



1C What to Expect in the Crisis Recovery Journey

Presenters:

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Oxford Community Schools

Steve Goodman
Center on PBIS
University of Connecticut

Wednesday, October 22, 2025
10:15am-11:30am Central

- **Topic:** Crisis Recovery
- **Keywords:** Action Plan, Implementation, Trauma

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Strand Overview

Crisis events, including school- or community-based violence and natural disasters, can destabilize the learning environment and have significant short and long term impacts on students and staff. This strand will focus on leveraging the PBIS framework for crisis preparation, response, and recovery efforts.

1C - What to Expect in the Crisis Recovery Journey

Presenters: Allison Willemin & Christine Russell, Oxford Community Schools; Steve Goodman, University of Connecticut

3C - Best Practices for Academic Instruction Following Crisis

Presenters: Steve Goodman, University of Connecticut

FD02 - Sharing Experiences & Lessons Learned in Crisis Response Recovery

Presenters: Jennifer Freeman & Steve Goodman, University of Connecticut; Renee Bradley, U.S. Department of Education

4C - Supporting Student Behavior Following a Crisis Incident

Presenters: Jennifer Freeman, University of Connecticut

5C - Facilitation of Resilience Building for Educators & Youth in Recovery from Crisis

Presenters: Kira Mauseth, Seattle University; Tawni Barlow, Medical Lake School District: Community Wellness Center



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Session Description

1C What to Expect in the Crisis Recovery Journey

- This session will describe phases of recovery and lessons learned in supporting recovery following crisis events. How crisis recovery work connects to PBIS/MTSS will be discussed.



Learning Objectives

- 1. *Learn about crisis phases of recovery*
- 1. *Learn of successes and challenges in addressing crisis recovery*
- 1. *Learn how crisis recovery work connects to PBIS/MTSS*



