



BEST PRACTICES CLEARINGHOUSE

– Preventing and Addressing Gun Violence in Schools Miniseries –

Navigating the Road to Recovery From School Violence

MAY 22, 2024
3:00 - 4:30 PM ET



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REMS TA Center Website

[HTTPS://REMS.ED.GOV](https://REMS.ED.GOV)



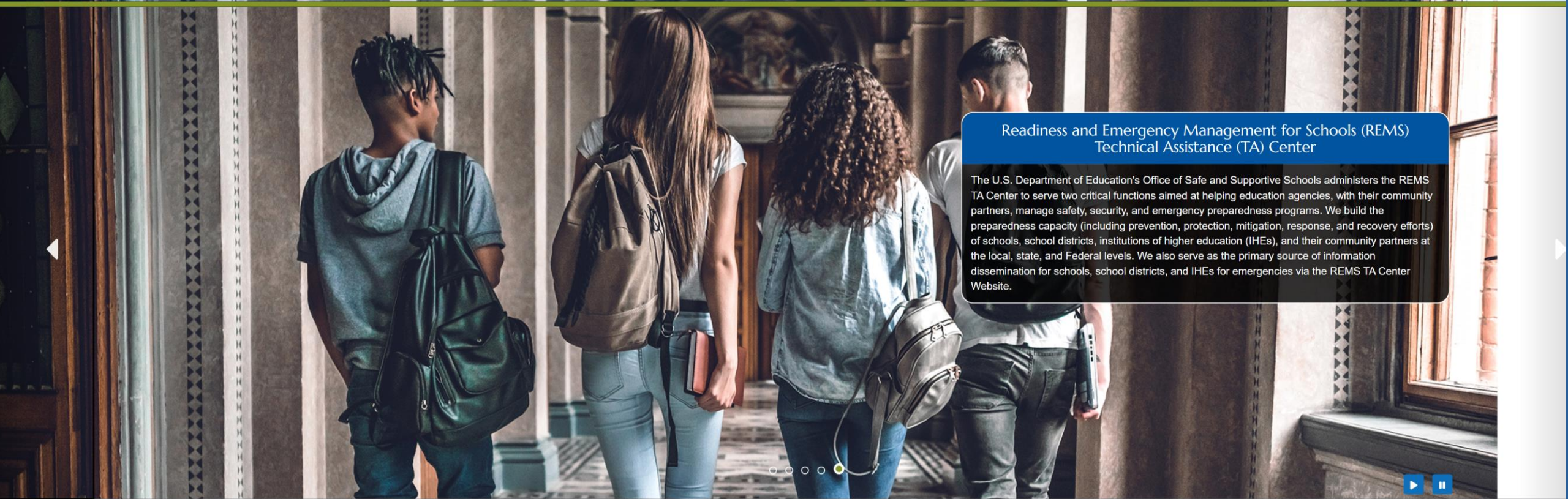
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Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

The U.S. Department of Education's Office of Safe and Supportive Schools administers the REMS TA Center to serve two critical functions aimed at helping education agencies, with their community partners, manage safety, security, and emergency preparedness programs. We build the preparedness capacity (including prevention, protection, mitigation, response, and recovery efforts) of schools, school districts, institutions of higher education (IHEs), and their community partners at the local, state, and Federal levels. We also serve as the primary source of information dissemination for schools, school districts, and IHEs for emergencies via the REMS TA Center Website.



FIND RESOURCES



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NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

 <p>School Climate Improvement Resource Package</p>	 <p>ED School Climate Surveys</p>	 <p>Trauma-Sensitive Schools Training Package</p>	 <p>Building Student Resilience Toolkit</p>	 <p>Human Trafficking in America's Schools</p>
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To access information and archived materials from previous Lessons from the Field webinars, go to:

<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



<p>RESOURCE</p>   <p>Explore Resources Related To Combatting Antisemitism And Islamophobia While Promoting Inclusive Schools And Campuses For Students Of All Religious, Secular, And Spiritual Identities</p>	<p>RESOURCE</p>  <p>Discover Resources To Improve Student Attendance And Success</p>	
<p>BLOG</p>  <p>Support Students Experiencing Homelessness With Innovative Wraparound Services</p>	<p>RESOURCE</p>  <p>Transform Rural Education With Groundbreaking Programs And Initiatives</p>	<p>RESOURCE</p>  <p>Adopt High-Leverage Practices For Effective Teaching In Special Education</p>

