



# BEST PRACTICES CLEARINGHOUSE

– Preventing and Addressing School Violence Miniseries –

## ***Effectively Responding to Incidents of School Violence***

MAY 8, 2024

3:00 - 4:30 PM ET



*The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.*



# 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>



RESOURCE



Explore Resources Related To Combatting Antisemitism And Islamophobia While Promoting Inclusive Schools And Campuses For Students Of All Religious, Secular, And Spiritual Identities

EVENT



Promote Mental Health Awareness Month With These Tools And Resources To Support Well-Being

RESOURCE



Discover Innovative Strategies To Enhance Your Preschool Curriculum

RESOURCE



Empower Children With Data And Privacy Protection Tips To Combat Online Child Exploitation And Abuse

EVENT



Celebrate National Adolescent Health Month By Sharing These Resources To Empower A Healthier Future

## FEATURED EVENTS

UPCOMING



Lessons from the Field - Effectively Responding to Incidents of School Violence

May 08, 2024 - 3:00 PM EDT

MORE

PAST



Lessons from the Field - High-Quality Emergency Operations Plans Build School Emergency Preparedness Capacity

April 24, 2024 - 3:00 PM EDT

MORE

PAST



Lessons from the Field - School Safety Starts with Prevention

April 10, 2024 - 3:00 PM EDT

MORE





# REMS TA Center Website

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



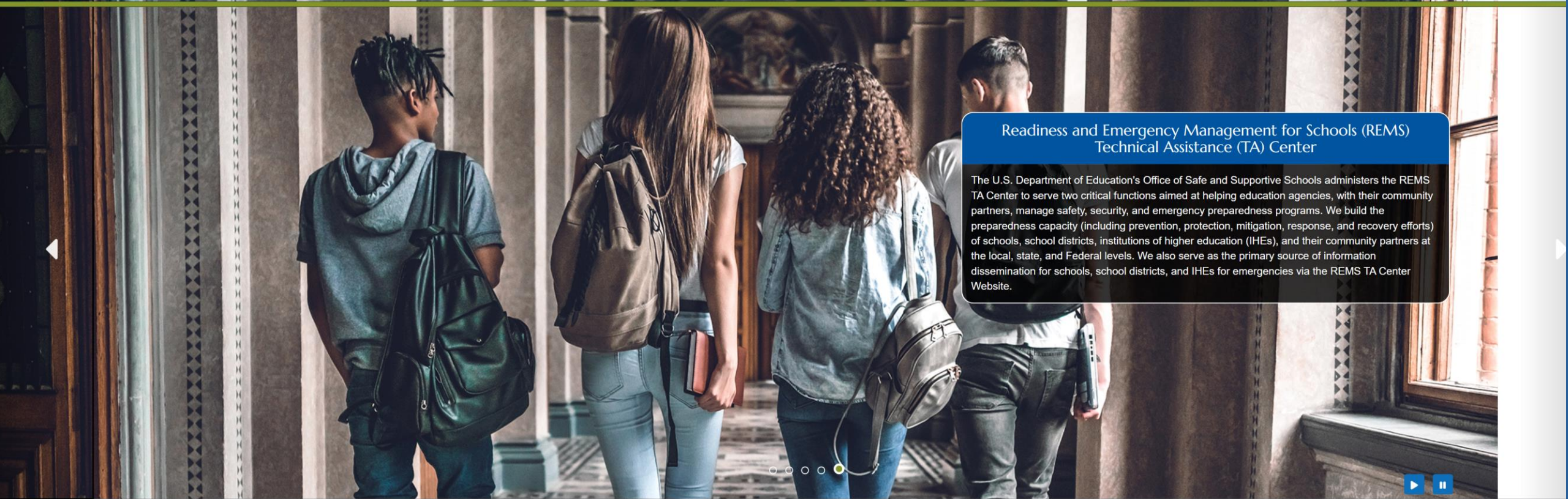
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## Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

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



[On Digital Health, Safety, and Citizenship](#)



[From State and Local Practitioners](#)



[State Contacts, Reports, Mandates, Registries, and Offices](#)



[By Topic](#)