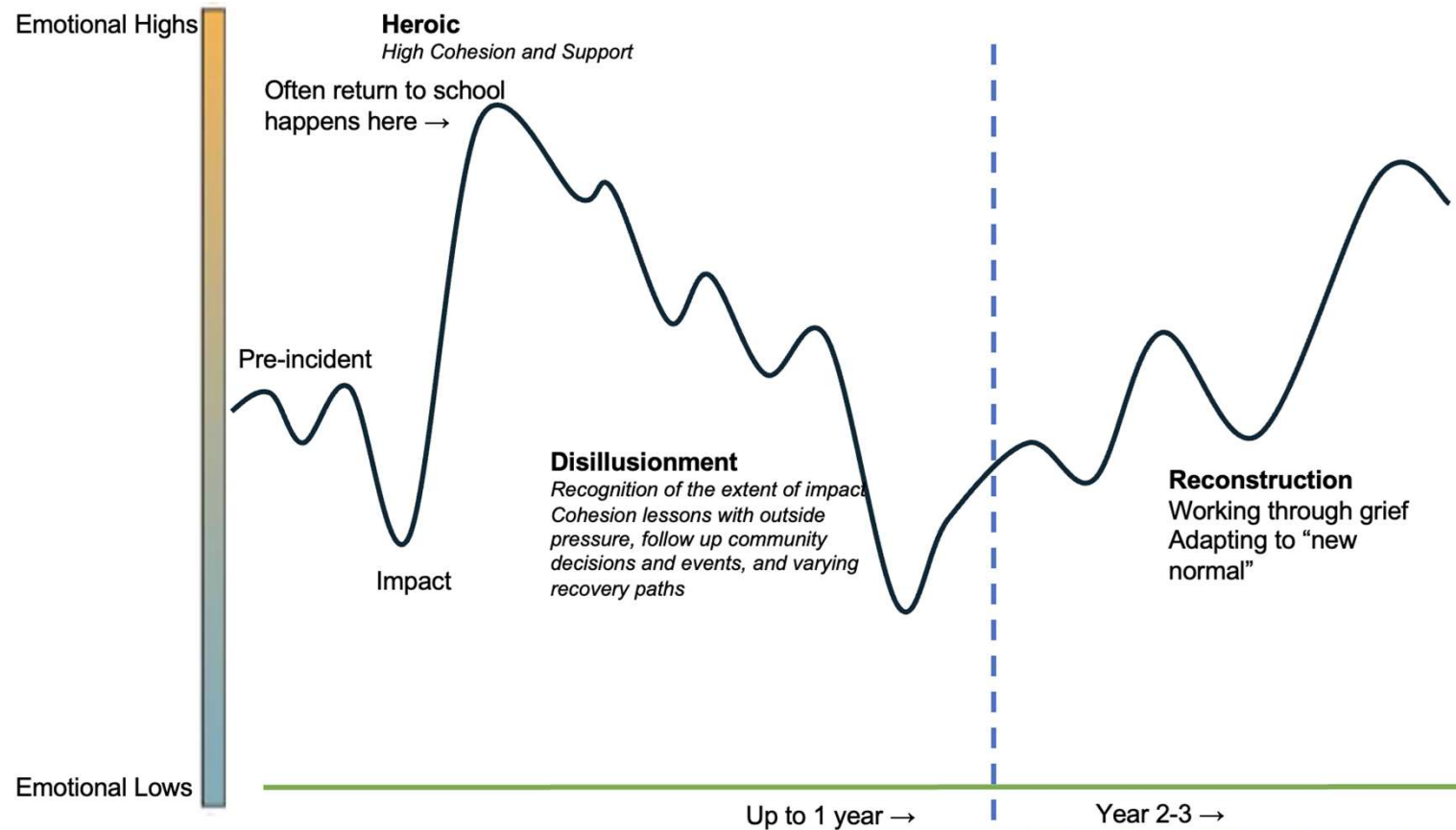
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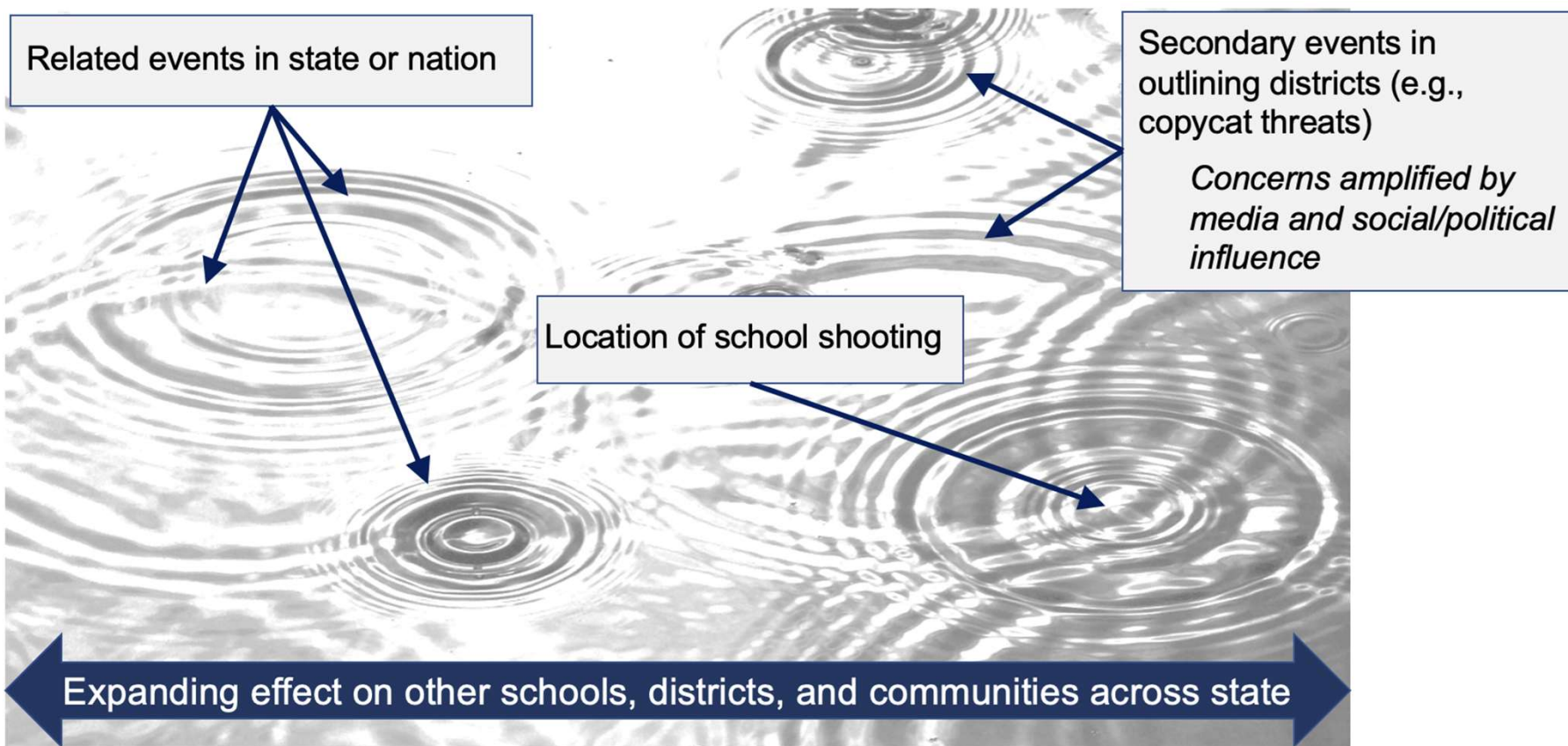
Phases of Disaster Recovery



Adapted from SAMHSA's Phases of Disaster Recovery

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The Ripple Effect and Crisis Recovery



This ripple effect contributes to heightened anxiety directly associated with the violent event and also combines with other anxiety producing stressors affecting students, families and school personnel.

Phases of Crisis Recovery using PBIS Framework

	Immediate Crisis Response Ensure Safety	Initial Recovery Stabilize Learning Environment	Intermediate Recovery Differentiate Based on Data	Long Term Recovery Promote Culture of Wellness
Key Actions	• Ensure physical & emotional safety for all • Implement communication, reunification, and resource distribution plans • Triage and support most impacted staff and students • Plan for school re-opening	• Prioritize staff wellness • Implement small number of tier 1 classroom practices • Teach and reinforce new routines and protocols in the context of existing school-wide routines • Provide universal just in time mental health supports for staff and students • Maintain a restorative and instructional approach to discipline	• Monitor student and staff needs using multiple sources of existing data • Invest in tier 1 practices school-wide and refine based on need • Maintain or increase staff wellness supports • Slowly restore balance between social-emotional support and academics • Develop/enhance tier 2& tier 3 support to match need	• Use multiple sources of data to make ongoing adjustments to an evidence-based, trauma-informed & equitable continuum of supports.

