

Segment Titles

Flow Chart of Crisis Day	3
Considerations in Responding to Crisis	4
Roles of Building Staff and Flight Team	5
Tasks of Grief	6
Developmental Stages of Grief	7
Suicide - A Framework	8
Suicide - Impact on a Response	9
Trauma - Impact for the Individual	10
Trauma - Impact on a Response	11
Student Announcements	12
Safe Room Activities	13
Safe Room Organization	14
Safe Room Process	15
The Empty Desk and Student Belongings	16
Life Tributes	17
Parent Meetings	18
Unique Circumstances	19
Media and Communications	20
Checklist for Crisis Day	21
Next Steps	22

Flight Team Training Activity Booklet

© 2021

Cheri Lovre

No permission is granted for copying any page, portion or section of this booklet. Districts may be given permission to print an exact number of booklets for those who will be attending the Flight Team training. Crisis Management institute staff will work with district printing staff to ensure procedures are followed.

Lovre, Cheri

Flight Team Training Activity Booklet

Includes activities for small groups and cohorts for crisis response training

Suitable for college and university courses for educators and others

This resource is a companion to the Flight Team Training.

v.2022.01.06



PO BOX 331
SALEM, OR 97308
Ph: (503) 585-3484
info@cmionline.org

Flow Chart of Crisis Day

What are three new concepts or insights you realize from this segment?

What are the elements in your own district response plan that were validated?

Given your current plan, what new or additional insights did this offer that would be helpful for your district's building administrators

What elements of this flow chart will meet with the most resistance from administrators or staff and how might you work well to bring people along?

What is one action step you'll take? Who needs to learn information from this flow chart?

Considerations

What were a couple of “aha” moments from this segment?

Which surprised you most?

What of these considerations would be most helpful for administrators to hear?

Are there other considerations not mentioned that you would add?

What are your next steps for improving your district response capacity?

Roles for Building Staff and Flight Team Members

How well-informed is your building staff about their roles on crisis day?

What do they need to hear/learn about how the team will respond and support them?

What might be helpful for mental health (schl. counselors, psychs, SWs, etc.) to consider?

Identify the bi-lingual/bi-cultural staff, paraprofessionals and others you now realize need to have training. Who can facilitate this?

What are your next steps? What will you do?

Tasks of Grief – *Note both what your district does well and how it could improve*

↓ What our district does well		How we could improve ↓
↓	<i>Hear the truth</i>	↓
_____	_____	_____
	<i>Express the loss in their own words</i>	
_____	_____	_____
	<i>Recognize & name emotions</i>	
_____	_____	_____
	<i>The chance to share memories</i>	
_____	_____	_____
	<i>Examine effect on identity</i>	
_____	_____	_____
	<i>Give the death meaning</i>	
_____	_____	_____
	<i>Pay tribute to the life</i>	
_____	_____	_____
	<i>Continued loving support</i>	
_____	_____	_____

What insights do you have from looking at grief through this framework of “tasks”?

What is an action step for your building or district?

Developmental Stages of Grief

At what ages do children tend to think they could have caused a death by magic?

How does concrete reasoning influence grief?

How might you respond to teens who are idealizing someone who died?

How might you deal with intrusive or inappropriate questions?

How might you best prepare team members to be able to respond to any age group?

Suicide – A Framework

What was an “aha” for you in this segment?

How might this concept be helpful for staff?

How can elementary schools benefit from this framework? What does it change?

How might this framework be useful with parents who think their child is too young to be at risk?

Next steps in this are critical! What are yours?

Suicide – Impact on a Response

What language and concepts do teachers need to deal with suicide when kids know it was, but it isn't stated as such in the announcement?

What topics can the teacher “bridge” to after acknowledging what students have seen on social media... what *can* we talk about at that point?

What is the meaning of this: “Don't deny, minimize or redirect conversation.”

How is glorifying death different from processing grief and paying tribute to a life lost?

With this segment also, next steps are crucial! What are they?

Trauma in the Individual

What impact does hyper-arousal have on the individual? And on their behavior?

Why do students who are experiencing trauma struggle being in the Safe Room?

What might be most difficult for you in dealing with trauma in the Safe Room?

In what ways has trauma impacted your life?

Next steps for your building/district?