# Agenda

1) Introduction and Logistics

2) Welcome

3) Context-Setting Presentation

4) Panel Discussion

5) Closing Remarks

6) Live Q&A



# BEST PRACTICES CLEARINGHOUSE



## Gregory Jackson

DEPUTY DIRECTOR  
OFFICE OF GUN VIOLENCE PREVENTION  
SPECIAL ASSISTANT TO THE PRESIDENT  
WHITE HOUSE



# BEST PRACTICES CLEARINGHOUSE



## **Dr. Kira Mauseth**

TEACHING PROFESSOR, SEATTLE UNIVERSITY  
AFFILIATE FACULTY, SMART CENTER, UNIVERSITY OF  
WASHINGTON  
DIRECTOR, DISASTER RESPONSE CONSULTING

# Preventing and Addressing School Violence including Gun Violence Miniseries: Response

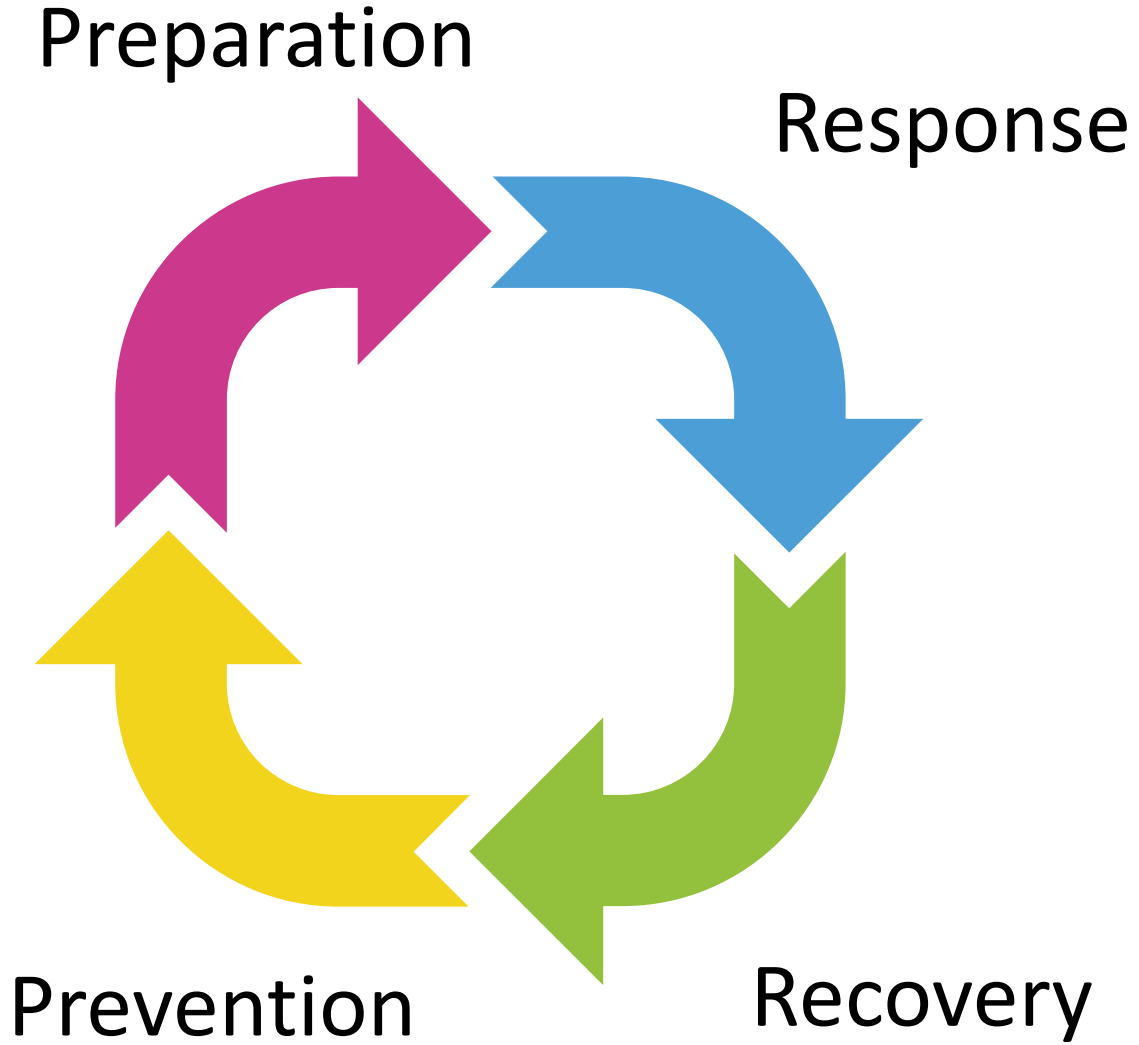


 National Center on Safe Supportive Learning Environments  
Engagement • Safety • Environment



Kira Mauseth, Ph.D.