FEATURED EVENTS

<p>UPCOMING</p>  <p>Lessons from the Field - School Safety Starts with Prevention April 10, 2024 - 3:00 PM EDT</p> <p>MORE</p>	<p>PAST</p>  <p>Human Trafficking Webinar Series - Human Trafficking & Exploitation Prevention Strategies for Vulnerable Students March 27, 2024 - 3:00 PM EDT</p> <p>MORE</p>	<p>PAST</p>  <p>Lessons from the Field Webinar - Understanding Access and Promoting Safety: Youth and Online Drugs March 20, 2024 - 3:00 PM EDT</p> <p>MORE</p>
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Agenda

1) Introduction and Logistics

2) Welcome

3) Context-Setting Presentations

4) Panel Discussion

5) Closing Remarks

6) Live Q&A



BEST PRACTICES CLEARINGHOUSE



Kayla Patrick

POLICY ADVISOR
U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C.



Meet Our Context- Setting Speakers

Speaker bios are
archived here:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-navigating-road-recovery-school-violence>



Dr. Jennifer Freeman

Crisis Coordinator, Center on PBIS;
Associate Professor, Neag School of
Education, University of Connecticut,
CT



Dr. Marleen Wong

CEO, Center for Safe and Resilient
Schools and Workplaces, CA



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Dr. Jennifer Freeman

CRISIS COORDINATOR, CENTER ON PBIS; ASSOCIATE
PROFESSOR, NEAG SCHOOL OF EDUCATION, UNIVERSITY
OF CONNECTICUT, CT

Supporting Recovery in Schools Following Violence



Timelines and Phases of Disaster and Mental Health Impacts: Mental Health Impacts Tend to Present Later and Last Longer in the Disaster Cycle

Approximate and Shifting Timeframes Are Based on Disaster Complexity

Impact
0 - 48 Hours Post Event
Focus is on safety, communication, and assessment of the ongoing threat

Rescue
0 - 1 Week Post Event
Primary goal is to adjust. Psychological issues: Resiliency vs. exhaustion and orientation around what has happened.

Heroic
1 - 4 Weeks Post Event
Community leaders are promising support, bonding and support is high, sense of relief for survivors, unrealistic expectations of recovery and denial of the impact.

Disillusionment
1 Month - 9 Months Post Event
(usually 6 -9 months post event)
Limits of disaster assistance become clear; reality of the extent and impact of the disaster become evident.

Reconstruction & Recovery
3 Months - Ongoing
Community on the way to healing, May continue for years; survivors begin to realize they will need to solve the rebuilding issues themselves. May develop sense of empowerment.

This phase may coincide with the next school year.

Return to school often happens here. Many educators “make it” to the next significant break.

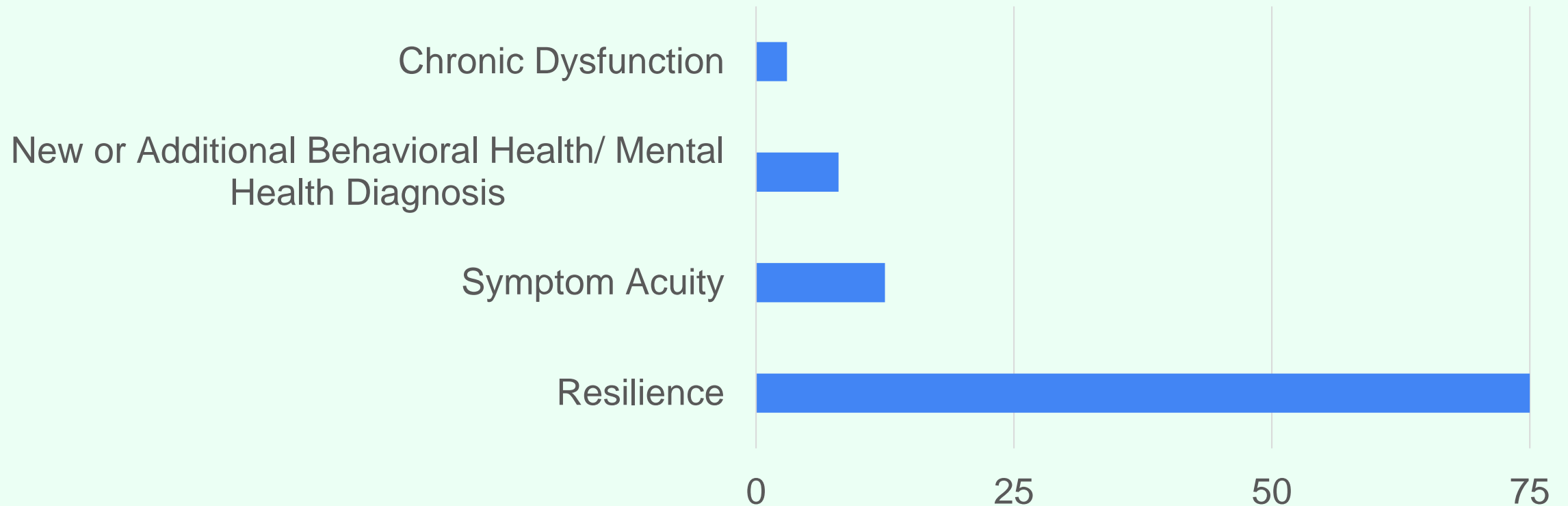
Factors That Influence the Recovery Pathway

