School Practitioner Community of Practice
(A network for sharing & exchange)
July 17, 2019

Topics for discussion – Colleagues are asking:

>*What are good follow-up plans for schools after a crisis event?*

>>**What's the plan to help students, families, and staff after a crisis?**
>>**Are crisis plans being improved based on *Lessons Learned by Principals?***

Links to a few other relevant resources & other topics of concern

Note: *Go to* http://smhp.psych.ucla **for links to other Center resources including**
>Upcoming initiatives, conferences & workshops
>Calls for grant proposals, presentations, and papers
>Training and job opportunities
>Upcoming webcasts & other professional development opportunities

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

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For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see
http://smhp.psych.ucla.edu/practitioner.htm

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Topic for Discussion –

>What's the plan to help students, families, and staff after a crisis?

As another hurricane season begins, the devastation and the slow pace of recovery are instilling a sense of despair among many of the region's residents who are still struggling to find housing or fulfill basic needs. Many are living in tents or campers outside ruined homes while they wait for contractors or for state or federal assistance. The strain is starting to show among many of the Panhandle's children, as school officials in Bay County are fearing that a full-blown mental health crisis may be taking root. Hundreds of students have been evaluated for symptoms of mental distress and referred for further care as officials have started more closely tracking students' mental health needs. With students now on summer break, some fear that their mental distress will only worsen as they detach from the regular routine and supervision they've had for months. https://www.tampabay.com/florida-politics/buzz/2019/06/13/eight-months-after-hurricane-michael-many-fear-a-mental-health-crisis/

From the field:

From a leader for student supports

I am leading the mental health team as we recover from Hurricane Michael that wiped us out a few months back. I would love some help, guidance, and direction as we plan on coming back to school in the fall. We have talked to so many people and lots of them say ... ah, let me get back to you on that. No funding for mental health, no concrete answers .... I am worried about our staff and kids.

From a Principal

We went through Hurricane Sandy....There has been zero engagement with the principals who went through it to create a plan if this ever happens again. We land at the mercy of a cumbersome structure that now has all new players, so there has been little to no institutional gain from going through it once. Systems and structures and a flat organization helped us get through the last one. Sadly though, there is no standard protocol yet from our system.

Center Comments: Follow-up planning based on lessons learned is critical. There will be many needs to address in the weeks and months after a major. This encompasses the return to school, as well as school and community support over the summer. And summer is an invaluable time for planning improvements.

In addressing the aftermath, we stress the following:
- continuing communication needs (clarifying causes and impact; debunking rumors, updating facts, providing closure; updating information on available resources)
- if relevant, family contacts are made to determine if there is additional assistance the school can provide
- monitoring and dealing with continuing crisis-related problems (including case management of referrals and extended treatment)
- ending facets of crisis response that are no longer needed
- debriefing meetings (to appreciate all who helped, clarify deficiencies in crisis response, and make revisions for the next time)

Here are some resources and a few additional thoughts we hope will be helpful.

(1) For quick access to relevant planning resources from our Center and many other sources, see:
>*Responding to a Crisis* (click on the icon on our home page)
>*Crisis Response* Quick Find -- http://smhp.psych.ucla.edu/qf/p2107_01.htm

Examples of a few specific resources:

>*The School's Role in Addressing Psychological Reactions to Loss*
http://smhp.psych.ucla.edu/pdfdocs/lossdiscussion.pdf
>*About Planning and Action for the Mental Health Needs of Students and School Staff in the Aftermath of a Disaster* http://smhp.psych.ucla.edu/pdfdocs/planningneeds.pdf
>*Crisis Assistance and Prevention: A Self-study Survey*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/crisissurvey.pdf
>*Crisis assistance and prevention* http://smhp.psych.ucla.edu/pdfdocs/book/ch8crises.pdf
>*Responding to Crisis at a School* http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf
>*Schools Helping Students Deal with Loss* http://smhp.psych.ucla.edu/pdfdocs/loss.pdf

(2) The National Education Association (NEA) has a *School Crisis Guide* that includes what to do after a crisis to help all involved recover –
http://www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf

(3) With high demand and a scarcity of resources, a good auxiliary step is to organize volunteers who can provide social/emotional support. For example, civic and retiree groups might increase the pool of mentors available to support students and their families. See the Center Quick Find:

>*Volunteers in Schools* http://smhp.psych.ucla.edu/qf/volunteers.html

For more on the importance of the community mobilization, see

>*Building community resilience for children and families*
https://www.nctsn.org/sites/default/files/resources/building_community_resilience_for_children_families.pdf

(4) Besides the above resources, here's a brief guide we found on the Internet:

>*Use "Lessons Learned" to Improve Emergency Response*
https://www.emergency-response-planning.com/blog/bid/56419/use-lessons-learned-to-improve-emergency-response

From every event, whether a planned exercise or an actual emergency incident, lessons can be learned to improve the outcome of the next response. Emergency managers, both in municipalities and the corporate arena, should not camouflage failures or miscommunications ..., but instead draw from the emergency response to improve disaster preparedness.

Immediately after an exercise or incident response, it is critical to conduct multi-level post incident reviews, gather conclusions from these interviews, and identify lessons learned. Emergency managers should incorporate these ideals into emergency plans, highlight any additional training measures, and inject new responses measures into exercise simulations. ...

The post-incident review is an evaluation of incident response used to identify and correct gaps, errors, and deficiencies, as well as determine strengths. Timing of a post-incident review is critical. An effective review requires that response and preparedness discussions take place while a disaster or exercise is fresh in the minds of decision makers, responders, regulators, and the public. From this review, lessons learned can be identified and preparedness improvement work can begin. The post-incident review process is intended to identify which response procedures, equipment, and techniques were effective or ineffective, and the reason(s) why.

Post-incident review checklists should include, at a minimum:
- Name and typical duties of personnel being debriefed
- Date, time and location during incident
- Specific actions performed
- Responder's view of the positive aspects of the response and areas for improvements
- Recovery time and possible mitigation measures for improvement
- Potential lessons learned
- Necessary program and plan revisions
- Effectiveness of equipment used
- Overall post-incident perception and implications on the company

Key areas of consideration1 that should be analyzed by a review team can include, at a minimum:
- Mobilization procedures for personnel and equipment
- Implementation plans and procedures
- Internal and external communications
- Management and coordination of emergency response
- Stakeholder reaction
- The short and long term consequences of the incident

Emergency response shortfalls can come from a variety of areas or functions. Applying lessons learned to a crisis management or emergency response program allows procedures to align with proven and realistic scenarios. Utilizing this information provides emergency managers the means

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of improving applicable programs to better prepare for future situations.

The following five concepts should be examined and incorporated for lesson learned preparedness.
- Unidentified potential risk or hazard: A hazard and vulnerability analysis should be performed, and processes and procedures should be developed and added to the plans.
- Management gaps and weaknesses: If the post incident reviews revealed weaknesses or gaps in the organization, the emergency response management structure should be modified and emergency plans revised.
- Ineffective policies and procedures: If the policies and procedures fail to address key issues during the incident, policies and procedures need to be modified to address inadequacies.
- Lack of response proficiency: If response was faulty due to deficient training, exercising, or planning, these efforts should be amplified and personnel should be familiarized with these modifications
- Planning deviations: If participants successfully diverged from existing processes, procedures, or plans, these areas should be modified to reflect the reality of the performance.

Applying lessons learned to an emergency management program enables the ability to use experiences as a means to improve preparedness for future emergency scenarios. By analyzing the past, executing enhancements, and reinforcing strengths, companies and municipalities will be better prepared to not repeat history.

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Now is the time to review and improve school crisis plans
and formulate how best to share them with students, families, and staff.

Any questions and comments about this or other relevant matters???????