 ASTRUM HEALTH, LLC  
BEHAVIORAL HEALTH SCIENCES CONSULTATION



What you do in response is heavily informed by your level of preparation and should be aligned with your goals for recovery.



When responding to a critical incident: ACT with intention



Assess

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Communicate

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Tailor

- Assess scale of impact, priorities, available and needed resources.
- Who, specifically, are the parties in each role? How current is your response plan? Update it regularly (prior to) and immediately after (in event of) an incident.





To specific groups: Staff, Students, Parents, Community, Media

# COMMUNICATE

The communications plan needs to be separate for each group, AND consistent with itself.

Key features of effective response communication include:

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WHO is responsible for what communication role (e.g., who is coordinating volunteers, who is coordinating professional crisis services). Ensure you have names, emails, and phone numbers.





- WHAT the resources are that are available for each specific audience or group in need.
- WHAT resources are still needed.
- WHAT the asks are of the community, district, or other officials.
- WHAT is still unknown or undecided: it is ok to communicate what you don't yet know.
- WHAT is available in the languages needed in your community and what needs to be translated to increase access!!

WHERE each specific group (caregivers, staff, community) can go to find what is needed for them (online, in person, etc.).

WHEN the resources will be available or for how long.



## COMMUNICATE WHY

- Acknowledge challenges, length and breadth of recovery.
- Acknowledge that behavioral health triage and support is so essential in early response.
- Acknowledge culturally informed coping options and supports.





## **COMMUNICATE HOW**

Your actions in the first two weeks are aligned with the longer-term recovery goals.



# TAILOR

Tailor your response with key concepts in mind for behavioral health.

- Not one size (or one intervention) fits all.
- There need to be options for different groups, in different places, over different time frames.
- No requirements to participate in debriefing (CISM) or other processing groups. <sup>(1,2,3)</sup>
- Nuance can be hard but is very important.

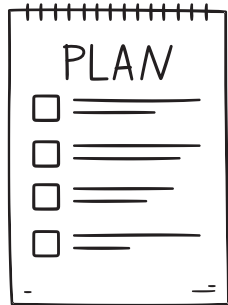


# Increase your understanding of what happens after disasters and critical incidents.

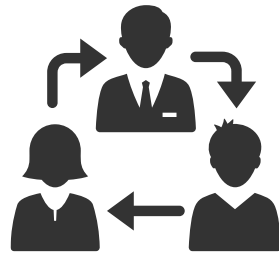


- Resilience is not a concept. It can be measured and operationalized.
- Most people are immediately distressed, and most people recover.
- Expressed distress is NOT predictive of future diagnoses, exposure is.

# Other Takeaways



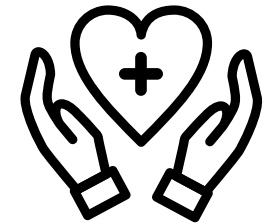
Plan and prepare based on impact, not probability.



Clearly defined roles and back up roles are game changers.



Don't underestimate the power of leadership modeling.



Behavioral health is a critical component of response, not an addendum.