General Considerations Regarding the Recovery Process

- It is important to understand that recovery efforts are unique to the specific event, context of the setting, and the culture of the school...no two recovery efforts are exactly the same.
- Not everyone in the same school or community will respond to the incident or be affected in the same way.
- The recovery strategies shared are informed through research and include high leverage practices.
- We need to create school where students feel safe and supported, where the environments are positive and predictable, and where instruction is effective.
- The more the system is disrupted, chaotic, or traumatic... the greater the importance to provide structure, supports matched to need, and focus on high impact strategies.
- Recovery is not a straightforward linear process. In reality, it tends to fluctuate between progress and setback with greater improvement realized over time.

Oxford Community Schools

- Michigan district, about 40 minutes north of Detroit
- 5 Elementary Schools
- 1 Middle School
- 1 High School
- K-12 Virtual Academy
- Variety of other programs and services





Student Supports - Immediate Crisis Response

- District developed a plan with community partners using our Crisis Support Model
 - Mental health supports offered by the district through community partners & district employees
 - **Quickly switch to community organized supports**
- Return of items from school
- Reaching out where we knew students were gathering
- Extensive time off



Student Supports - Initial Recovery

Safety

- Surveyed to determine what we needed to put in place for students to feel safe

Communication & Connection

- Ensure everyone knows how to reach out and get additional support
- Committed to regular, factual, and clear messages stating what is known and unknown as situations came up that were activating

Return to School

- Decreased cognitive load with many offered choices
- Need to consider and be open about effects on student qualifications for post-high school programs

Student Supports - Initial Recovery

Return to School

ALL

- Reorganizing all classrooms
- Environmental changes to increase feelings of safety
- Low academic rigor
- Constant breaks in class
- Places to regulate, relax, or gather open to students
- Increased adult presence in building
- Therapy dogs in building

SOME

- Walked to classes by adults or supported by adults in parts of the building that generated fear
- Reorganized schedules or dropped classes
- Always available counseling supports

FEW

- Scheduled switched to have classes with trusted adults
- Reduced schedule
- Allowed space to be in building but not in classes
- Students able to switch to online learning
- 504 provided



Student Supports - Initial Recovery

Monitor Students Closely

- Gather survey data from students and parents
- Trusted adult survey
- Check-in after activating events
 - Scripts for teachers
 - QR Code to a Google Form where students share how they are doing and can ask for support
 - I need to talk to someone today
 - I would like to talk to someone this week
 - I'm okay and will reach out to a teacher, my counselor, trusted adult, parents, or other adult if I feel like I need something more

Student Supports - Intermediate Recovery

Implemented a Social-Emotional Learning Curriculum

- Trails to Wellness during Advisory Class

Teach & Model Self-Care

- Restorative Practices & Mindfulness within classrooms

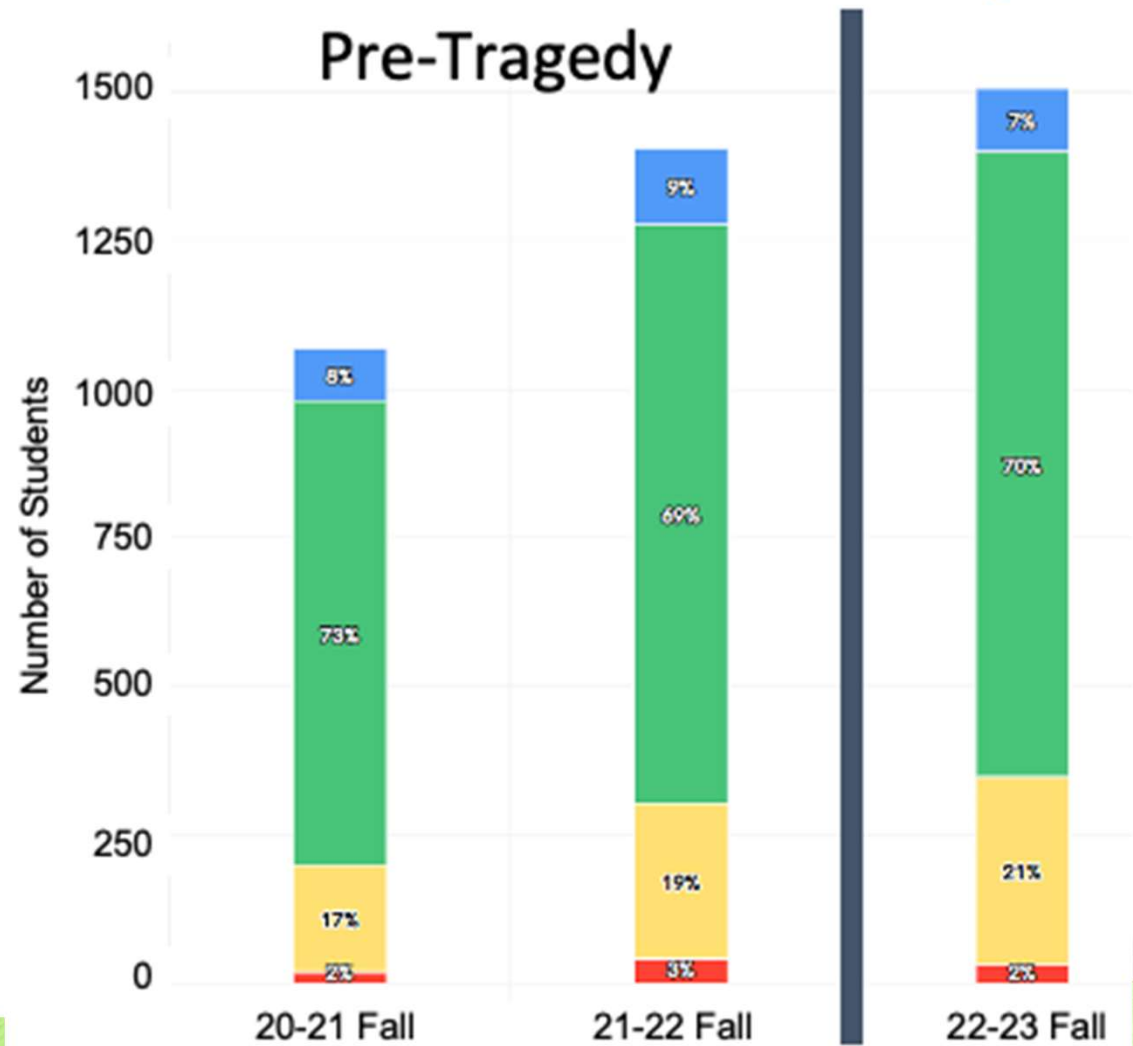
Family Partnerships -or- Community & Family Partnerships

