

Supporting students in the aftermath of crisis and loss



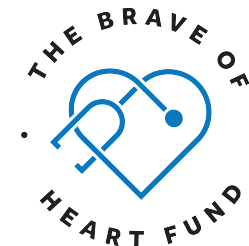
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NATIONAL CENTER
FOR SCHOOL CRISIS
AND BEREAVEMENT

In partnership with



**Initial Funding: September 11th Children's Fund
& National Philanthropic Trust**

Current Support: New York Life Foundation

- Promote appreciation of role schools can serve to support students, staff, and families at times of crisis and loss
- Enhance training in professional education programs
- Serve as resource for information, training materials, consultation and technical assistance – provided at no cost to the school



Psychological First Aid

- Provide broadly to those impacted
- Supportive services to promote normative coping and accelerate natural healing process
- All adults should understand likely reactions and how to help children cope



Anyone that interacts with children can be a potential source of assistance and support – if unprepared, they can be a source of further distress.

Basic steps to support someone in crisis – Psychological First Aid

source: American Red Cross

Observation or
Awareness

Make a
Connection

Help People Feel
Comfortable and
at Ease

Be Kind, Calm, &
Compassionate

Assist with
Basic Needs

Listen

Give Realistic
Reassurance

Encourage
Good Coping

Help People
Connect

Give Accurate
and Timely
Information

Suggest a
Referral
Resource

End the
Conversation

Watch your media consumption

- Make sure it is a healthy diet; don't consume too much
- Keep informed through focused/periodic attention to trusted sources of information
- If you aren't getting reassured or learning practical actions to take, then disconnect from media
- Limit amount of media exposure – this is a good time to unplug and connect instead with friends and family

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If only the signs were this easy to read.



Common Adjustment Reactions to a Crisis

Fears & Anxiety;
School
Avoidance

Sleep problems;
Change in
Appetite

Difficulties with
Concentration &
Academic
Performance

Sadness &
Depression;
Anger &
Irritability

Alcohol & Other
Substance Use

Physical
Symptoms

Post-traumatic
symptoms/PTSD

Grief

Guilt



I TRIED TO CATCH HIM,
BUT I COULDN'T, AND NOW
I'VE LOST MY BEST FRIEND!



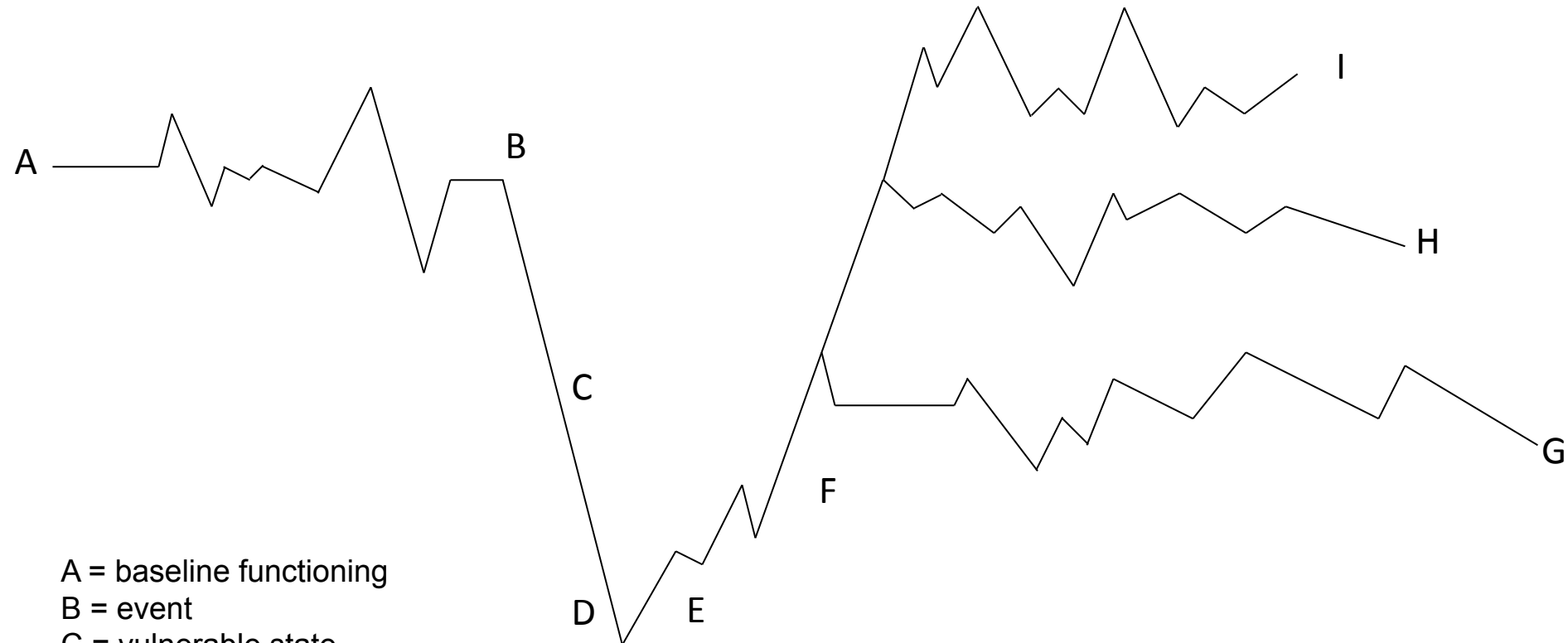


THERE'S NO PROBLEM SO
AWFUL THAT YOU CAN'T ADD
SOME GUILT TO IT AND
MAKE IT EVEN WORSE!



