LAWRENCE DAVIS, SCHOOL SAFETY PROGRAM MANAGER

NASARIN AHMED, SCHOOL SAFETY & THREAT ASSESSMENT CONSULTANT

LANE KRUMPOS, BEHAVIORAL HEALTH NAVIGATOR

Land Acknowledgement

Labor Acknowledgement

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ICE BREAKER

YES PLEASE/NO THANK YOU

Hop on this rollar-coaster ride!

Yes Please: Arms Up

No Thank You: Arms X or Thumbs Down

CURIOUS?
STAY THAT WAY.

Who is in the room?

PLEASE UTILIZE THE CHAT TO SHARE:

- Name
- Role
- What is a saying/mantra that helps get you through this time of uncertainty and possible overwhelm?

Example
Lane Krumpos, Behavioral Health Navigator, "stressed and blessed"

Transformation

Healing

Liberation

Possibility

Status Quo

White Supremacy

Know When To Go Slow
Responsiveness
Quality in Relation to Quantity
Recognize Strengths
Valuing Differences
Inclusiveness
Both/And Thinking
Power Sharing
Strength of Vulnerability
Collaboration /Everyone
Humanistic Mindset
Circular Thinking/ Value of Emotions
Welcoming Discomfort
You/We Are Enough

Perfectionism
Sense of Urgency
Defensiveness
Quantity Over Quality
Worship of the Written Word
Only One Right Way
Paternalism
Either/Or Thinking
Power Hoarding
Fear of Open Conflict
Individualism /Competition
Capitalistic Mindset
Virtue of Thought & Linear Thinking
Right to Comfort

Six Conditions of Systems Change

Policies

Practices

Resource Flows

Relationships & Connections

Power Dynamics

Mental Models

Structural Change *(explicit)*

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(semi-explicit)

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Transformative Change *(implicit)*

Key Points to Cover

WHAT THE GUIDELINES INCLUDE

1. Define "Healing Centered Reunification"
2. Understand the values of healing centered practices
3. Understand the phases of reunification
   a. Development
   b. Embodiment
   c. Continued Support
4. Understand the components of the reunification process

Importance of Healing Centered Reunification

What does "healing centered" mean?

REUNIFICATION

reunified; reunifying. :
to unify again : to bring (people or things) or to be brought into a unit or a coherent whole after a period of separation
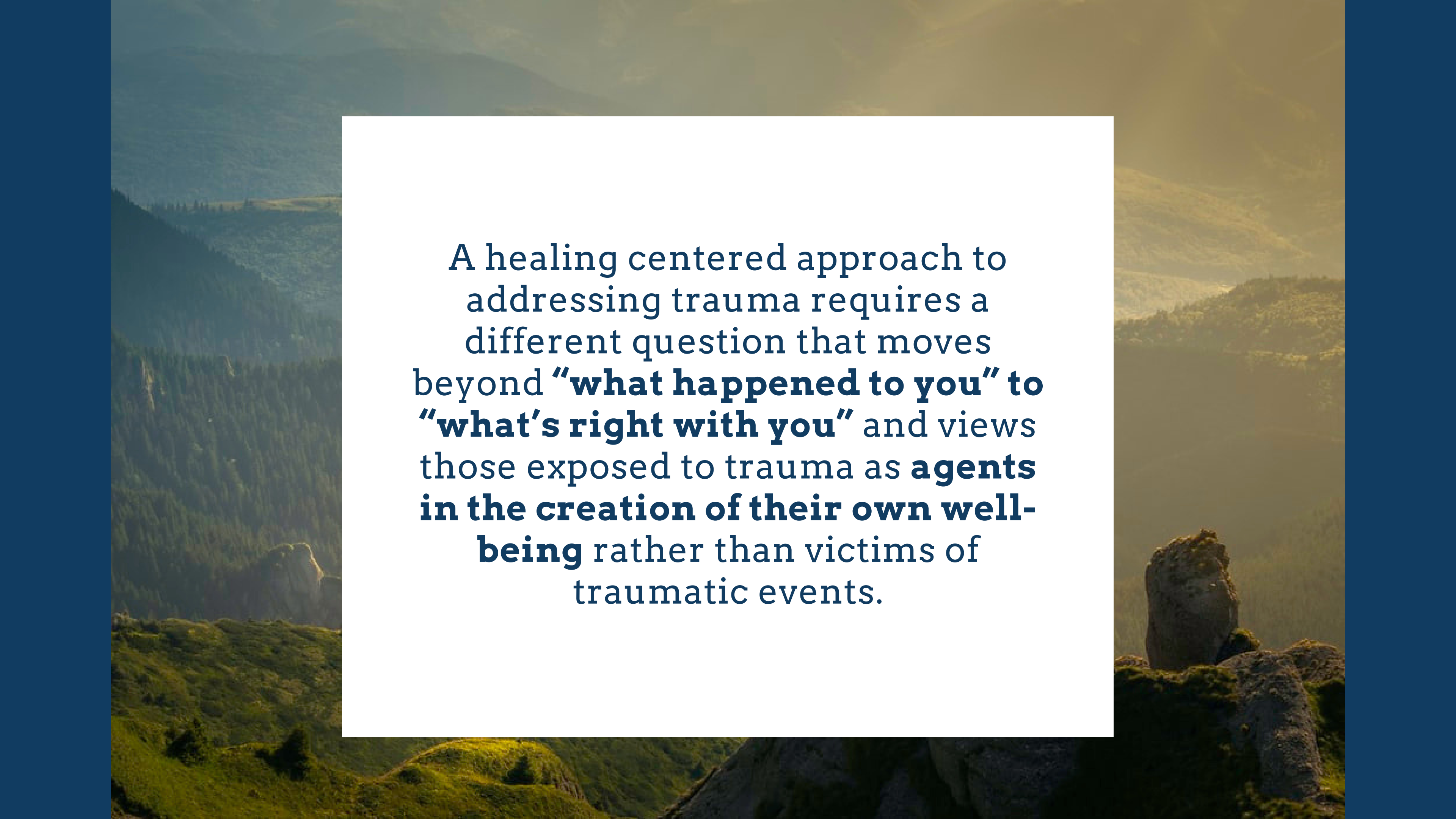
Healing Centered Practices

