

Supporting children and their families in the aftermath of crisis



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**NATIONAL CENTER
FOR SCHOOL CRISIS
AND BEREAVEMENT**

In partnership with



**NEW YORK LIFE
FOUNDATION**

**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



NATIONAL CENTER
FOR SCHOOL CRISIS
AND BEREAVEMENT

Through a
transdisciplinary
team of
medical, mental
health, and
school
professionals,
the NCSCB
provides:

- Confidential on-site/remote technical assistance and consultation for school leadership and professionals
- Practical, timely advice via 24/7 toll-free number and email
- Ongoing support in the immediate aftermath of a crisis and throughout the long-term recovery period → renewal
- Educational resources and crisis management tools
- School staff training and community presentations; professional development for range of professional audiences

What do we do when we consult?

- Help meet needs, both short- and long-term
- Advise on models of crisis mental health services, staffing, training, policies, etc.
- Offer staff support
- Prepare them to address educational impact and academic supports
- Suicide postvention
- Commemoration and memorialization

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 – the aftermath of a crisis is a good time to unplug and connect instead with friends and family

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

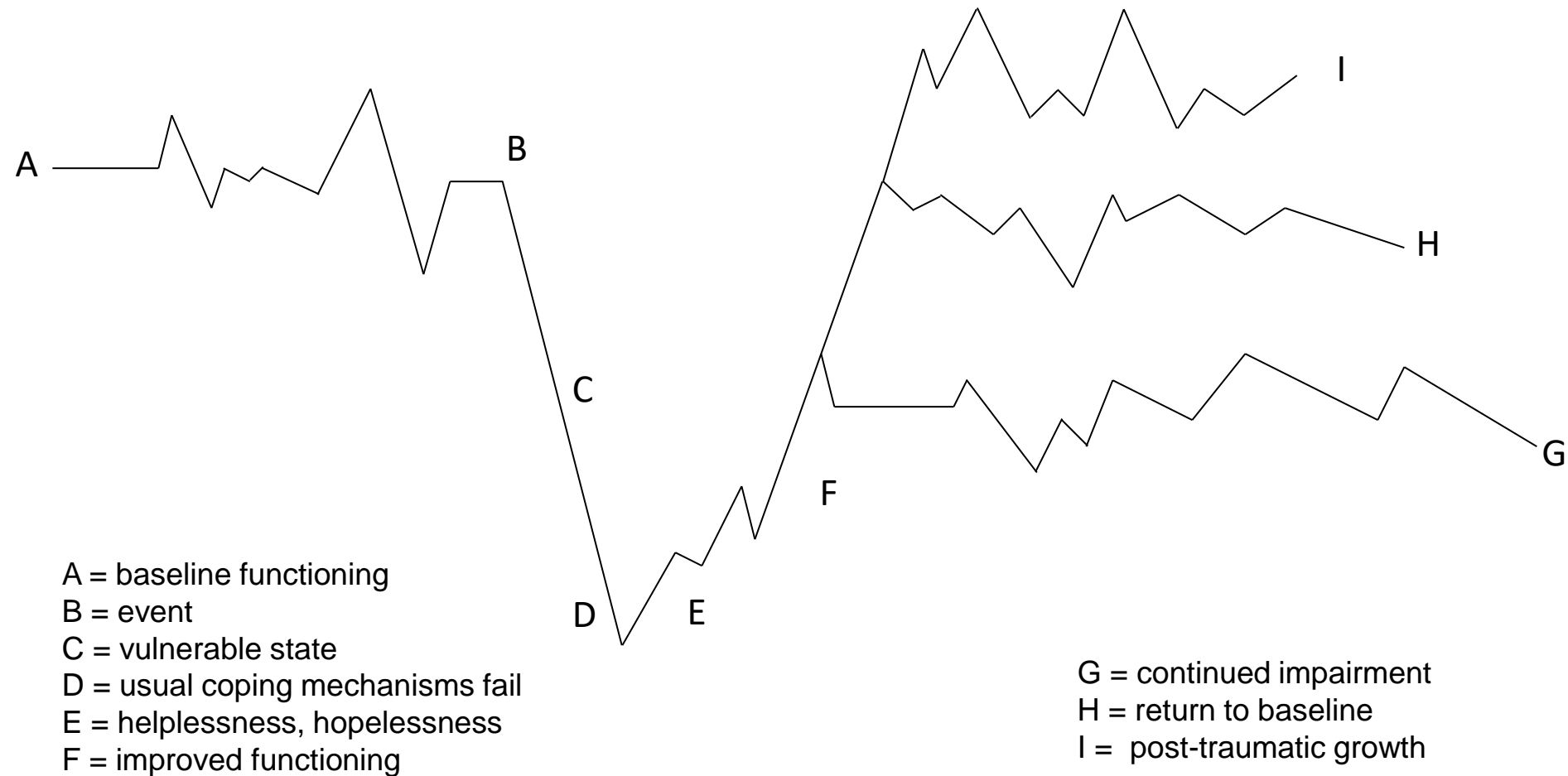
Physical
Symptoms

Post-traumatic
symptoms/PTSD

Grief

Guilt

Adjustment Over Time in Crisis



Importance of professional self-care

- Recognize it is distressing to be with children and staff who are in distress
- It's critical professionals appreciate and address the impact of supporting children who are grieving, traumatized, or otherwise distressed
- 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 most in need can be gratifying

- Realistic objectives of purpose of interactions
- Have skills and resources to provide meaningful assistance – which can be especially difficult in austere environment and when you have personal challenges
- Are aware of and have sufficient support to deal with personal impact of work

Challenges to self-care

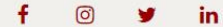
- Making time when there is so much to do and everyone needs your help
- Feeling shame or guilt for attending to your own needs
- Assuming others are having less trouble adjusting
- Lack of modeling of professional self-care

www.schoolcrisiscenter.org



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

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[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](#)

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COALITION *to* SUPPORT GRIEVING STUDENTS

Lead Founding Members



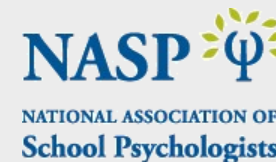
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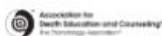
Founding Members



School Social Work
Association of America



Supporting Organizational Members




www.grievingstudents.org

Home Page - Coalition to Support Grieving Students

https://grievingstudents.org

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

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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

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
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