Trauma – Impact on a Response

What questions do team members need to ask the administrators and staff in order to determine who might come to the Safe Room and be struggling with trauma?

How does it help staff to understand how trauma affects students?

What might you do if some students who were on the scene of a traumatic death decided to stay home for the day?

What additional training do Flight Team members need to be proficient in this?

Next steps?

Student Announcements

How can we prepare teachers ahead of time to be comfortable reading announcements?

What could be done at the beginning of the school year to engender willingness?

What kinds of events will create the most difficult announcements to read?

What changes/additions that would be helpful for your district to consider in this?

How can we prepare teachers for the difficult questions each event generates?

Safe Room Activities

What is an example of an activity that would help students identify trusted adults?

How might students plan a way of paying tribute to the person whose life was lost?

What are some ways to help students identify their emotions?

How might students share their favorite memories of the deceased?

How might you group students in the Safe Room?

Safe Room Organization

What concepts about organization were new or insightful for you?

What areas are still unclear?

What is your greatest concern in regard to working in the Safe Room?

What room in your building/s might be best for locating the Safe Room?

What action step will you take in this regard?

Safe Room Process

What are the critical procedures for Safe Rooms?

What strengths will you bring in helping manage behaviors in the Safe Room?

Given your building, how might you assure that students' locations are tracked? How will you know where students are if they're moving from classroom to Safe Rooms?

What hasn't been covered? What still feels unclear?

Next steps for you and for your building?

The Empty Desk and Student Belongings

In addition to the desk, where all might student belongings be located?

If the parents of the deceased want to come visit the students when they retrieve their child's belongings, how might you prepare the students?

What might you say if parents break into tears while visiting their child's peers?

What statement does it make to students if they come into school the day after a death and that child's desk has already been removed?

What are your next steps to be sure teachers can be comfortable leaving the desk in place for a few days?

Life Tributes

What is the “clinical” or psychological function of the Life Tribute?

What is the social function?

How does it relate to the tasks of grief?

What will you do if the administrator is unwilling to let students pay tribute?

How might you help administrators trust in and see the value of life tributes?

Parent Meetings

What kinds of events might warrant holding a parent meeting?

What are five agenda items you'd be sure to include?

What kinds of resources and support would you hope to mobilize?

How would you decide whether to include youth in the meeting or have a separate space for students?

What does your district and team need to do to be more prepared for parent meetings?

Unique Circumstances

How knowledgeable and prepared is your district to respond when a student is missing?

Have you dealt with an accusation of an inappropriate staff sexual relationship with a student? If so, what did you learn?

How will it change the response if the perpetrator of a student homicide is another student?

What unique circumstance would be most difficult for you personally?

Next steps?

Media and Communications

Do your bus drivers have a statement to give to media in the event of a bus accident when reporters might arrive at the scene before a school administrator or official?

What language can teachers use to “bridge” a reporter’s question to an appropriate response without saying “No comment!”?

How can team members help with communications? (Remembering that it is always in the hands of the building and district administration!)

Any ideas for how to stay ahead of social media and rumors?

Communications is key! What is one improvement your district/building could make?

Crisis Day Checklist

Protect the family's integrity in the process of meeting the students' needs!

<u>YES/NO</u>	<u>ACTIVITY</u>	<u>PERSON RESPONSIBLE</u>
_____	Verify facts	_____
_____	Notify District Office staff	_____
_____	Consider need for legal counsel	_____
_____	Contact Mental Health Supervisor	_____
_____	Identify victims of trauma	_____
_____	Contact Flight Team Coordinator	_____
_____	Begin staff notification	_____
_____	Contact all department heads	_____
_____	Cultural Considerations & needs <i>(Critical!)</i>	_____
_____	Family visit (of victims, those most impacted)	_____
_____	Conduct initial planning meeting	_____
_____	Identify needs for building security	_____
_____	Notify "feeder" schools, clubs, etc.	_____
_____	Hire substitute teachers, staff	_____
_____	Mobilize media liaison	_____
_____	Designate staff liaison to impacted families	_____
_____	Building crisis team/flight team meeting	_____
_____	Purge computers of automatic notification	_____
_____	Write announcement to students	_____
_____	Write statement for phone inquiries	_____
_____	Organize and lead before-school staff meeting	_____
_____	Set up Safe Room(s)	_____
_____	Initiate support for high-risk students	_____
_____	Initial planning for memory activity	_____
_____	Assemble list of local resources / agencies	_____
_____	Write parent flyer and plan parent meeting	_____
_____	Plan support for groups victim(s) belonged to	_____
_____	Organize and lead after-school meeting	_____
_____	Determine and plan for follow-up needs: <i>(School staff & students, high risk groups)</i>	_____
_____	Plan for staff, team & trauma debriefings	_____

