expecting to walk through water without getting wet. This sort of denial is no small matter.

The way we deal with loss shapes our capacity to be present to life...We've allowed our hearts to become so filled with loss that we have no room left.”

The Cost of Caring  
Remen in Mathieu (2012, p.7)





## PAUSE AND REFLECT

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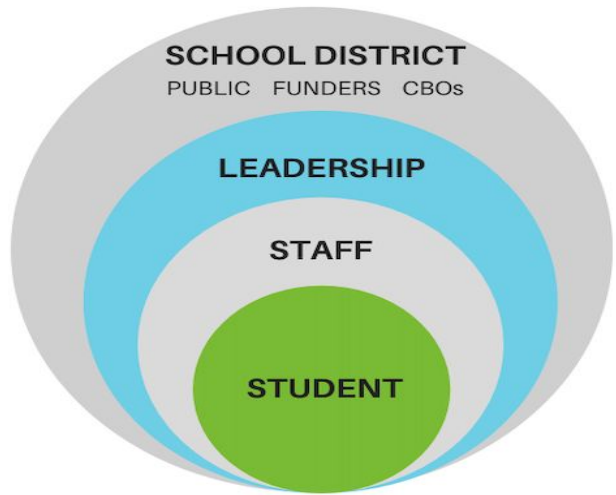
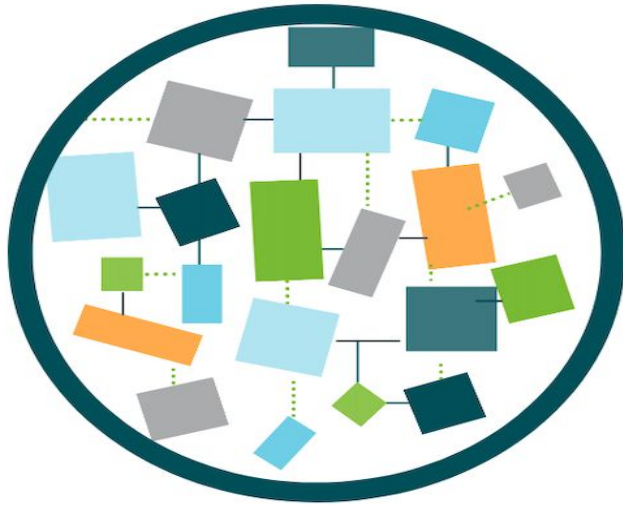
**How is this moment showing up for you?** How are you being *touched* by it?

- In your body, heart and cognition?
- In your respective role, pedagogy and practice?
- In your relationships and school community?

# Moving from Sites of Trauma to Sites of Healing







**TRAUMA-REACTIVE SCHOOLS**

- Reactive
- Reliving/Retelling
- Avoiding/Numbing
- Fragmented
- Us Vs. Them
- Inequity
- Authoritarian Leadership
- Patterns maintained unconsciously, even when they undermine the essential mission of the system

**TRAUMA-INFORMED SCHOOLS**

- Understanding of the Nature and Impact of Trauma and Recovery
- Shared Language
- Recognizing Socio-Cultural Trauma and Structural Oppression

**HEALING SCHOOLS**

- Reflective
- Making Meaning Out of the Past
- Growth and Prevention-Oriented
- Collaborative
- Equity and Accountability
- Relational Leadership





An individual's psychology can heal by finding the courses of action that match one's felt need— but there are no skipped steps.

Sitting with discomfort is always first, followed by connection and inspiration — but at the end of the day, we need action to metabolize grief and transform our material and cultural conditions.

Metabolized grief can power deep and lasting change infused with profound joy, while unmetabolized grief becomes an almost insurmountable barrier to it.