- Resiliency Center
- Many community agencies available
- Free access to mental health through charity organizations



Student Supports - Intermediate Recovery

Use of SAEBRS Data



Student Supports - Intermediate Recovery

Use of SAEBRS Subscales

Demographics				SAEBR...	Acade...	Social-...	Emotio...
Student ≡	Grade ≡	EL Status ≡	Disability ≡	Fall ≡↑	Fall ≡	Fall ≡	Fall ≡
6083	11th	No	Specific Learning Disability	15	0	11	4
6297	11th	No		16	4	10	2
2567	11th	No		22	6	10	6
2628	11th	No		22	7	8	7
3841	11th	No	Specific Learning Disability	22	7	15	0
13533	11th	No	Emotional Impairment	22	7	9	6
14167	11th	No	Specific Learning Disability	25	9	7	9
11950	11th	No		26	10	14	2
3374	11th	No		26	10	9	7
6505	11th	No		26	9	12	5
621	11th	No		27	6	13	8
1285	11th	No		27	7	11	9
13925	11th	Yes		27	1	19	7
4996	11th	No		27	6	14	7
5538	11th	No		27	12	10	5
2596	11th	No	Emotional Impairment	28	6	12	10

Student Supports - Intermediate Recovery

Tiered Response to SAEBRS Data

- Tier 2 Supports: Some-Risk
 - Check-in with Family School Liaison (FSL), Social Worker, or Caseload Teacher
 - Considered for an intervention such as CBITS, other small group, or regular check-in with FSL
 - Consider Parent Phone Call
- Tier 3 Supports: At-Risk -or- Some-Risk with “Red” in Emotional Subscale
 - Immediate Check-in with Counselor or Social Worker
 - Determine risk, needs, and possible immediate response needs
 - Confirm school-based trusted adult & out of school supports
 - Parent Phone Call
 - Individual Plan Created
 - When Appropriate - Collocated Services Recommended

Student Supports - Intermediate Recovery

Use of Attendance Data

		March: COVID	Returned from COVID with many interruptions	Tragedy Nov 30th, 2021
	2018-19	2019-20	2020-21	2021-22
Full Day Rate	93%	95%	89%	88%
Students Below 90% attendance	88	64	93	70
Number of Students below 85% attendance	178	97	195	123

*Your
attendance
matters, and
so do you*



Student Supports - Intermediate Recovery

Tiered Response to Attendance Data

- Tier 2 Supports: 50% to 85% Attendance
 - Communication from trusted adult
 - Counselor/FSL check-ins and plans
 - Paired with friends
 - Altered school environment as needed
- Tier 3 Supports: School Refusal
 - Worked with parents to develop individual plans
 - Community resources
 - Extremely flexible school plans
 - 504 Plans developed as needed



