

# CMI Certified Facilitator Training



## Segment Descriptions

*The following are the segment titles with descriptions. Those sessions that are most important for administrators to attend are noted. It is recommended that a few administrators self-select to take all of the training in order to provide support to other administrators during a crisis.*

### **Administrative Issues** (team and administrators)

This segment focuses on the big picture and managing the overall crisis.

### **Organizing Options for Teams** (team and administrators)

Although districts usually organize their own individual teams, it is most effective when several districts share a single team. Find out why.

### **Getting Through the Day** (team and administrators)

This segment outlines the many different dimensions of the first day of the response.

### **Children's Style of Grief** (team and administrators)

Youth have special needs. They'll only grieve as well as the adults around them.

### **What Youth Need to Grieve Well**

Our willingness to bring up the loss and process the grief is critical. Here's how!

### **Developmental Stages of Grief**

Needs of youth varies greatly based on age and emotional maturity.

### **Suicide Prevention**

Every year we lose students who we could have saved if we'd known their plight. This is a look at what we can and should be doing about this.

### **Suicide Intervention**

In the aftermath of a death by suicide, needs of students and the ambiance of the Safe Room are more challenging than deaths due to terminal illness or accidents. This segment gives tips on managing the guilt and more extreme reactions well.

### **Warning Signs of Suicide**

All school staff should know the warning signs of suicide.

### **Trauma in the Individual, Part I**

If students are on the scene of an unexpected death, particularly if there are gory or painful aspects to that death, the residual trauma for youth interferes with their ability to participate in academics. This segment covers the impact of trauma to youth.

## **Trauma in the Individual, Part II**

This is a continuation of Part I, Trauma in the Individual

### **Safe Room Organization**

In some ways, the Safe Room is the heart of the response effort. This is where most students in need will receive the greatest support. How well the Safe Room is organized sets the tone for this critical part of the response.

### **Safe Room Process** (team and administrators)

Getting students to use the Safe Room is just the first step. Managing their behaviors is critical for administrators to ever agree to have a Safe Room in the future!

### **Stabilizing the School** (team and administrators)

Much of what allows for recovery of students in the aftermath of crisis, particularly if there was trauma involved, depends on the steps administrators take to manage high emotions while giving students the opportunity to process the loss well.

### **Memorial Activities (Life Tributes)** (team and administrators)

More than any other aspect of the response, the Life Tribute allows the whole school to “turn the corner” and return fully to academics and the usual school process. Simply allowing students to attend the funeral does nothing to accomplish the shift in school climate following a death. This critical aspect of crisis response is often the one administrators fear too much to try. How you do this one component of the response has everything to do with preventing the next crisis, and has a profound positive effect on school climate for all students, not just friends of the deceased.

### **Meeting Parents’ Needs** (team and administrators)

No matter how well we meet students’ needs at school, their “loyalty” to family (even though they’d deny it!) means that just one disparaging remark from parents can un-do much of the good that was done during the school day. The aftermath of school crisis is a terrific opportunity to increase parent trust and good will toward the school.

### **Natural Disasters**

Recovery from natural disasters can be overwhelming because so many families can be so severely impacted by the disaster. Sometimes school buildings are lost. Tips in this segment will apply to other kinds of disasters as well.

### **Unique Circumstances**

How might a response be different if there is a missing child? What about homicide? This segment looks at challenges beyond the usual response.

### **Checklist of Things to Do** (team and administrators)

Now that the team knows lots about what to do, this segment pulls it all together.