**Grief Belongs in Social Movements. Can We Embrace It?**

**- Malkia Devich-Cyril**

# Humanizing Schools Spaces





***In effort towards healing,  
remember -***

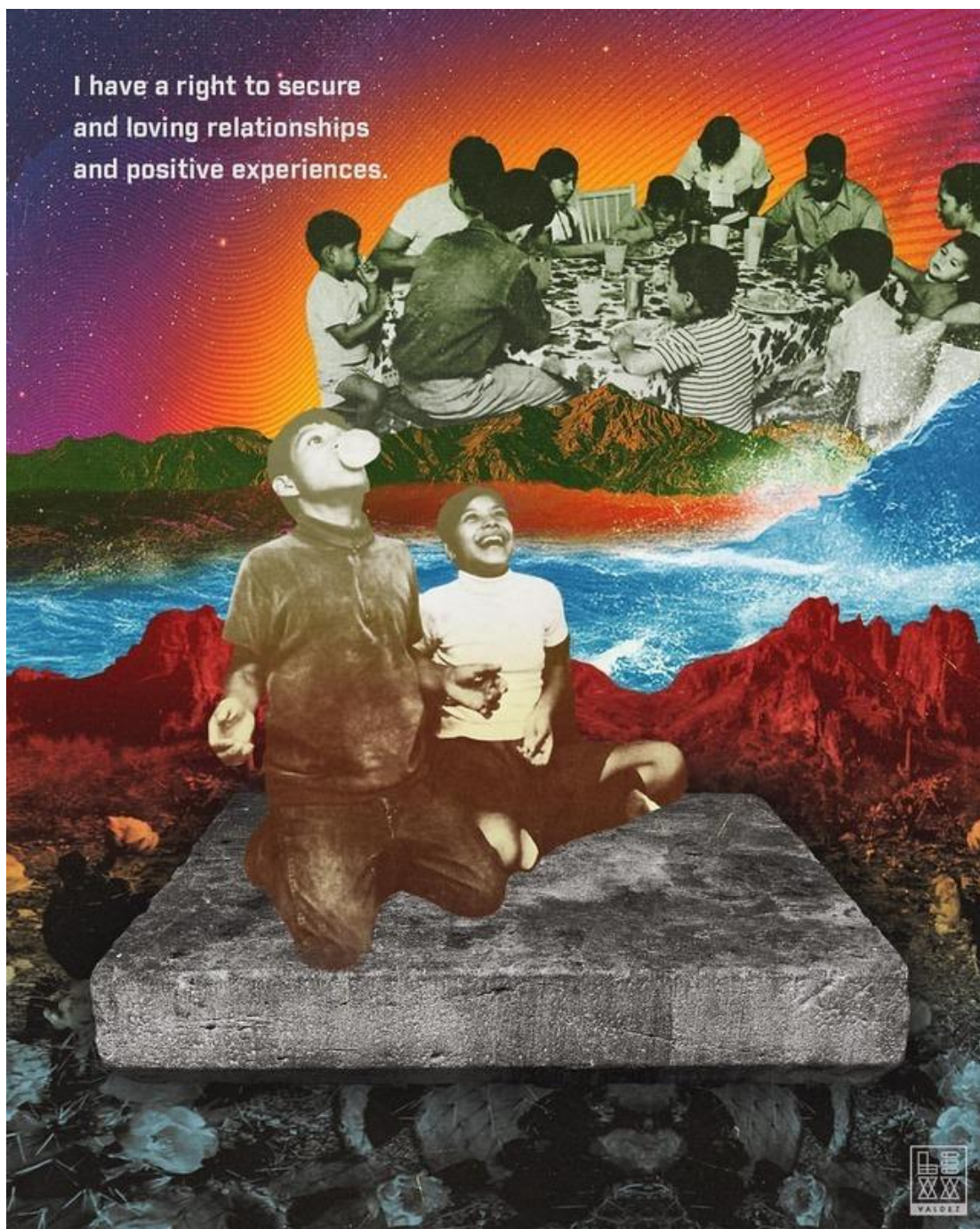
“Don't thingify,  
Humanify! Shifting our  
way of being is our  
tangible outcome.  
Systems change comes  
from big groups making  
big shifts of ***being.***”

-Taj James





I have a right to secure  
and loving relationships  
and positive experiences.



1. Create safe spaces to normalize grief and healing
2. Create safe spaces to co-regulate
3. Create space to dream beyond chaos and crisis.