Next Steps

Addressing Flight Team needs:

Addressing District needs:

Addressing building needs (*location of Safe Room, supplies, etc.*):

Addressing staff needs:

Next organizational or training needs:

Cheri Lovre, MS

Summary

- Founder and Director of Crisis Management Institute.
- Provides training and technical assistance to schools, government, businesses and agencies in crisis response, trauma intervention and violence prevention.
- Founder and Director of 5 Radical Minutes.

Past on-site responses include:

- Many school shootings, including Freeman HS (2017), Abbotsford BC (2016), Marysville HS (2014), Nickel Mines Amish school, Lancaster County, PA (2006), Essex Elem., VT (2006) Red Lion HS, PA (2003), Red Lion Elem. Machete attack (2001), Columbine High School (April, 1999); Thurston HS, Springfield, OR (May 1998); Many shootings involving students occurring off school grounds
- Lived in NY for two years post 9/11; for 29 “schools that fled” in Manhattan and Bergen County schools, New Jersey.
- Worked with leadership teams, administrators and district officials, staff suicide clusters in several school districts over past two decades
- Machete incident in a kindergarten classroom, 2/2011, Red Lion, PA
- Hurricane follow-up support in Louisiana (two domes and public schools)
- Humanitarian effort in the war zone of Sri Lanka following the tsunami, assessing trauma in orphans
- Murder of an 8th grade girl by a 9th grade boy in park behind school (Philomath, OR, 1994)
- Numerous events involving single deaths or multiple deaths that did not draw national media attention
- School upheaval following arrests of staff or students for soliciting sex over the internet, coach/player sexual relationship, new hire with a record for manslaughter, student arrest for mother’s murder and more.

Other endeavors include:

- Developed and provided training and technical assistance for the National Association of Secondary Principals (NASSP) and to several states to create state-level catastrophic response capacity for schools
- Responder to major incidents on behalf of NOVA (the National Organization of Victim Assistance) and FEMA (Federal Emergency Management) in response to the Oregon flood of 1996, responding to hostage situations, missing children, death of the leadership team of a corporation in a plane crash
- Keynote speaker for state-wide and national events
- Served on the Oregon Attorney General’s Coalition for Violence Prevention and Safe Schools
- Created the Flight Team concept (school-based crisis response teams) now used by many states’ school districts, International Schools and in Australia
- Certified Trauma Specialist and by International Green Cross
- Distinguished Associate, Kamm Solutions (2015-present)
- Received the Peace Award; Living Enrichment Center (1996)
- Authored an extensive complement of manuals and books on crisis response, including:
 - The Crisis Resource Manual (responding to common school crises and tragedies)
 - The Catastrophic Events Resource Manual (school shootings, hostage-takings, when life is at risk)
 - The Training Manual (content-related book on nine specific areas related to school crises)
 - Media Relations for Schools, Including Crisis Communications
 - The Safe Room: A Guide for School Crisis Responders
 - Reclaiming Life! (a workbook for recovery of trauma for those old enough to journal)
 - The Day That ... (a workbook using art for young children recovering from trauma)
 - The All Staff Preparedness Kit (a video series for training school staff in basic crisis response skills)
- Authored several chapters in books on crisis response, on trauma recovery, an encyclopedia of trauma, more
- Authored several articles for American School Counselors Association magazine
- Keynotes at international conferences including Vilnius, Lithuania (2016), Toronto, Canada (2003) and others
- Training internationally in The Philippines, Costa Rica, Australia, Canada, and Norway
- Authored multiple courses on prevention, crisis response, mental health issues for youth and more
- Cheri’s materials are used in all 50 states, Australia, Costa Rica, the Philippines, Canada and South Afr