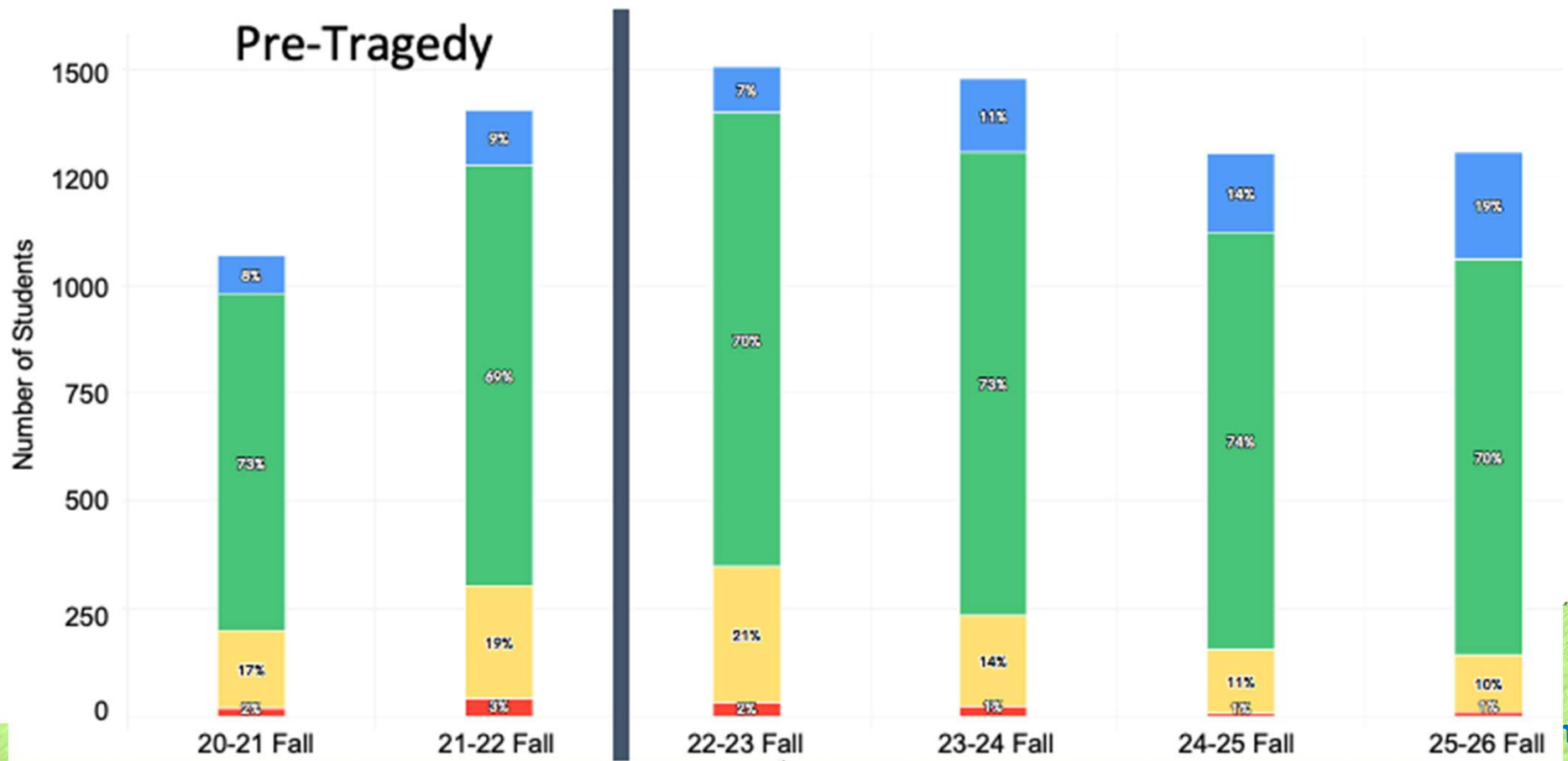
Student Supports - Long Term Recovery

- Leaning into systems rather than student-by-student responses
- Widening our use of strategies to go further than school tragedy. Strategies are now used for any Tiered support need
- PBIS as our school safety model and framework for teaching school-wide safety expectations, along with overall positive school behavior
- Our students have taken the lead on things like ALICE protocols and other potentially activating activities
- Oxford Wildcat Pack, therapy dogs, are an integral part of the school and help to support students who are anxious