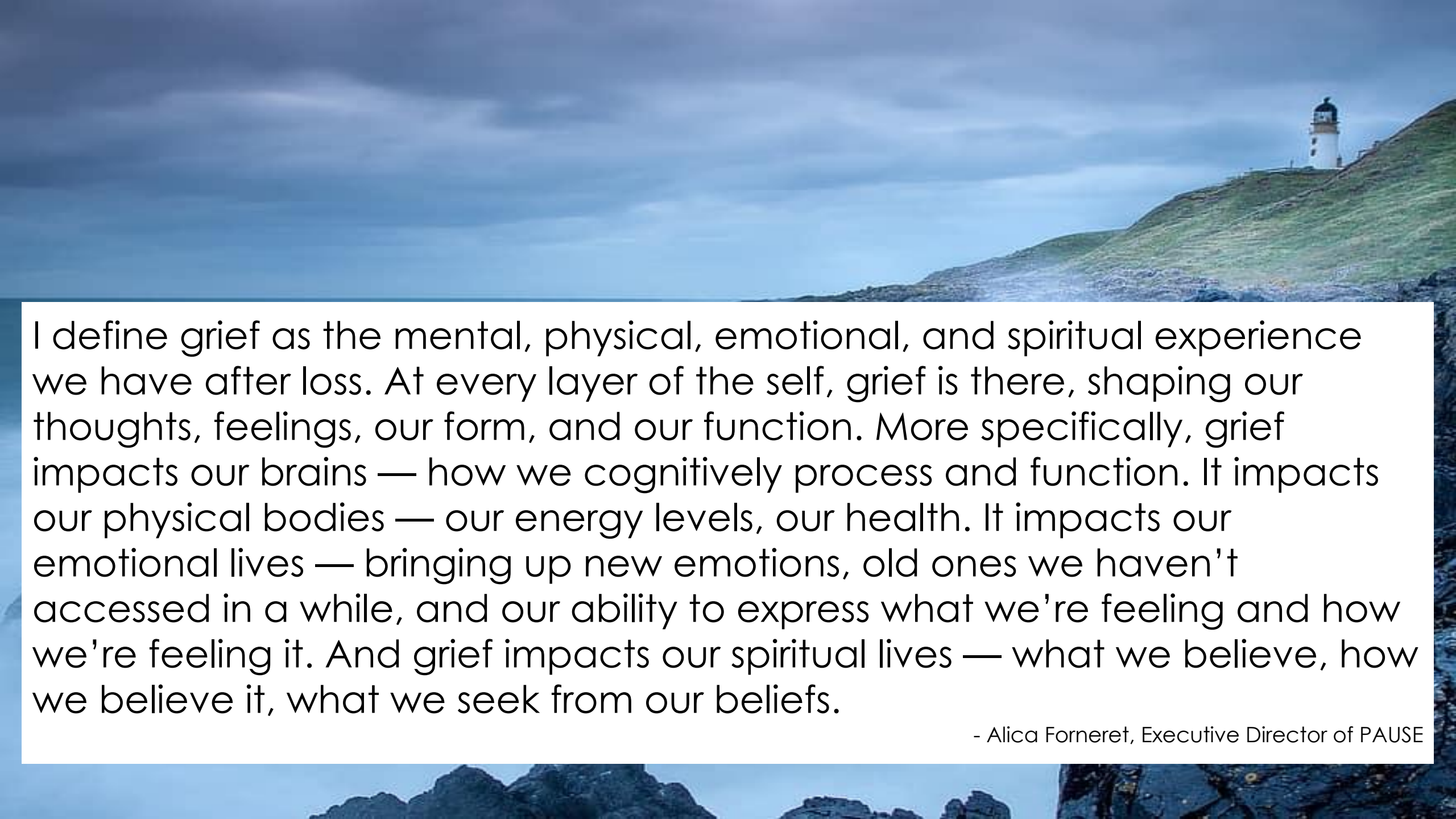


# Self Attuning and Attuning to Others

A coastal landscape featuring a lighthouse on a grassy hill in the background. The foreground is dominated by dark, jagged rocks with waves crashing against them, creating white foam. The sky is overcast and blue.