- Existing systems of support.
- Previous experiences in disasters or critical incidents.
- Social marginalization
- Discrimination
- Economic status
- Access to resources and healthcare.
- ACES (Adverse Childhood experiences)
- Sociopolitical climate
- Additional waves

...may result in the experience of a “disaster cascade” depending on the nature of the secondary impact

Long Term (5+ Year) Outcomes in Disaster Cascade Contexts

Confidence intervals are several percentage points in either direction. This is the best educated guess based on previously tracked disasters and current data in the United States.



KEY ACTIONS

Immediate Crisis Response

Ensure Safety

- Ensure physical & emotional safety for all.
- Implement communication, reunification, and resource distribution plans.
- Triage and support most impacted staff and students.
- Plan for school reopening.

Initial Recovery

Stabilize Learning Environment

- Prioritize staff wellness.
- Implement small number of Tier 1 classroom practices.
- Teach and reinforce new routines and protocols in the context of existing schoolwide routines.
- Provide universal just in time mental health supports for staff and students.
- Maintain a restorative and instructional approach to discipline.

Intermediate Recovery

Differentiate Based on Data

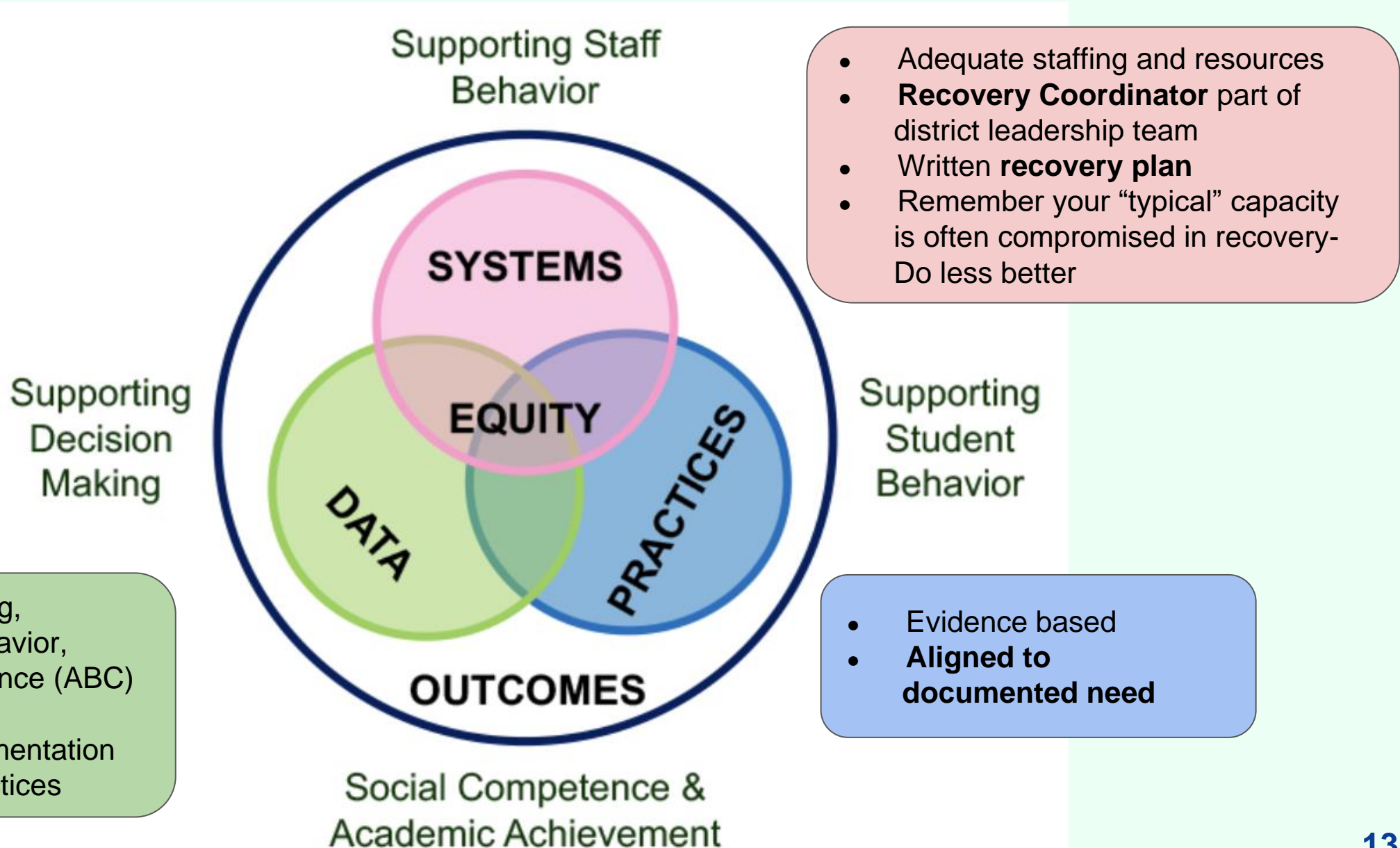
- Monitor students and staff needs using multiple sources of existing data.
- Invest in Tier 1 practices schoolwide and refine based on need.
- Maintain or increase staff wellness supports.
- Slowly restore balance between social emotional support and academics.
- Develop/enhance Tiers 2 and 3 support to match need.