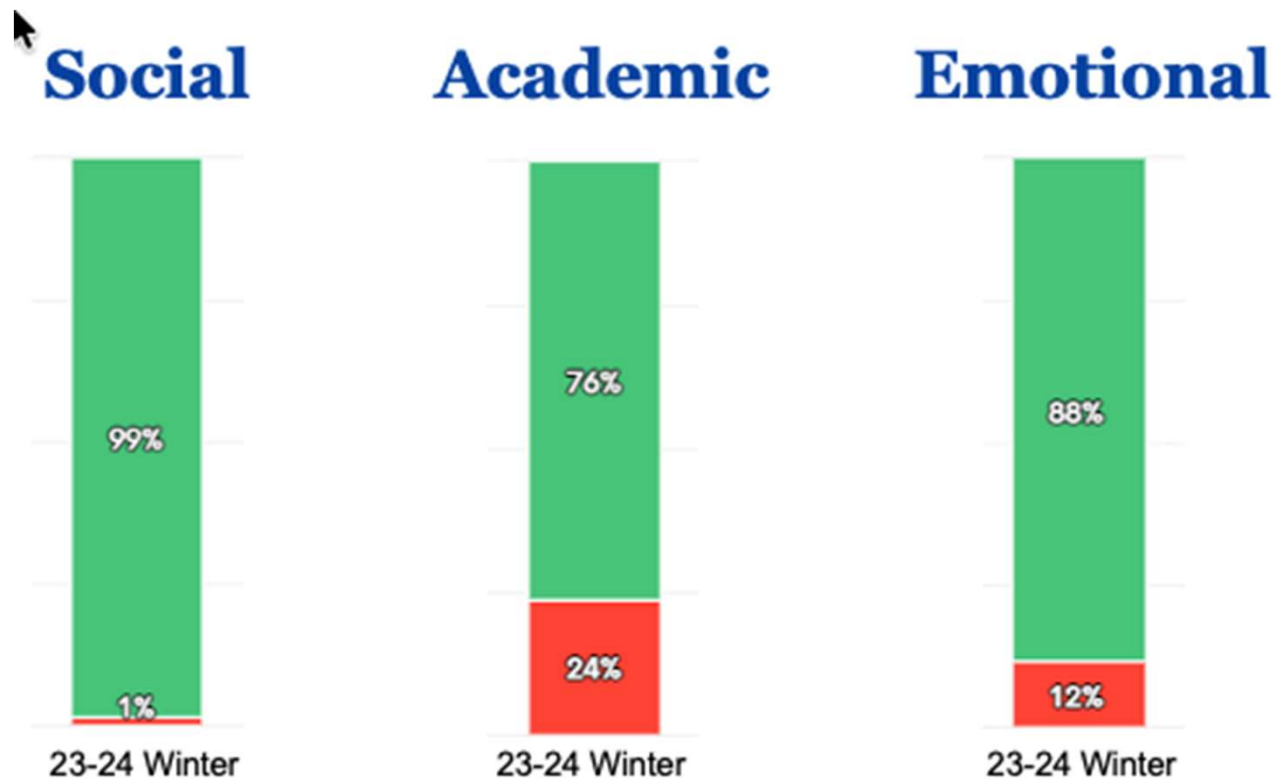
Student Supports - Long Term Recovery

Use of SAEBRS Data



Student Supports - Long Term Recovery

Use of SAEBRS Subscales



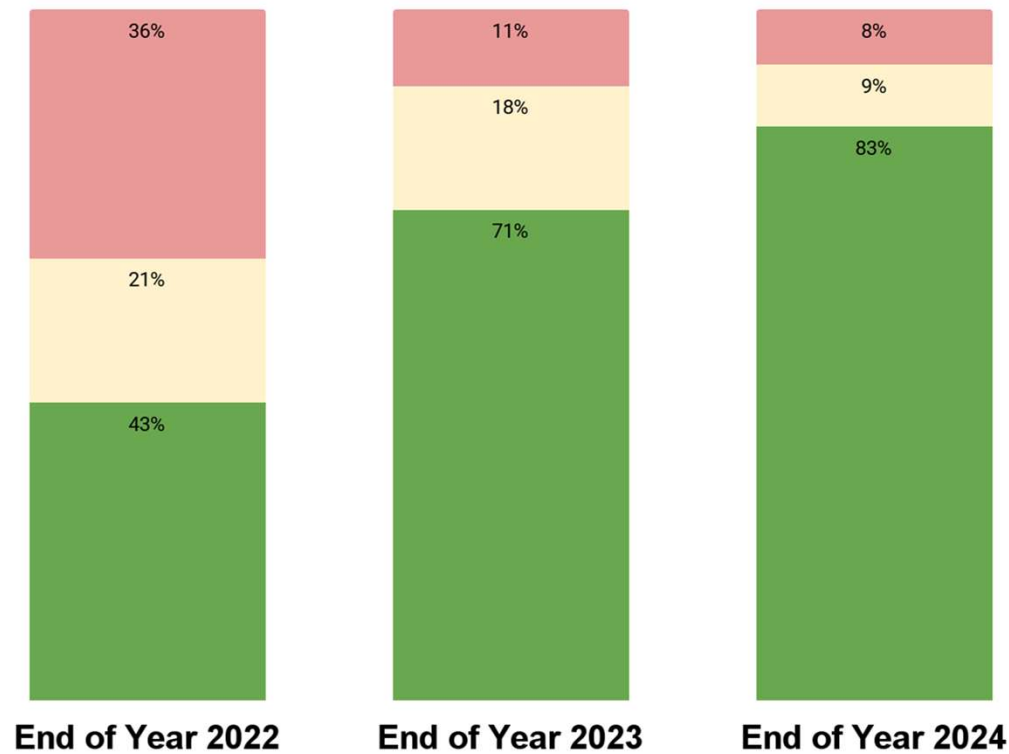
Student Supports - Long Term Recovery

Use of Attendance Data

		March: COVID	Returned from COVID with many interruptions	Tragedy Nov 30th, 2021			
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Full Day Rate	93%	95%	89%	88%	84%	84%	87%
Students Between 85% and 90% attendance	88	64	93	70	270	243	171
Number of Students below 85% attendance	178	97	195	123	556	562	280

Student Supports - Long Term Recovery

Use of Early Warning System Data



Student Supports - Long Term Recovery

When there are Activating Events

- Scripts for adults & additional staff available who want another adult to support
- Breaks from classroom expectations with time to process and recover
- Surveys to check-in on students
- Reminders about services available both in school and outside of the school setting



PBIS at Oxford High School Across Recovery

2021-22 - Immediate Crisis Response

Focus was on immediate needs and recovery efforts

2022-23 - Initial Recovery

Worked with students to develop Expectations and Matrix. Used on a small scale

2023-24 - Intermediate Recovery

All staff trained in Restorative Circles. Continued light use of PBIS Expectations, Matrix and Strategies

2024-25

Intermediate Recovery

PBIS Kick-off

Year-Long Work



2025-26

Long Term Recovery

4 Days of Connection

Year-Long Work



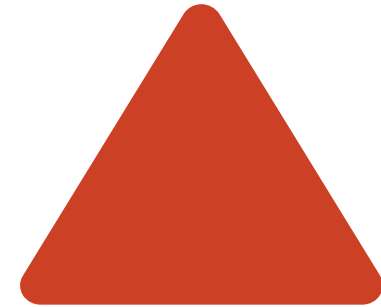
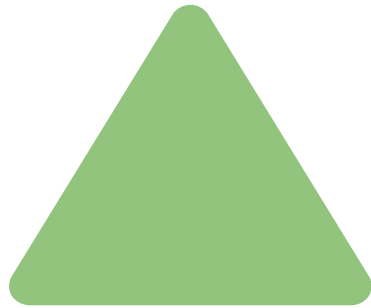
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PBIS Across Recovery Lessons Learned