**Bearing witness** to your own experience, **compassionately**.



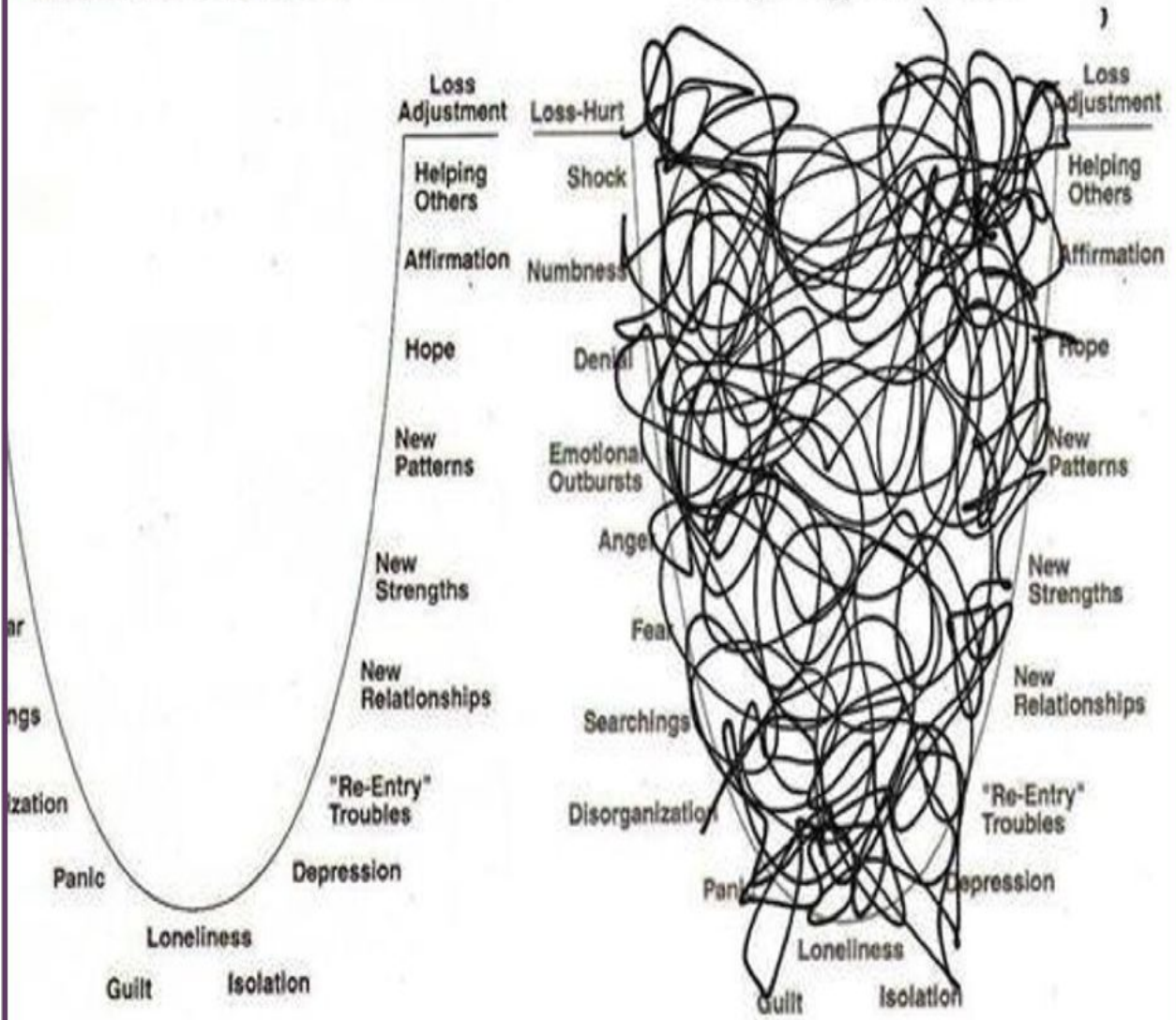
A photograph of a white lighthouse with a black top, situated on a grassy hill. The sky is overcast with grey clouds. The foreground shows dark, rocky terrain.