Long Term Recovery

Promote Culture of Wellness

Use multiple sources of data to make ongoing adjustments to an evidence-based, trauma-informed and equitable continuum of supports.

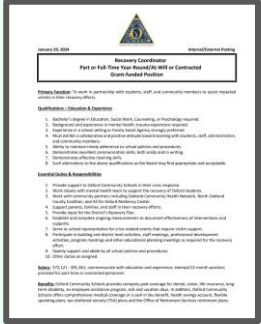
MTSS Framework for Recovery



Systems for Recovery

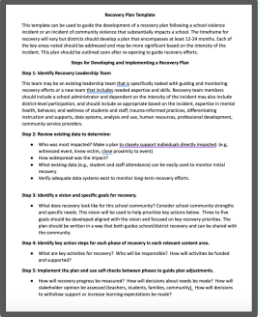
Recovery Coordinator

Primary Function: To work in partnership with students, staff, and community members to coordinate the district's response to crisis recovery. Probably full time but assess adequate FTE.



- Coordinate crisis response
- Work closely with community mental health organizations to coordinate supports.
- Coordinate ongoing education for students, staff, community.
- Provide outreach to parents/families about available resources.
- Implement recovery plan and participate in long term strategic planning.
- Evaluate recovery implementation and outcomes.
- Coordinate and plan observance of remembrance events.

Recovery Plan



Step 1: Identify Recovery Leadership Team

Step 2: Review existing data to determine:

- Who was most impacted? Make a plan to closely support individuals directly impacted. (e.g, witnessed event, knew victim, close proximity to event).
- How widespread was the impact?
- What existing data (e.g., student and staff attendance) can be easily used to monitor initial recovery?
- Verify adequate data systems exist to monitor long-term recovery efforts.

Step 3: Identify a (strengths based) vision and specific goals for recovery.