WATSON

Adjustment Over Time in Crisis



A = baseline functioning

B = event

C = vulnerable state

D = usual coping mechanisms fail

E = helplessness, hopelessness

F = improved functioning

G = continued impairment

H = return to baseline

I = post-traumatic growth

Importance of Professional Self-care

- Recognize it is distressing to be with children who are in distress
- It's important professionals appreciate and address impact of supporting children who are grieving or traumatized
- Create a culture where:
 - it is ok to be upset
 - members normalize asking for help and model willingness to accept assistance

Compassion fatigue

- Exposure to trauma and suffering of others can lead to compassion fatigue
 - Empathy: understanding and taking perspective of another
 - Compassion: requires empathy but includes wanting to help and/or desiring to relieve suffering – “to bear or suffer together”
- Warnings about compassion fatigue imply that compassion is necessarily tiring
- Compassionate approaches can be gratifying and bring meaning to the work

Supporting those in need can be gratifying

- Realistic objectives of purpose of interactions
- Have skills and resources to provide meaningful assistance
- Are aware of and have sufficient support to deal with personal impact of work

Challenges to self-care

- Allocating time when there is so much to do and everyone needs your help
- Feeling shame or guilt for attending to your own needs
- Assuming others are having less trouble adjusting
- Lack of modeling of professional self-care

www.schoolcrisiscenter.org



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ABOUT RESOURCES PROJECTS NEWS EVENTS SUPPORT



HE TRAVELS TO SCHOOLS AFTER MASS SHOOTINGS. HEAR HIS ADVICE TO PARENTS.

READ MORE

TALKING TO CHILDREN AND TEENS ABOUT THE WAR IN UKRAINE

READ MORE

TALKING TO KIDS ABOUT TRAGEDIES (SUCH AS SHOOTINGS AND TERROR ATTACKS) IN THE NEWS

READ MORE

NATIONAL CENTER FOR SCHOOL CRISIS AND BEREAVEMENT

Dedicated to helping schools support their students
through crisis and loss

I Need Help Now

Help Me Prepare

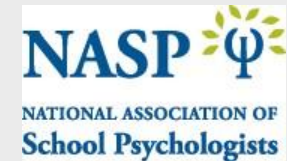


COALITION *to* SUPPORT GRIEVING STUDENTS

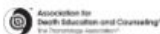
Lead Founding Members



Founding Members



Supporting Organizational Members



www.grievingstudents.org



DOES YOUR SCHOOL NEED ADVICE NOW? Contact us at 877-53-NCSCB (877-536-2722) or info@grievingstudents.org



Search

ORDER FREE MATERIALS

BECOME A GRIEF SENSITIVE SCHOOL

CONVERSATION & SUPPORT

DEVELOPMENTAL & CULTURAL CONSIDERATIONS

PRACTICAL CONSIDERATIONS

REACTIONS & TRIGGERS

PROFESSIONAL PREPARATION & SELF-CARE

CRISIS & SPECIAL CIRCUMSTANCES

TEACHER TRAINING MATERIALS

Children's Grief Awareness Day is November 17

This offers guidance to educators on how to recognize Grief Awareness Day in their school.

Additional Resources

GUIDES AND POLICIES

FAMILY MATERIALS

ADDITIONAL MODULES

ARTICLES & OTHER PUBLICATIONS

EXTERNAL RESOURCES

https://grievingstudents.org/wp-content/uploads/2016/05/Recognizing-Grief-Awareness-Day-in-Your-School-10272022.pdf



NATIONAL CENTER FOR SCHOOL CRISIS AND BEREAVEMENT

Additional Resources

- Additional Modules (e.g., police or military deaths)
- Guidance Documents
 - Practical guidelines developed by the NCSCB on how to respond to the death of a student or staff, from all causes or from suicide
- Teacher Training modules
- Family and school staff booklets
- Articles
- Online Resources

www.grievingstudents.org – Order Free Materials



After a loved one dies—
How children grieve and how parents
and other adults can support them.

For further information about NCSCB
visit us, call us, like us, share us



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1-888-53-NCSCB (1-888-536-2722)



www.SchoolCrisisCenter.org | info@schoolcrisiscenter.org



[@schoolcrisisorg](https://twitter.com/schoolcrisisorg)



National Center for School Crisis and Bereavement

SHARE YOUR FEEDBACK WITH US

Scan the QR code to complete our short survey on your experience.



Extra slides for potential questions

Strategies for dealing with distress

- Reading or hobbies that promote healthy distraction
- Talking to others, journaling, blogging, art, music to promote expressions of feelings
- Exercise, yoga
- Appropriate use of respectful humor
- Relaxation techniques, mindfulness, self-hypnosis and guided imagery
- Cognitive behavioral therapy
- Help children identify steps they can take personally to protect their own health and to help others

Being with someone in distress

- Do not try to “cheer up” survivors
- Do not encourage to be strong or cover emotions
- Express feelings and demonstrate empathy
- Avoid statements such as: “I know exactly what you are going through” (you can’t), “You must be angry” (don’t tell person how to feel)
- Limit personal sharing; keep the focus on the grieving child
- Allow child/family to be upset while suspending judgment – intervene only when safety/health is concern

Post-traumatic Stress Disorder

- Exposure to death, serious injury, or sexual violence
- Re-experiencing traumatic event
 - Recurrent, intrusive, distressing memories
 - Recurrent, distressing dreams
 - Dissociative reactions (e.g., flashbacks); post-traumatic play
- Avoidance of stimuli associated with trauma
- Negative alterations in cognitions and mood
- Increased arousal
 - Difficulty concentrating or sleeping
 - Irritability or anger
 - Self-destructive behavior
 - Hypervigilance or exaggerated startle