I define grief as the mental, physical, emotional, and spiritual experience we have after loss. At every layer of the self, grief is there, shaping our thoughts, feelings, our form, and our function. More specifically, grief impacts our brains — how we cognitively process and function. It impacts our physical bodies — our energy levels, our health. It impacts our emotional lives — bringing up new emotions, old ones we haven't accessed in a while, and our ability to express what we're feeling and how we're feeling it. And grief impacts our spiritual lives — what we believe, how we believe it, what we seek from our beliefs.

- Alica Forneret, Executive Director of PAUSE

## STAGES OF GRIEF

## My experience



# Understanding the Brain Science of Grief

1. Create new patterns and pathways that honor our grief, wholly
2. Acknowledge the normalcy of your experiences and practice self-compassion while also giving yourself permission to feel
3. Our emotional brain works overtime in grief, which means our thinking, reasoning and decisioning capacities are less
4. Grief is a wave, grieving is a relationship





## Unattended Grief and Activation as a Barrier to Recovery and Renewal

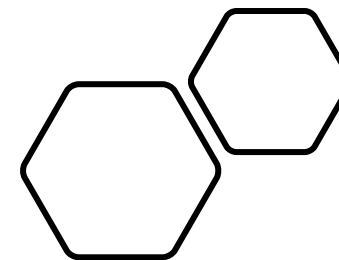
### **Activates a threat-based mindset.**

- Hypo or hyper arousal limits flexibility and intentionality (operate from a fight, flight, freeze or fawn response).
- Compromises creative problem solving
- Distracts us from the present
- Prevents one from seeing the full picture, joys and gains as well as deficits and challenges

### **Distorts our sense of self and self-efficacy.**

- We struggle to see and feel an accurate depiction of self and often root our value in our productivity.





**Self Attuning:  
Self-Holding**





## Collective Care and Co-Regulation: Key Ingredients

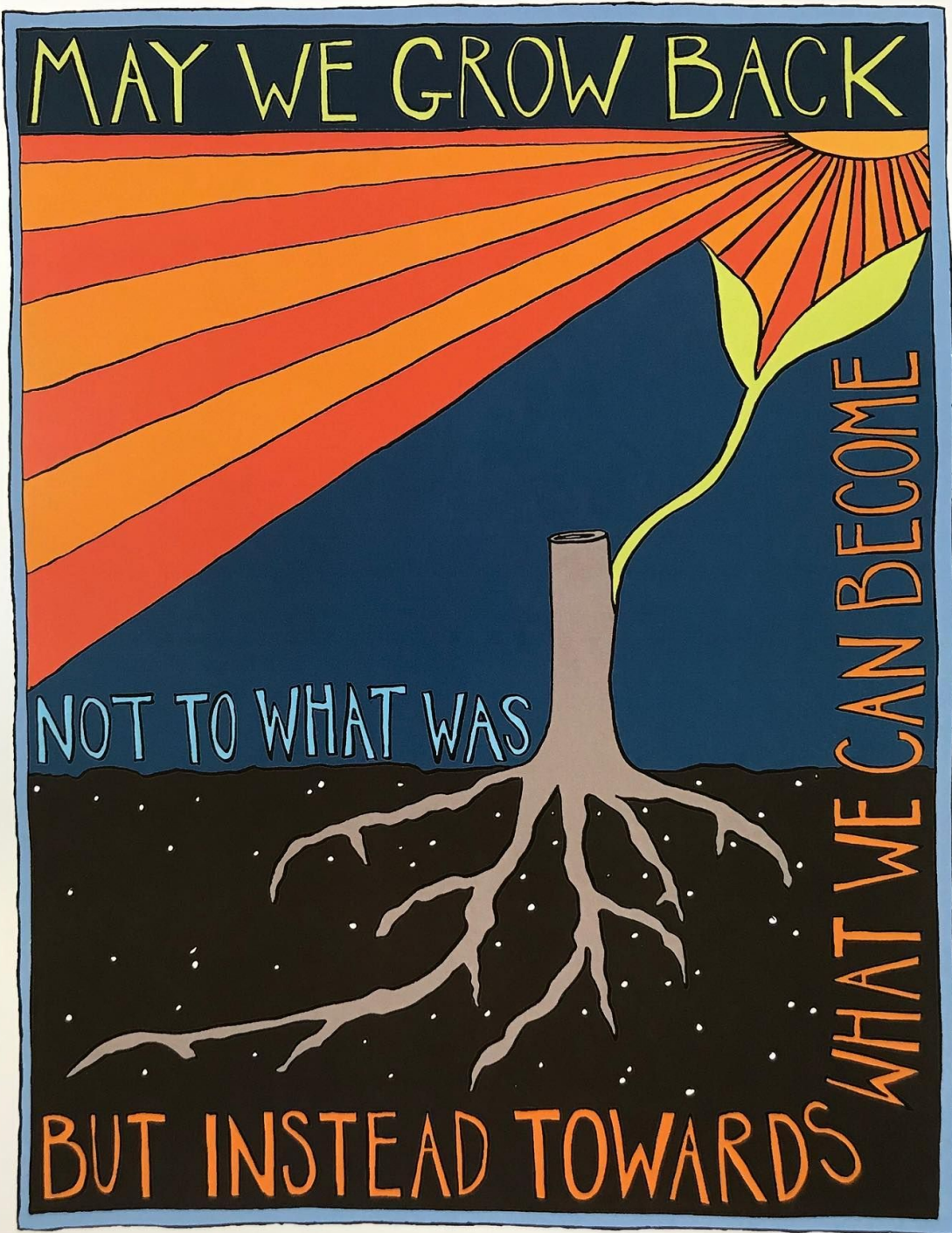
- ❑ **Safety** (as perceived by neuroception)
- ❑ **Resonance** (bio-electric rhythm matching)
- ❑ **Mirroring** (activation of mirror neurons)