- Students as partners in the PBIS work
- EVERYONE craves expectations and order, especially after they have experienced high levels of chaos
- Lean into PBIS to help define expectations in difficult areas of the school or the school day for students and staff
- PBIS helps to get everyone on the same page as new students or staff enter who were not a part of the tragedy
- The cycle of continuous improvement and updating PBIS work is shorter - because the needs of your system change rapidly
- Pairing PBIS with your SEL and other initiatives like Restorative Practices helps to strengthen the work and build deeper connections

Student Supports Categories - Long Term Recovery



ALL	SOME	FEW
● PBIS ● Restorative Circles ● Social Emotional Learning using Trails to Wellness ● Trauma Informed Staff ● Proactive Classroom Strategies	● Counselor or Family School Liaison Check-Ins ● Academic Success Plan ● Attendance Meetings ● Trails Tier 2 Group ● Restorative Meetings ● The Den Tutoring	● Daily Check-ins ● CBITS Group ● Social Skills or other Group ● Academic Center Lab ● Academic Success Plan ● Referral to co-located or community-based therapy supports

Student Supports - Services & Wellness Summary

DURING SCHOOL HOURS SUPPORT

- Family School Liaisons (FSLs)
- Counseling and Social Workers
- Behavior Interventionist in every elementary school
- SEL Socio-Emotional Curriculum DK-5, 6-12
- Trauma informed Positive Behavioral Supports and Restorative Practices
- Tier 2 and 3 Behavioral and Social Emotional Interventions

OUTSIDE OF SCHOOL HOURS SUPPORT

- Common Ground
 - 24/7 Resource and Crisis Helpline
 - In need of emergency crisis intervention? Call/text/chat 988
 - Resource & Crisis Hub: 1-800-231-1127
- Gaggle Reach Out Crisis Line
 - 24/7 Call/text/chat 248-331-8655
- 24/7 Michigan Crisis and Access Line (MiCAL)
- Easter Seals Mental Health Services
- Oakland Schools Mental Health Resources
- Better Life Counseling Services



FINANCIAL ASSISTANCE

- Mental Health Assistance Insurance Co-Pay and Deductible Relief
- Oakland County Health Network Mental Health Assistance for Oxford Families
- Mental Health Copay Claim Form
- Oxford Addison Area Youth Assistance

RESOURCES

- Talking to Children About Violence
- Addressing Grief in Children
- School Safety and Crisis - Tips for Families and Educators



Student Support Services & Wellness

For more detailed information visit our website
www.oxfordschools.org/support



Adult Supports



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Adult Supports - Initial Recovery

- Immediate Support from Outside Mental Health Providers
- Debriefing Circles
- Spaces for Gathering
- Community Partnerships Brought Within the School
 - Additional Mental Health Providers in the Building
 - Additional Administrators in the Building
- Walkthroughs of the High School with Support
- District Leadership Presence is Important

Adult Supports - Initial Recovery (continued)

- Identifying Highly Impacted Staff
- Training on Adult and Student Strategies for Self-Care and Wellness
- Mental Health Days (free)
- EAP Program
- Resiliency Center
- Community Training
- Building a System of Support
- “Underground” Supports