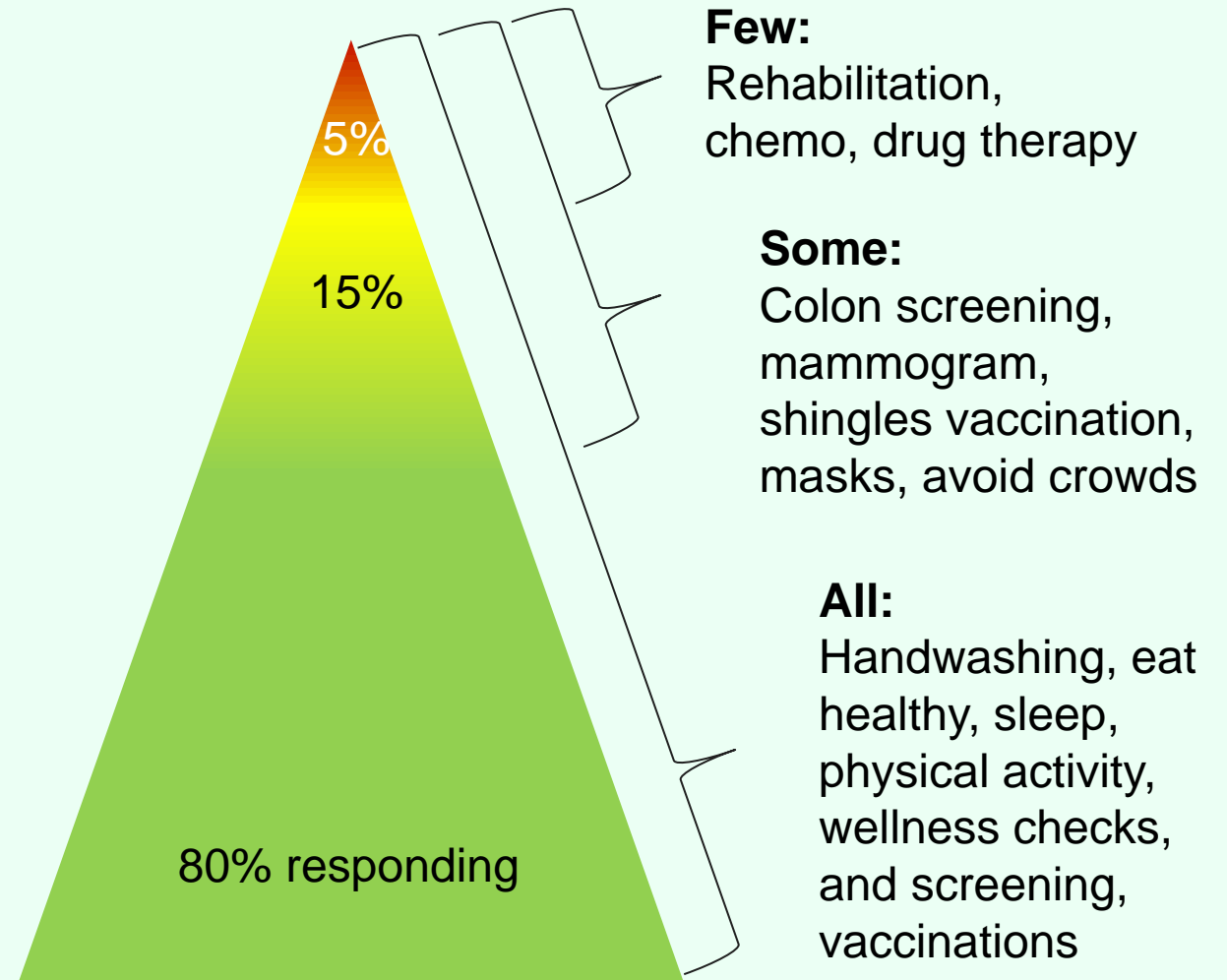
Step 4: Identify key action steps for each phase of recovery in each relevant content area.

Step 5: Implement the plan and use self-checks between phases to guide plan adjustments.

How Do We Apply a Public Health Model to Recovery?

Public Health Model

- Prevention
- Focus on specific behaviors across population.
- Ensure widespread adoption.
- Layered and connected
- Ensure vast majority are healthy per the data system and modify as needed.



This model adapts based on the needs of the community.

Build Connections.

- **Increase visibility, access to, and engagement** with adults throughout the building and school day.
- Use students' names.
- **Be genuine**, enthusiastic, and welcoming in your tone and body language.
- Offer a positive and affirming message.
- **Ensure consistency** by practicing greetings at the door regularly.
- Embrace inclusivity by greeting every student, regardless of background or circumstances.
- Practice attentive body language, such as maintaining eye contact, facing the speaker, and avoiding distracting behaviors.
- Stay curious and seek to understand.

Re/Establish Routines.

A predictable environment...

- Allows students to build trust and a sense of physical and emotional safety.
- Decreases unpredictable responses and ambiguity.
- Decreases cognitive load so students can focus on instruction.

The higher the level of student need or environment disruptions, the higher the need for predictable routines and greater opportunity for improvement in climate and culture.

- Re-establish the classroom routines you used prior to the event. You want your classroom space to feel as familiar as possible for students upon return.
- Post your class schedule and key activities prior to students entering the class.
- Consider independent entry activities that give you additional time to check in with students as needed.
- Consider adding a clear procedure for asking for help or taking a break when needed.
- Explicitly teach any new procedures (e.g., hall passes, door or window security) and provide frequent reminders for students as they learn new routines.
- Reduce ambiguity and increase consistency in classroom and school expectations using a teaching matrix.