The pedagogy and psychology of humanization is a viable framework to confront systemically imposed self-hate, divide and conquer, and sub-oppression if **it teaches students knowledge (and love) of self, solidarity, and self-determination.**



- Patrick Camangain





What is a dream pedagogy, practice or process that supports the humanization of your school space or student population?

## Full Group Discussion:



What's coming up for you - what thoughts, feelings and wonders are sitting with you?



1. How might you integrate what we did today in your daily interactions?



# Closing Practice



# Guidepost Document

## 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](https://bit.ly/smh-crisis-leadership-lessons)

mhttc.org/pacificswest

School Mental Health Crisis Leadership Lessons:  
Voices of Experience from Leaders in the Pacific Southwest Region

### REFLECTION WORKSHEET

Our guide *School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region* offers reflection questions throughout each section to give you supportive space to process, connect, and reflect on your personal and organizational strengths and areas for growth.

This worksheet captures the questions that you can use for note-taking, quote capturing, and anything else to help your experience of the guide.

|   |   |
|---|---|
| What were your takeaways? These can be quotes, ideas, or suggestions.                 | How will this information (concept, framework, and voice of experience) inform your practice? |
| What do your colleagues need to know, and how will you engage them with this content? | Pondering, wonderings, and anything else...   |

#### REFLECTION QUESTIONS

##### Introduction

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

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

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

What is your personal narrative of crisis, and how might that impact how you lead organizationally?

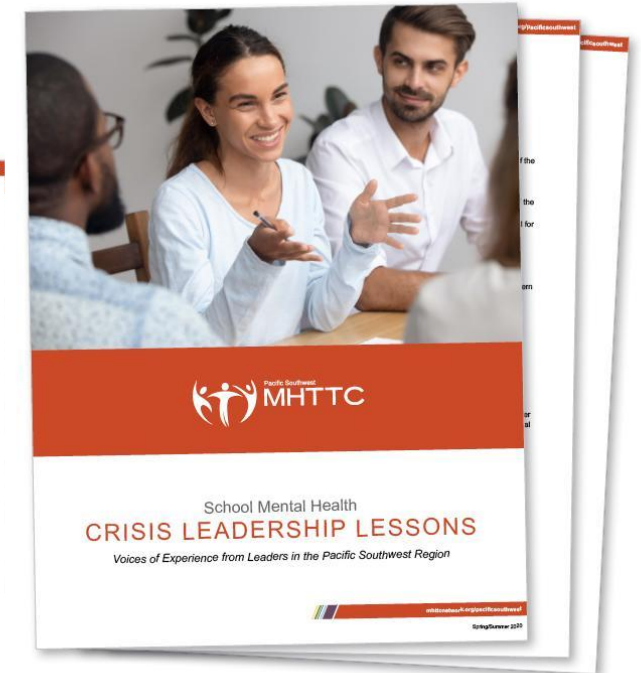
##### These Things Matter

###### Names and Definitions

What is the intended outcome of your school mental health crisis leadership? How might you develop and use language that reflects the needs and experiences of your school community members?

