

Special Instructions for SCSBC Participants

A Note from Cheri

Small Group Cohorts:

You will be meeting twice in between our whole-group sessions. One person in your group has been assigned to have passwords for the videos. You can use whatever format is comfortable for you for watching the videos together, whether Zoom, Google or another means. If the pandemic numbers are such that you're able and wish to meet in person, so much the better, but this is entirely organized so you can remain isolated or quarantined and still participate. Please do what is safe!

Activity Booklets:

The handouts for activities to follow the viewing of each video can be downloaded from this website: <https://cmionline.com/flight-team-training-resources/>

If your school has the capacity to make 8 ½ X 11 booklets by printing on 11 X 17 paper and folding in half and stapling in the gutter, feel free to have them run off as booklets. Otherwise, simply download. Research shows that we learn more when we write by hand than when we taken notes on computers, so I very much encourage you to use the handouts and your own writing pad and put your computers away. The handouts are intentionally designed for writing by hand.

Because you're doing a hybrid model, the order you will use going through the training will be modified so the content that is most complex will be taught on our large group days with me. That means that the person showing the video will need to select the videos by title *not in the order they are in the program!* Participants will need to go through the activity booklet to find the title of the content you're doing on any given day. This will allow the training to have the greatest impact. There isn't an easy way for us to go through the whole program of 20 videos to rearrange them for one group, so – this will work just fine.

You often won't finish the full activity page during your sessions. Choose the questions that are of greatest interest to discuss with your small group. Later, go back and reflect on the others as well. Every question in the activity book has a function that is valuable. Because we don't have time for large group reflection and sharing in our 90-minute sessions, I encourage you to sit down with other participants or some of your building staff to talk through some of the concepts. Following is the order I expect will work!

Sequence:

1/5	Flow Chart and Considerations w/ Cheri	3/2	Life Tributes / Parent Meetings
1/12	Roles of Team/ Student Announcements	3/9	Trauma in the Individual w/ Cheri
1/19	Safe Room Organization and Activities	4./6	Trauma Impact on a Response *
1/26	Tasks of Grief w/ Cheri	4/13	Media/Communications
2/2	Grief Developmental Factors & Scenarios	4/20	Catch-up/Questions w/ Cheri
2/9	Safe Room Process/Empty Desk	4/27	Checklist
2/16	Suicide - Garlinghouse w/ Cheri	5/4	Next Steps
2/23	Suicide Impact on a Response		

* Use link for trauma coping skills video

Your sessions are 90 minutes long. That means that for most of the small group sessions, you'll watch a 15-minute video and have about 30 minutes to process. Then you'll repeat that with a second video.

Some topics need more process time so you'll only view one video and may have an additional handout or activity for that session.

Group leaders need to test their access to the videos as soon as you receive your log-in information so you're sure you're set to go when the group gathers.

Recommendations

Facilitating Small Groups:

It helps to have someone track time for processing and make sure that all in the group contribute. That person can also see to it that equal time is available for both content areas when there are sessions with two videos. If the first video is of greater interest, start the second one on time anyway, and if there is time at the end of your session, continue to process the first video. Take a short stretch break mid-session.

The goal is connecting and providing one another common support, so if you are meeting via video connection, please have your web cams on so you see one another.

Prompt Check-in:

You will have a series of prompts for starting each small group session. Allow each person at least one minute or up to 90 seconds to respond to the prompt. When everyone has responded to the prompt, take a couple of minutes in conversation to look at what you had in common or what the themes might have been in your communications.

Either before or after your check-in, someone in the group leads a brief guided imagery or mindfulness moment to help everyone become present and to increase focus in the group. We'll provide several that you can use, and we are giving you these specifically because they're helpful to use with students or staff members who may be anxious. If we can help people breathe deep into the belly, the vagus nerve is stimulated and the message it sends to the brain is, "I'm in a safe place and I can stop worrying about what's going on around me." We use these in the Safe Room and with staff to help alleviate anxiety and decrease bothersome emotions.

The Small Group Week on Trauma:

The week your small group views the CMI trauma video, there is an activity instead of a prompt for the check-in. It is at the very end of the list of prompts (which follow). Also, the second part of your session is to play this video (link below). This is great learning for you, but it was actually made for students, staff and parents in the aftermath of a traumatic death at school. You are welcome to share this link with staff or parents at a time that would be helpful for any of them. There are some great coping skills demonstrated!

<https://vimeo.com/190936766>

The Small Group Week on Suicide:

This video:

https://www.dropbox.com/s/i3jlp2mdm9csuj/Parent_Suicide_Guidelines.mp4?dl=0

is to be viewed on the small group week on suicide. Your discussion following this can focus on who all would benefit from this brief video, including parents, staff or others. You are encouraged to share the link now or at any time in the future that it could be helpful. We will have this uploaded on our site before that week, so I'll send a new link before that session.

Prompts and Activities for Small Group Check-ins

Prompt: Someone in the group leads this activity simply by reading the prompt and giving each person (including oneself) about one minute to respond to the prompt. There is no conversation, cross talk or questioning during this part of the activity. Everyone just listens to those who are speaking.

Connecting: Once all have responded, take a couple of minutes to note what you had in common or identify common themes in your responses.

Take-aways: End by considering whether there are times you would use any of the insights gained from this activity in any other setting.



Prompt

Strengths I bring when responding to crises include....