Classroom with Social-Emotional Behavioral Skills

The Wilson Way	Classroom Norms	Classroom (Attention Signal: Hand Raised)			
		When you feel upset...	Entering class...	How to transition...	Small group work...
We are responsible.	<ul style="list-style-type: none"> Stay on task. Clean up area. Apologize for mistakes. 	<ul style="list-style-type: none"> Recognize what you are feeling: "I feel..." Stop and take a few deep breaths. Use coping skills. 	<ul style="list-style-type: none"> Turn in homework. Put instructional materials in desk. Add song of the day to Playlist Box. 	<ul style="list-style-type: none"> Put materials away. Get materials ready for the next activity. 	<ul style="list-style-type: none"> Do your fair share. Manage time carefully.
We are respectful.	<ul style="list-style-type: none"> Raise hand. Listen to speaker. Follow directions. Use appropriate voice level. 	<ul style="list-style-type: none"> Ask for a break if you need a moment. Express your feelings appropriately. 	<ul style="list-style-type: none"> Greet teacher and classmates. Talk in soft voices. Enjoy a moment of stillness. 	<ul style="list-style-type: none"> Listen for directions to the next activity. Leave class when teacher dismisses. Be silent to hear directions. 	<ul style="list-style-type: none"> Listen to understand peers. Take turns speaking. Use 3 Gates of Speech. Speak only to group members.
We are safe.	<ul style="list-style-type: none"> Walk quietly. Keep hands and feet out of aisles. 	<ul style="list-style-type: none"> Talk to someone if you need help or if it makes you feel better. 	<ul style="list-style-type: none"> Pick up materials from designated areas. Take your seat. 	<ul style="list-style-type: none"> Be sure aisles are clear of materials. Push in chair. 	<ul style="list-style-type: none"> Clean up area when time is up.

Explicitly Teach and Practice Emotional Regulation Skills.

- Proactively prompt and model the use of breathing and grounding techniques.
- Increase opportunities for physical movement throughout the day to support emotional regulation and discharge of anxiety.