What might it look like to invite students, educators, families, and staff to constructively create definitions for phenomena like safety, crisis, healing, loss, grief-sensitive schools?

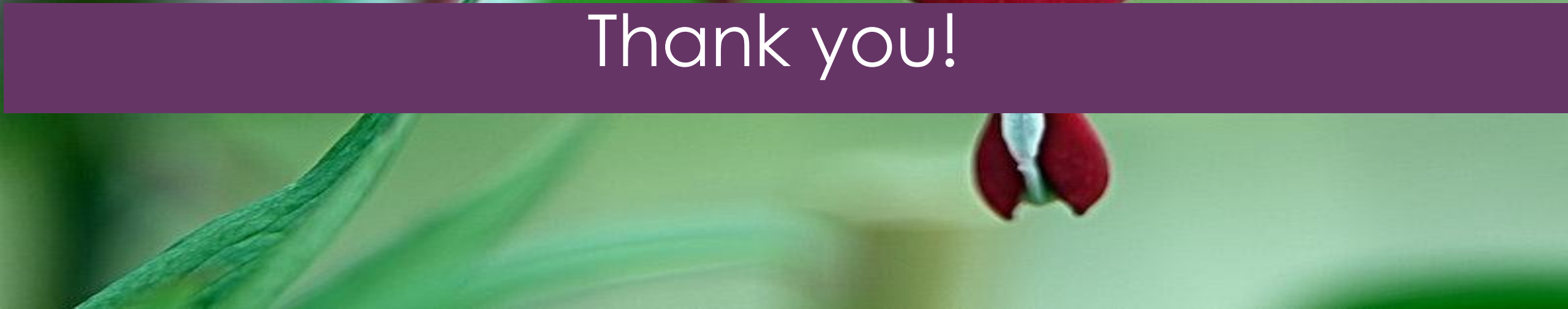
How might different stakeholders have different definitions of these phenomena, and how might those differing definitions impact and inform your crisis planning and plans?

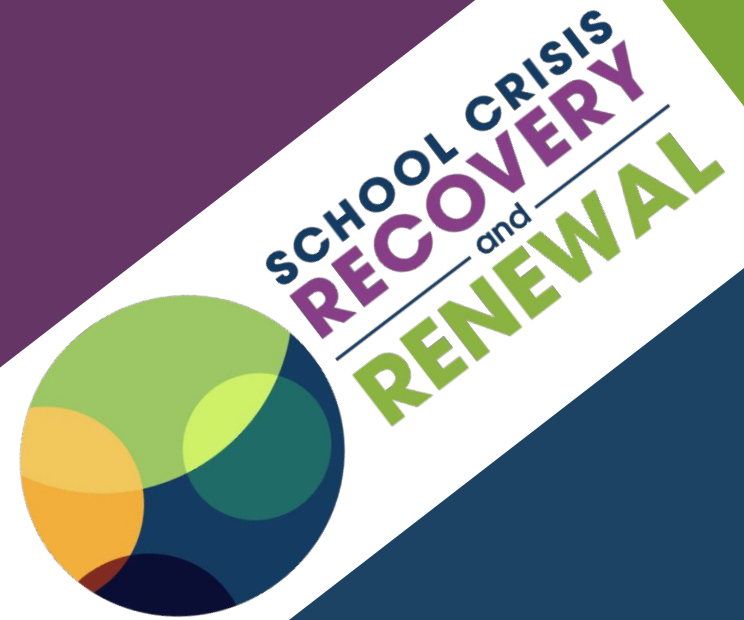






Thank you!