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

What I hope I gain from this training.



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

Crises to which I've responded.



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

Ways I've seen crises or tragedies impact a school over time.



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

A time I felt most effective in supporting someone in crisis



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

The kinds of crises and losses I've sustained and what I gained from them.



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

My greatest fear or dread in responding to school crises



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

Questions I have about elements of the training.



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

A time someone supported you through a loss or tragedy.



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

Mentors or those who have given you insights and skills for responding.



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

The greatest administrative support you've had in responding to a crisis



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

What you think administrators would most like team members to recognize.



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

What do our staff need?



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?



Prompt

How can we improve follow-up after crises?



Connect

What were the common themes/threads in our response?



Reflect

How might we use insights from this in other ways/environments?

Specific to Trauma ~ Help in the Moment

The following are a couple of helpful strategies for dealing with anxiety. Use these as a check in for the week your small group content is trauma, and then use the second one the following week. Review the first one by going back to the trauma video

Butterfly hug: This is demonstrated at minute 5:00 in the Abbotsford Trauma video. Play from 5:00 to 6:00 and that one minute demonstrates the process.

<https://vimeo.com/190936766>

Instructions for leading the activity:

Close your eyes and begin by sitting up straight and taking a nice deep breath down deep in to your belly. Your chest should not move, but your belly button should extend away from the body. Deep, deep breath, and now exhale. Let your shoulders drop and relax. Again... Now, leaving your eyes closed, and continuing deep, slow breathing, let an uncomfortable situation come to mind – one that brings up a low level of anxiety. Cross your arms and begin to slowly tap alternate arms using the butterfly hug to help yourself calm.

Growing Roots for Grounding:

Close your eyes and begin by sitting up straight and having your feet flat on the floor. Take a nice deep breath down deep in to your belly. Your chest should not move, but your belly button should extend away from the body. Deep, deep breath, and now exhale. Let your shoulders drop and relax. Again... Place your hands on the table or on your thighs if you are not at a table or desk. with your next breath, allow yourself to envision something that has happened to you that was disconcerting in some way. Something that left you feeling off kilter. Now, with each inhale, imagine that you're breathing in sunlight through the top of your head. As you exhale, imagine that roots are growing out of the palms of your hands and the soles of your feet. Deep breath, roots are growing down into the earth. Inhale, bringing more sunshine to nourish the roots. Exhale, grow the roots further into the earth. Notice how your focus on growing the roots allows you to feel more centered or grounded and in control.

General Mindfulness Guided Imagery

The following are additional mindfulness activities that can help students self-calm. Having a physical element (rather than just sitting still while imagining what the narration suggests) is particularly helpful when we're stressed. For that reason, we often choose mindfulness activities that have a physical component such as these. You'll be hearing them as they are voiced to youth, but you are to participate so you know what the students actually experience.

Birthday Candle Breathing:

This particular practice is an easy way to settle your whole class down in the midst of the everyday distractions that take students out of the learning mode. Demonstrate as you read this and allow students to do this with open eyes until they are comfortable closing them.

Students, this activity is really helpful for any of us, any time we want to settle down, to concentrate better, or to just get a handle on things! You may have already done some Blue Sky Moments and learned how to breathe way down low into your bellies, way down to your tummy buttons. That's

the kind of breathing we are going to do – way down deep in our bellies – and we’re going to help ourselves do this really slowly in a very easy way. Imagine that each of our fingers is a birthday candle, and we’re going to blow each one out r-e-a-l-l-l-l-y s-l-o-w-l-y. Here we go:

- Hold up all your fingers on both hands like this [demonstrate]
- Now deep breath into your belly... more... more...
- Now choose one finger for starters, and imagine you’re going to blow out the candle the very slowest you can... slow.... slow....
- Inhale – slowly – slowly – and choose the next finger.... ready?
- Exhale and blow out that candle slowly, slowly, slowly...

Sometimes we teach this to everyone in the Safe Room., Later, if the noise level is a little too high, you can hold up your hand and get students’ attention and just say, “I think this is a five-candle moment.”

You might also add: “Nicely done, kids! And everybody think for a moment... when you’re upset about something at home or out on the playground or anywhere, you can do this all by yourself. You can help yourself calm down. And you don’t have to hold fingers up if others are watching. Just imagine this and breathe slowly down into your belly.”

The Big Accordion

This Blue Sky Moment activity involves putting arms straight out in front, slowly opening them wide, and finally slowly bringing them back together. You might ask a couple of students to stand on either side of you to help demonstrate. Allow students to start with eyes open so they can watch your arm movements, then closing their eyes when they’re comfortable.

Today we’re going to learn one more way to help us calm down inside, to slow down our breathing and to be more at peace. We all need enough room around us that we can do this [gesture arms straight out in front with palms touching, then slowly open them all the way straight out to your sides as you inhale visibly, and then slowly back to center as you exhale slowly].

- Alright, let’s try this. Remember, we breathe in through the nose and out through our mouths, making a little “O” with our lips. After we’ve done it several times with our arms and you know you have the slow breathing mastered, when your arms get tired you can gently bring them back down to your sides and just continue the slow, deep breathing.
- OK! Arms up and straight out in front of us, palms together. Ready? Slowly, slowly inhale [demonstrate] and now slowly exhale.
- Continue demonstrating for a few more breaths, and then gauge the needs of the students for how to support them to continue for several minutes.