MOVING BEYOND TRAUMA INFORMED CARE

"I am more than what happened to me, I'm not just my trauma".

HEALING CENTERED:

- Focus on possibility
- Addresses the root cause
- Re-Centers culture at the core of wellbeing
- Collective experience
- Asset-driven

A healing centered approach to addressing trauma requires a different question that moves beyond **"what happened to you"** to **"what's right with you"** and views those exposed to trauma as **agents in the creation of their own well-being** rather than victims of traumatic events.

Development Phase

OUR MISSION

To provide a wraparound approach to a student who is reunifying back within the school community.

OUR OWN IMPLICIT AND INTERNAL WORK

What do I know (or think I know) about this student?
What preconcieved ideas do I have?

OUR TEAM

Who is at the table?
Who is missing?
Is our youth making those decisions?
Wraparound includes internal and external stakeholders.

STUDENT & FAMILY INTERNAL WORK

What is the hope and dream this student has with being back within the community?
What does the family want?

Values

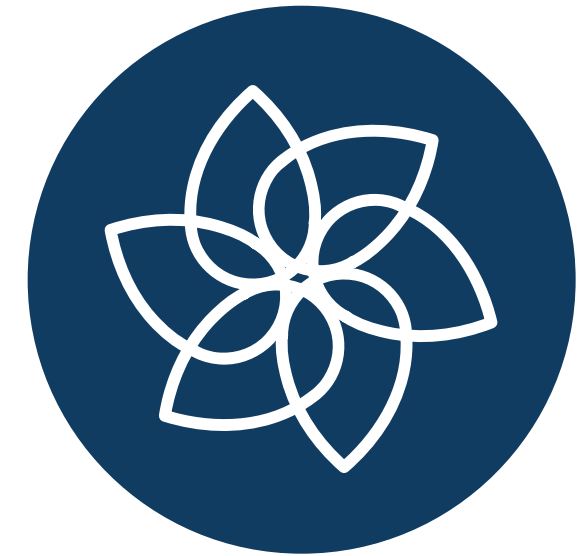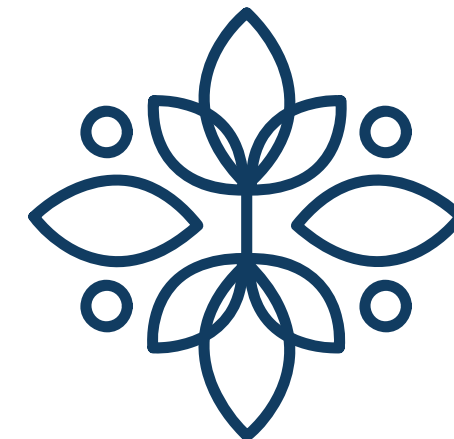"THE ABILITY TO ACKNOWLEDGE THE HARM AND NOT BE DEFINED BY IT"
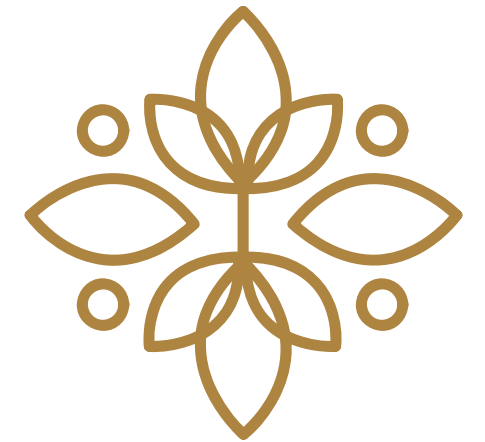
Empathy