# References and Other Resources

1. Kagee A. Concerns about the effectiveness of critical incident stress debriefing in ameliorating stress reactions. *Crit Care*. 2002 Feb;6(1):88. doi: 10.1186/cc1459. Epub 2002 Jan 17. PMID: 11940272; PMCID: PMC137400.
2. Jacobs, J., Horne-Moyer, H. L., & Jones, R. (2004). The effectiveness of critical incident stress debriefing with primary and secondary trauma victims. *International Journal of Emergency Mental Health*, 6(1), 5–14. <https://www.redcross.org/content/dam/redcross/Health-Safety-Services/scientific-advisory-council/Scientific%20Advisory%20Council%20SCIENTIFIC%20REVIEW%20-%20Critical%20Incident%20Stress%20Debriefing.pdf>
3. Blythe, B. (2014) *Blindsided: A Manager's guide to crisis leadership*. Noakes-Fry, K. (Ed). Rothstein
4. Price, J., Khubchandani, J., Payton, E., & Thompson, A. (2016). Reducing the Risks of Firearm Violence in High Schools: Principals' Perceptions and Practices. *Journal of Community Health*, 41(2), 234-243.
5. Brown, C. H. (2020). School Counselors' Response to School Shootings: Framework of Recommendations. *Journal of Educational Research and Practice*, 10(1). <https://doi.org/10.5590/jerap.2020.10.1.18>
6. Cowan, K. C., & Rossen, E. (2013). Responding to the Unthinkable: School Crisis Response and Recovery. *The Phi Delta Kappan*, 95(4), 8–12. <http://www.jstor.org/stable/23611828>
7. Crepeau-Hobson, F., Sievering, K. S., Armstrong, C., & Stonis, J. (2012). A Coordinated Mental Health Crisis Response: Lessons Learned From Three Colorado School Shootings. *Journal of School Violence*, 11(3), 207–225. <https://doi-org.proxy.seattleu.edu/10.1080/15388220.2012.682002>
8. Lunn, L., Champion, K., James, S., & Velez, G. (2021). A Framework for Guiding Transformative Growth After School Shootings. *Peace and Conflict: Journal of Peace Psychology*, 27(3), 486-496. <https://doi-org.proxy.seattleu.edu/10.1037/pac0000534>
9. Sokol, R. L., Heinze, J., Doan, J., Normand, M., Grodzinski, A., Pomerantz, N., Scott, B. A., Gaswirth, M., & Zimmerman, M. (2021). Crisis Interventions in Schools: A Systematic Review. *Journal of school violence*, 20(2), 241–260. <https://doi.org/10.1080/15388220.2021.1879098>



# Meet Our Panelists

Speaker bios are  
archived here:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-effectively-responding-incidents-school-violence>



**Susan Barrett**  
Technical Assistance Director,  
Center on Positive Behavioral Interventions and Supports (PBIS)



**Mauri Friestleben**  
Principal  
North Community High School, Minneapolis, MN



**Dr. Susie Meade**  
Chief Academic Officer  
Heartland Area Education Agency, IA



**Mark Muma**  
School Safety Program Manager  
Georgia Department of Education, GA



**Dr. Kacy Shahid**  
Assistant Superintendent of Curriculum and Instruction  
Cahokia School District 187, IL

# The Role of Heartland AEA

*In supporting a district's return to school  
after a shooting*

# Key Takeaways

Essential to our success:

- Learn from those who have experienced similar tragedies.
- Take help when it is offered AND Not all help is helpful.
- All hands on deck—law enforcement, school, community leaders, state government.
- Support from administrators who were not emotionally tied to the situation.
- Coordinate and prioritize tasks frequently.
- Communicate, communicate, communicate.
- Take care of the people.

# Helpful in Guiding our Work

## General To-Dos After a School Shooting

### Table of Contents

Communication

Outside Services and Coordination

Management Items

Reopening the Schools

Attending to the Ongoing Needs of Students and Staff

Holding Commemorations and Annual Remembrances

Processing the Event

External Resources

Internal Resources			
Key Contact List	<a href="#">Return Plan</a> (parent version)	Staff Needs/Concerns Survey	Facility Needs
Weekly Calendar of Events and Priorities	Calls, Questions and Offers of Support Spreadsheet	Safety Measures Spreadsheet	

ONGOING	IN PROGRESS	CONFIRM	TBD	DONE
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# Frequently Asked Questions

What could I do to be best prepared in case something like this happens in my school district?

What would you do differently?

What helped to unify the community in response to the tragedy?



# Key Takeaways



Schools need to partner with local, regional, state, and federal partners.



Coordination of people and resources within the school and in the community is critical.



Clear, organized, and transparent communication is essential.



Mental and physical health supports must be offered to students and staff during the emergency and the initial response time.



Utilize state and regional infrastructure to respond and provide support.



# Thank You!

Should you have any questions, please contact us at [NCSSLE@air.org](mailto: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**

- **May 22:** Recovery
- **June 26:** Student Voices in Preventing and Addressing School Violence



# Feedback Form

[HTTPS://WWW.SURVEYMONKEY.  
COM/R/LFTF\\_SESSION62](https://www.surveymonkey.com/r/LFTF_SESSION62)



## [NCSSLE] 2024 - Lessons from the Field - Effectively Responding to Incidents of School Violence

Thank you for attending the webinar, *Effectively Responding to Incidents of School Violence*, on May 8, 2024. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

### 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



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## Questions for the Panel