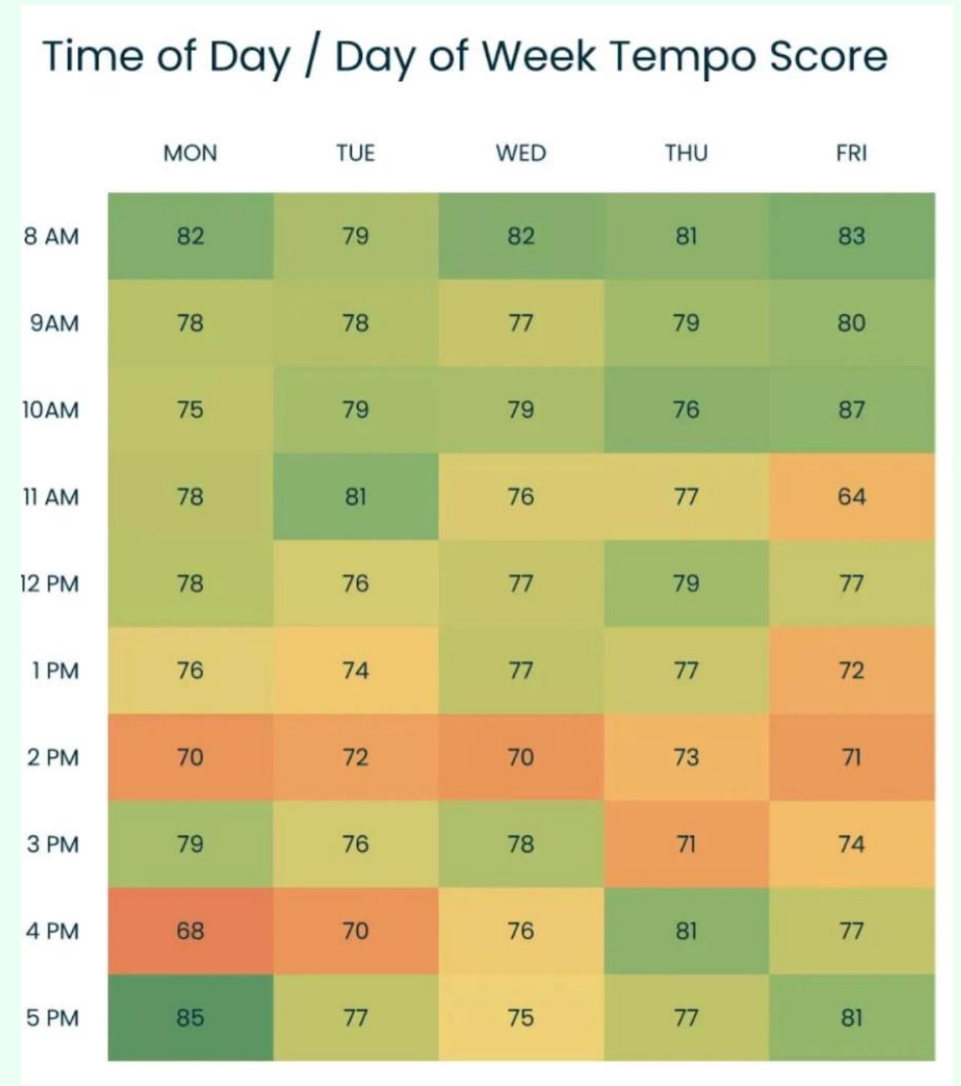
Use Data to Differentiate Supports

Some days/times:

- only a few students will need added support
- many students will need added support
- all students will need added support
- adults will need added support

Use multiple sources of data and observations to look for patterns. If you can predict that a day/time will be hard consider how you can **prevent** the problem from occurring, **teach** or remind students of skills, and **respond** most effectively.

Be aware of and plan to increase support for dates or events that may reactive trauma responses for many students or staff.



What About Academics?

Immediate Crisis Response

Ensure Safety

Physical and emotional safety are the priority here.

Initial Recovery

Stabilize Learning Environment

Reintroduce academic routines and procedures at an independent instructional level.

Intermediate Recovery

Differentiate Based on Data

Slowly increase academic content and challenge level.

Monitor student response and either increase emotional supports or decrease academic rigor or rate as needed to maintain recovery progress.

Long Term Recovery

Promote Culture of Wellness

Use multiple types of data to identify groups of students needing more support.

Provide a full continuum of integrated academic and emotional supports to address full range of student needs.

Intermediate Recovery

Often coincides with disillusionment phase.

- May feel harder due to less social cohesion, burnout, exhaustion, and community divisiveness
- May feel increased pressure to return to academic standards and testing.
- May see increases in depression or suicide rates.
- May see increased behavioral concerns.
- May see increases in student and staff disengagement.
- May see decreases in student or staff attendance or increases in staff turn over.
- May see more variability in individual support needs.

Intermediate Recovery

Continued focus on student and staff **engagement** in school, extra curricular activity, and family/community/church activities.

Intentionally foster a sense of **purpose, connection, adaptability, hope.**

Organize at the district and school leadership levels to work more **efficiently and effectively** through an MTSS framework.

- Build on initial efforts and successes.
- Students and staff will continue to need differing levels of support over the long term.
- Working more efficiently will help sustain recovery efforts long term.

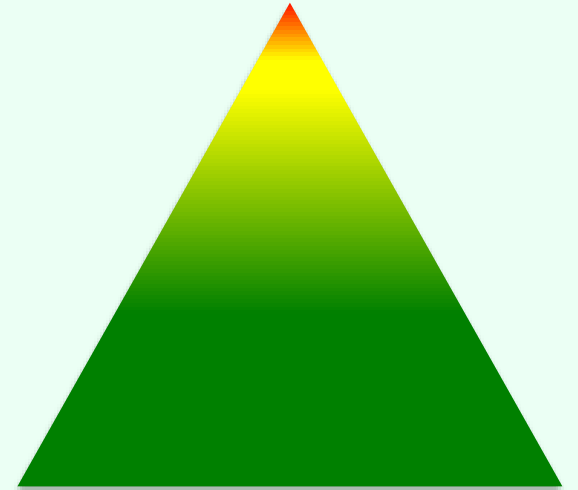
Key Takeaways

- Students and staff will continue to need differing levels of support over the long term.
- Working more efficiently will help sustain recovery efforts long term.

Long Term Recovery

Continue to monitor and adjust to meet the long term recovery needs for students and staff.

- Ongoing support for most impacted cohorts and staff.
- “Follow” students and staff who leave district,
- Develop procedures and policies for honoring deceased (e.g., memorials, year books, graduation, etc.).
- Build on and expand the existing MTSS framework to meet differing and long term support needs.





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Dr. Marleen Wong

CEO, CENTER FOR SAFE AND RESILIENT SCHOOLS AND
WORKPLACES, CA



Center for **Safe & Resilient** Schools and Workplaces

Marleen Wong, Ph.D.