Hope

Strength

Healing

Sample Scenario:

STUDENT REUNIFIYING INTO SCHOOL AFTER TWO YEARS OF INCARCERATION

Reunification Process

EXPLICIT ACTION

ENSURE THAT THE STUDENT & FAMILY FEELS WELCOMED & HEARD

INCLUDE THE TEAM OF TRUSTED ADULTS FROM BOTH INTERNAL AND EXTERNAL

(example: therapist, peer counselor, parole/probation)

COLLABORATIVE UNDERSTANDING OF EXPECTATIONS

Everyone has a voice in this!
Could include a re-entry plan, a goal worksheet, or behavior support plan

IDENTIFY STRENGTHS AND PROTECTIVE FACTORS OF THE STUDENT

BUILD A MEANINGFUL RELATIONSIP THAT IS CENTERED IN HOPE

Welcoming and Inclusive Environment

The child who is not embraced by the village will burn it down to feel its wamth

- AFRICAN PROVERB

KEY POINTS:

- Listen:
  - Our families want to be heard
- Let go of defensivenss, move towards responsiveness
- Welcome discomfort
- Value differences
- Both/And thinking

Welcoming and Inclusive Environment

The child who is not embraced by the village will burn it down to feel its wamth

— AFRICAN PROVERB

KEY POINTS:

- Embrace and celebrate every child's uniqueness
- Treat all children and their families equally and with respect
- Include and support every child, regardless of ethnic background, culture, language, gender, socio-economic background or disability
- Ensure that every child can participate in activities

Identifying Trusted Messengers

KEY POINTS:

- Who does the family have as a natural support?
- Who does the student have as a natural support?
- Who is internal and external that can be brought to the table?
  - Internal: Can the student identify a staff that they trust
  - External: Who is on their team?
- Was there someone from their facility that was a trusted messenger that they could stay engaged with?

Identifying Trusted Messengers

ESTABLISHING TRUSTED MESSEGNERS:

- Ensure that we are are connecting our students to resources that are culturally relevent and accesible to our students and families.

Collaborative Understanding of Goals and Expectations

KEY POINTS

- What expectations does the student and family have for the school?
- What expectations does the school have for the student/family?
- How do these expectations meet and match to the students educational goals?

# Collaborative Understanding of Goals and Expectations

POSSIBLE CONSIDERATIONS:

- This should be something that is revisited overtime, adding and changing the plan/goals as the student continues their transition within the school
- Find balance between being realistic and supportive of the students goals