Send to Ltaylor@ucla.edu

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Update on Resources to Schools after Hurricane Michael

Excerpt from an article in the *News Herald*
https://www.newsherald.com/news/20190626/first-lady-of-florida-mental-health-help-coming-for-panhandle-students

Recognizing the mental health needs of Florida Panhandle students after Hurricane Michael, ... telehealth is coming to school districts affected by the storm. The services are expected to be available on the first day of the school year. Officials will work with school districts to make sure services are ready. The coming telehealth services was one of five post-hurricane avenues of help discussed in regard to mental health help for children and Panhandle residents after the category 5 storm landed in October and devastated parts of the region, including Bay County. Second, in coordination with federal partners, the Florida Department of Children and Families will receive an additional $2.3 million to expand outreach services with the Crisis Counseling Program.

   Other help mentioned was a $1.25 million award to Bay County from the U.S. Department of Education to improve mental health ."

Note: The district website and local news outlets hzvd many stories anout the community providing free school supplies, clothing, summer meals, and other supports for students and families during the long term recovery process.

Links to a few other relevant resources & other topics of concern

>*AZ: School emergency preparedness* http://www.azed.gov/shs/sep/
>*Whole Person, Whole School* http://smhp.psych.ucla.edu/pdfdocs/excerptfall12.pdf
>*2019 Kids Count Data Book*
  https://www.aecf.org/m/resourcedoc/aecf-2019kidscountdatabook-2019.pdf
>*Improving Cultural Competency for Behavioral Health Professionals*
  https://www.thinkculturalhealth.hhs.gov/

>*How Well Do State Legislatures Focus on Improving School Efforts*
  to Address Barriers to Learning and Teaching & Re-engage Disconnected Students?
  http://smhp.psych.ucla.edu/pdfdocs/Legisanal.pdf

>*Healthy Limits on Video Games* [or How to prevent (or overcome) problems with gaming]
  https://childmind.org/article/healthy-limits-on-video-games/?utm_source=newsletter&utm_medium=email&utm
  _content=Healthy%20Limits%20on%20Video%20Games&utm_campaign=Weekly-07-09-19
>*Service-Learning and Community Service Clubs in Schools*
  http://smhp.psych.ucla.edu/pdfdocs/serve.pdf

>*Adverse Childhood Experiences and Protective Factors With School Engagement*
  https://pediatrics.aappublications.org/content/early/2019/07/04/peds.2018-2945

A Few Upcoming Webinars:

7/25/19 – *Improving School Safety: Policy Trends, Assessment, & Prevention*
  https://wested.zoom.us/webinar/register/WN_RBYX2XFnSOCELUSN8EBvMw?mkt_tok=eyJpIjoiTlROall6
  TTVaREUyTmpCaSIsInQiOiJVOHloUjZQWE80MnpKUGpXUU9GdlJLbndcL002TUZYM1A1R0pzTXdP
  VkhCTXVKcDZiM3cyaDJnMUtKTHhSMmErQ2JRNE1qdDRnNWYyaDEyOVpmYm5ibmhIQnVXUHVIV
  DQ4VjhYOGJrZXVZbjFPYU9kSzdoMjh6a1FCUE1mY0NXVGwifQ%3D%3D&utm_content=&utm_mediu
  m=email&utm_name=&utm_source=govdelivery&utm_term=

  7/25/19 – *Emerging Tech: What Are the Current Trends for Teens and*
  Kids? https://safesupportivelearning.ed.gov/events

For other relevant webinars, see
http://smhp.psych.ucla.edu/webcast.htm
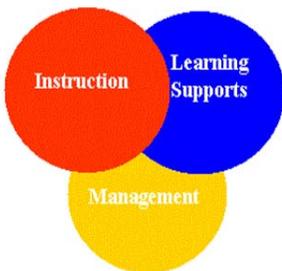
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For information about the
National Initiative for Transforming Student and Learning Supports
  go to http://smhp.psych.ucla.edu/newinitiative.html
  Equity of opportunity is fundamental to enabling civil rights;
  transforming student and learning supports is fundamental to
  enabling equity of opportunity, promoting whole child development,
  and enhancing school climate.

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THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS RESOURCE BECOMES!
For new sign-ups – email Ltaylor@ucla.edu
Also send resources ideas, requests, comments, and experiences for sharing.
We post a broad range of issues and responses to the Net Exchange
on our website at http://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/)