## Contact Info

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**Phone:** (888) 597.0995

**Website:** [www.schoolcrisishealing.org](http://www.schoolcrisishealing.org)

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# OUR SCRR Project TEAM

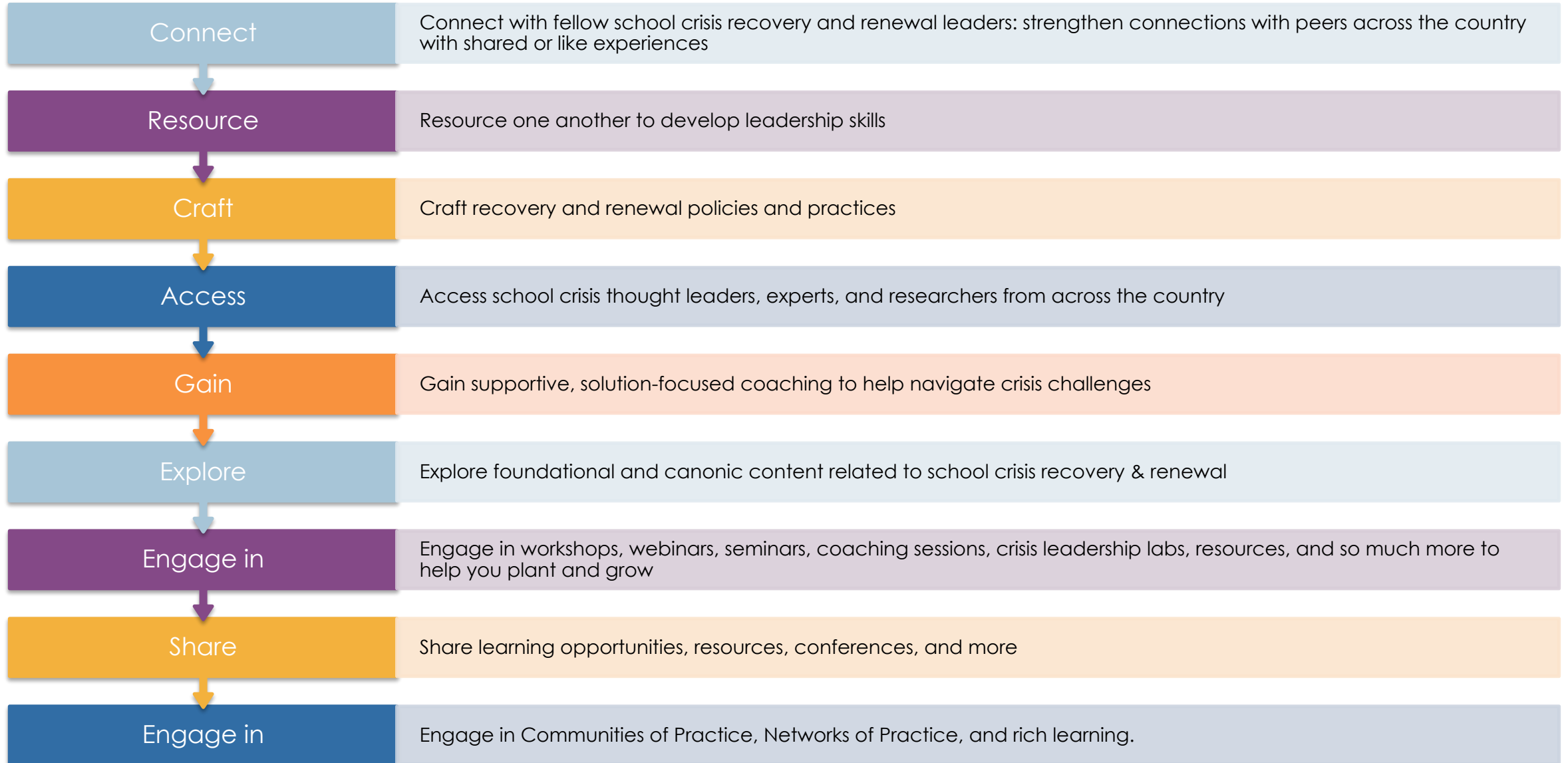


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# What can you get from collaborating with us?





# SAMHSA Disclaimer

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This program was prepared for the [School Crisis Recovery & Renewal Project](#) (Grant Number: H79SM082722) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA).

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