Identify Strengths & Protective Factors

- What skills is the student coming in with?
- Embody and support those skills
- Start meetings off with strengths and encouragment
- Continue to point out the good
  - "Thanks for showing up today!"
- Best way to support mental health of students is to increase protective factors and decrease risk factors
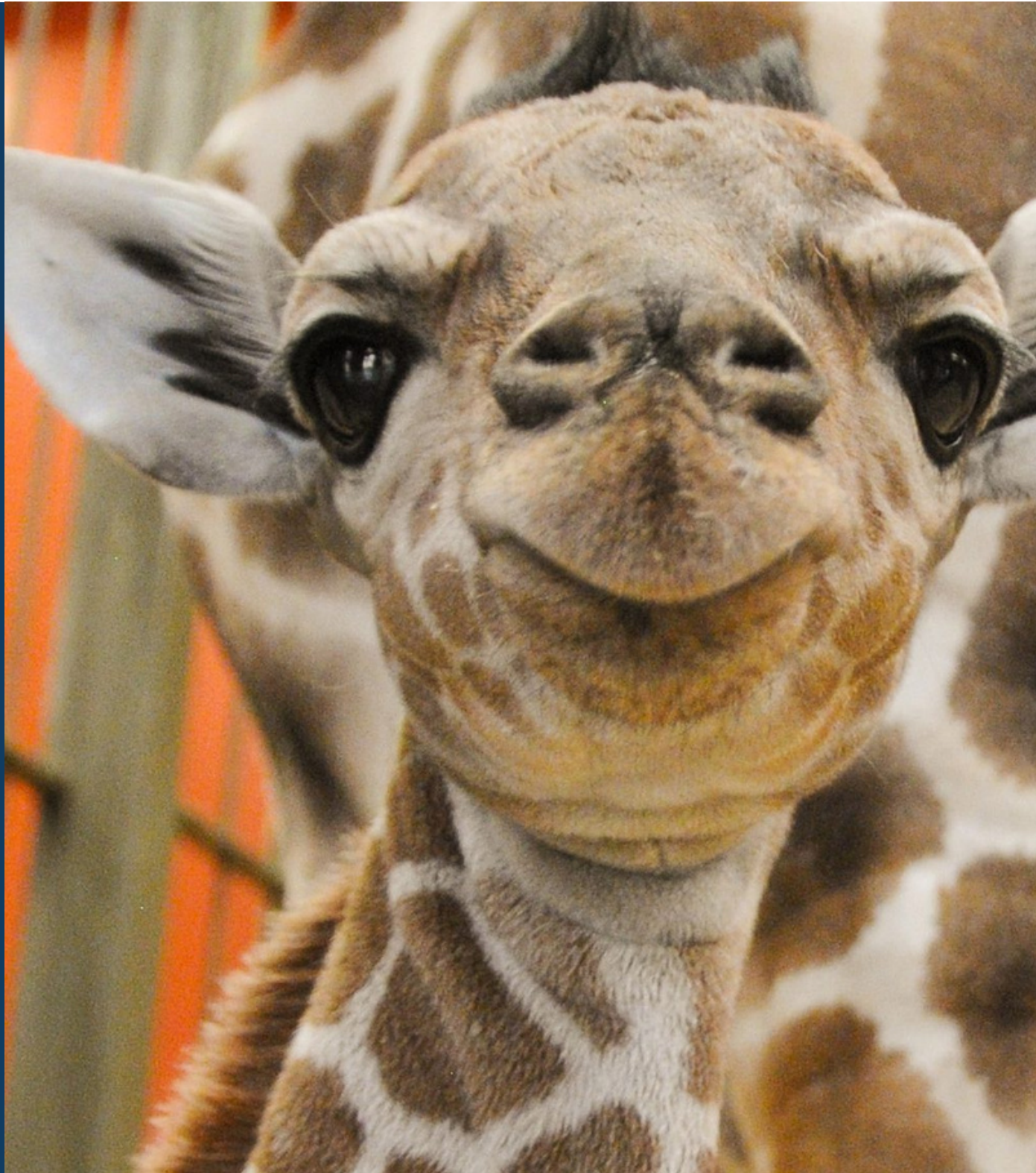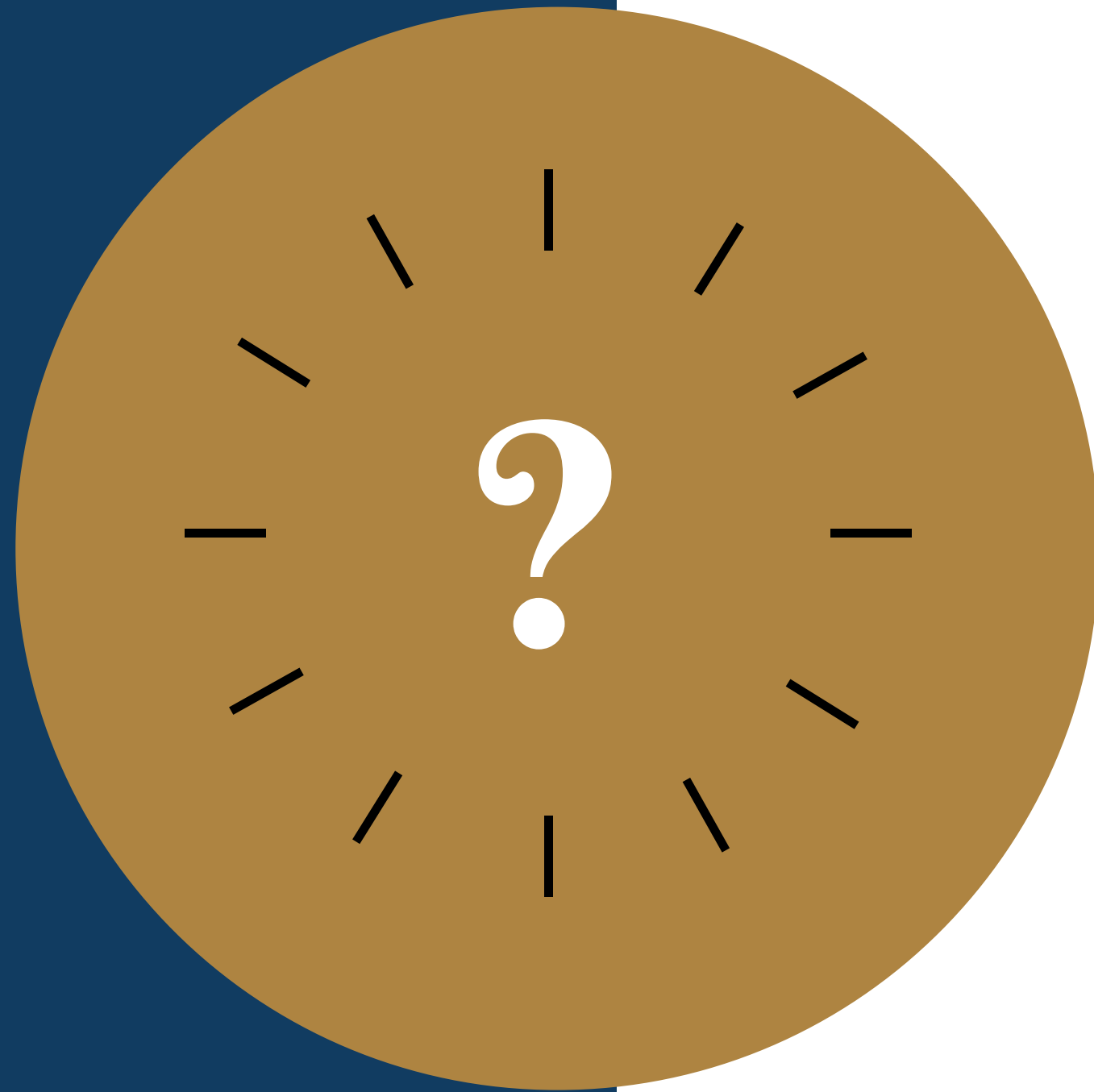
Sustainable Support To Student & Family

KEY POINTS:

- Continue checking in with student and family
- Include external partners, leverage strengths of one another
- Continue the internal work

"A GREAT MENTOR IS AN ADULT WHO SEES WHO YOU REALLY ARE AND BELIEVES IN YOU ANYWAY"

-SOURCES OF STRENGTH PEER LEADER

Questions & Reflection:

WHAT IS YOUR "SO WHAT"?

- RESOURCE:
  - Reunification Guide
  - Copy of PowerPoint

How to Reach Us

PUGET SOUND ESD SAFETY TEAM

LAWRENCE DAVIS, SCHOOL SAFETY PROGRAM MANAGER

LDavis@psesd.org

NASARIN AHMED, SCHOOL SAFETY & THREAT ASSESSMENT CONSULTANT

NAhmed@psesd.org

LANE KRUMPOS, BEHAVIORAL HEALTH COORDINATOR/NAVIGATOR

Lkrumpos@psesd.org