Former Director of Mental Health, Crisis and Threat Assessment Teams,
Suicide Prevention Programs

Los Angeles Unified School District 1992-2008

Teachers Union Member 20 years/Administrators' Union 10 years

Senior Vice Dean, USC School of Social Work and
Stein Goldberg Sachs Professor of Mental Health , Emerita
2008-2021

CEO, Center for Safe and Resilient Schools and Workplaces
2002-Present

National Subject Matter Expert – Child Trauma in Schools

After a School Shooting, the Word Recovery Can Be a Land Mine

BE AWARE

- Parents will tell you that they will never recover.
- Survivors of School Shootings From 30 years ago, say they think of the shooting and feel the fear everyday of their lives (CNN, ABC News, etc.).
- Every new school shooting brings back harrowing memories.
- Expect and try to prevent 'Deaths of Despair.'
- Full recovery for some may never be achieved, but they can live meaningful lives with broken hearts.

DO EXPECT

- Lawsuits – Risk Management Issues
- Superintendents may change multiple times within 2 or 3 years as may principal and faculty departures, leaving people who understand firsthand the terror experienced on the day of the shooting.
- Threats are made against the lives of superintendents, principals and staff.
- People send random donations; budget for a warehouse/storage.

Resources Specific to School Violence Recovery

The Principal Recovery Network

Founded in 2019 by the National Association of Secondary School – 21 Principals who help guide school principals in the immediate aftermath of a school tragedy.



Resources Specific to School Violence Recovery

- **Secondary Crises and Adversities**
- **Conflict Resolution – Pictures, Statues, Building (Secretary of Education, Director of the FBI, US VP)**
- **Memorial Foundations – Political Activism**
- **Behavioral and Mental Health Risks Post Shooting**
- **Trusting Partnerships with Trauma Trained School Social Workers or School Mental Health Professionals**
 - **Frank DeAngelo – “They Call Me Mr. D.”**
 - **Former Principal of Columbine High School**
 - **Michelle Kefford – Current Principal**
 - **Marjory Stoneman Douglas High School**





What happened next?





Meet Our Panelists

Speaker bios are
archived here:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-navigating-road-recovery-school-violence>



Nnamdi Chuwuocha
State Representative, DE; Community
Schools Director, Children and Families
First, DE



Bridgette Gilbert
School Emergency Management
Coordinator, Maine School Safety Center,
ME



Meet Our Panelists (continued)

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Niki Henderson
Director of Recovery Services, Uvalde
Consolidated Independent School District,
TX



Heather Martin
Educator, Aurora High School; Lived
Experience Expert, Columbine High
School; Co-Founder, Rebels Project, CO



Jeffrey Upton
Assistant Director, Maine School Safety
Center, ME



Key Takeaways

Prepare staff for supporting both mental health and academics.

Understand that the road to recovery is long.

Ensure you revisit the emergency operations plan.

Consider support for students and staff in schools not directly affected by an incident.



Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website: <https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse: <https://bestpracticesclearinghouse.ed.gov/>

Upcoming Preventing and Addressing School Violence Miniseries Events

- **June 26** – Student Perspectives on School Violence

Other Upcoming Webinars

- **June 5** – Talking with Youth about Human Trafficking and Child Exploitation
- **July 10** – School Justice Partnerships



Feedback Form

[HTTPS://WWW.SURVEYMONKEY.
COM/R/LFTF_SESSION63](https://www.surveymonkey.com/r/LFTF_SESSION63)

The screenshot shows a feedback form titled "[NCSSE] 2024 - Lessons from the Field - Navigating the Road to Recovery From School Violence". At the top, there are logos for the National Center on Safe Supportive Learning Environments (Engagement • Safety • Environment), the U.S. Department of Education, and the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center. The form text reads: "Thank you for attending the webinar, *Navigating the Road to Recovery From School Violence*, on May 22, 2024. To best serve you, we would greatly appreciate receiving your feedback on the webinar." The form contains four questions with radio button options:

- 1. Prior to the webinar, how knowledgeable were you about the webinar's topic?**
 - Not At All Knowledgeable
 - Somewhat Knowledgeable
 - Very Knowledgeable
- 2. Overall this webinar was a good use of my time.**
 - Strongly Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Strongly Agree
- 3. This webinar improved my understanding of the covered topic.**
 - Strongly Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Strongly Agree
- 4. Overall, how would you rate the quality of this webinar, such as the communication style of the presenters and the clarity of the webinar content?**
 - Poor
 - Fair
 - Good
 - Excellent



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Questions for the Panel