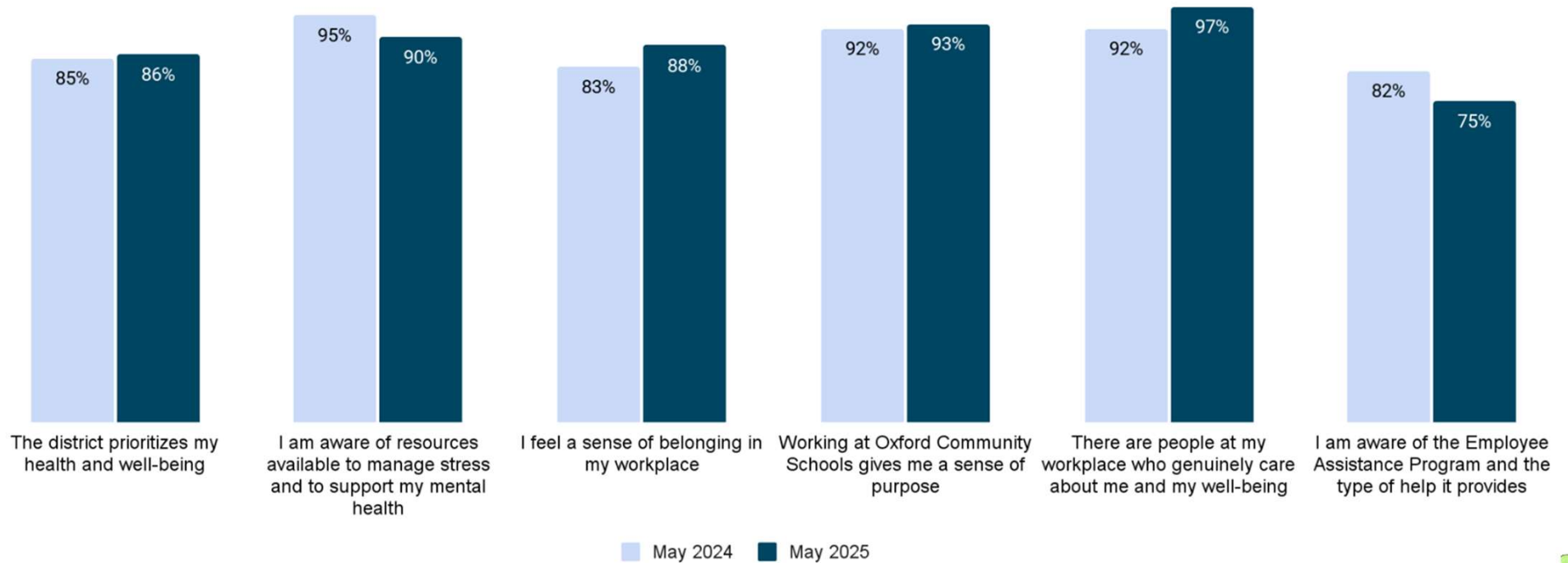


Adult Supports - Intermediate Recovery

- Continued Identification of Highly Impacted Staff
- FMLA Leaves for Those Struggling with Recovery
- COMMUNICATION! About drills, about emergencies that occur, about tragedies in other communities, about upcoming activating events related to our tragedy, about everything.
 - No surprises - need to feel fully informed
- Trainings on Adult and Student Strategies for Self-Care and Wellness
 - As Trails to Wellness was implemented, the staff received training on lessons prior to going through them with students. This time was also meant to support their own processing and recovery
- PD time set aside for staff connection and wellness

Adult Supports - Intermediate Recovery

Use of Pulse Survey Data



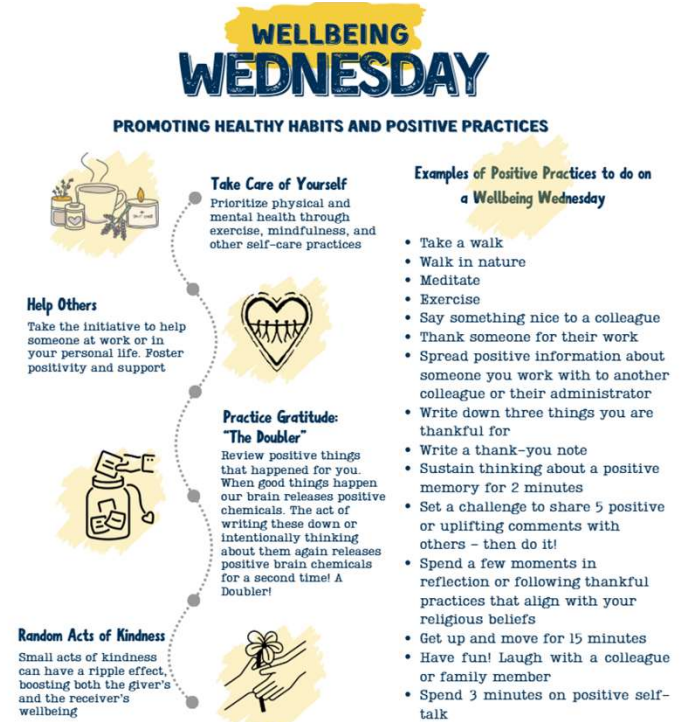
Adult Supports - Long Term Recovery

- Continued Identification of Highly Impacted Staff
- Continuing to remind adults of the resources available to support mental health and wellness
- Supports need to be ready for activating events. Our system has to be in a place where we are prepared and in control, as much as possible, when difficult events arise
- Targeted survey for staff - no longer anonymous
 - Themes: Continue to need places to gather outside of their department content PLC, support for , and quiet/low chaos hallways
 - Individual Needs: Addressed by the principal with that staff member
- Staff continue to speak about which leaders were there and present during recovery. Higher level of trust with those who showed up

Adult Supports - Long Term Recovery

In Every Building:

- PREPaRE Team
- BTAM/SRA Teams
- Monthly Safety Meetings
- Wellbeing Committee / Wellbeing Champions
- Restorative Practice Champions
- PBIS Leaders
- Resilience Champions (Trauma Informed)



OXFORD WELLBEING COMMITTEE

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Adult Support Services - Long Term Recovery

EMPLOYEE ASSISTANCE PROGRAM (EAP).

Username: Oxford
Password: SEGP

- Get Help Now
 - 24/7 Confidential Support
 - 1-888-866-4827
 - National Suicide & Crisis Lifeline: call/text 988
- Emotional Health Support-
 - 7 Free Sessions
 - Mental Health Counseling
 - Talkspace Online Therapy
- Mind Companion Self Care: self paced mental well being
- Legal Services: Free 30 min consultation
- Financial Services: Free 30 min consultation
- Worklife Services: Referrals for child care, adult care, housing



THE POOL - MEMBER BENEFITS

- BCBSM Mental Health Resources Packet
- BCBSM Virtual Medical and Mental Health Care
- Virtual Health Support
 - 2nd.MD: virtual second opinion
 - Hinge Health: virtual exercise therapy
 - Omada: hypertension support
- Diabetes Support
 - Omada
 - Virta
- Maternity and Postpartum Support
 - Maven: 24/7 virtual support
 - BCBSM pregnancy assistance



Staff Support Services & Wellness

For additional staff resources visit our website
www.oxfordschools.org

MORE EAP SERVICES

Username: Oxford
Password: SEGP

- Life & Relationships
- Workplace
- CVS Health 20% Discounts
- Coupon Clipper

CAREER GROWTH

- Michigan Reconnect: tuition-free associates degree
- MI Future Educator Fellowship
- TEACH Grant
- Talent Together

RETIREMENT

- Planning Your Retirement Packet
- Ready to retire? Countdown to Retirement Steps



Do something good for someone else, because *Maddy matters.*

Be brave, because *Justin matters.*

Make someone laugh, because *Hana matters.*

Be an example & lead with a kind/humble heart, because *Tate matters.*

Oxford
♡♡♡♡



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Final Thoughts

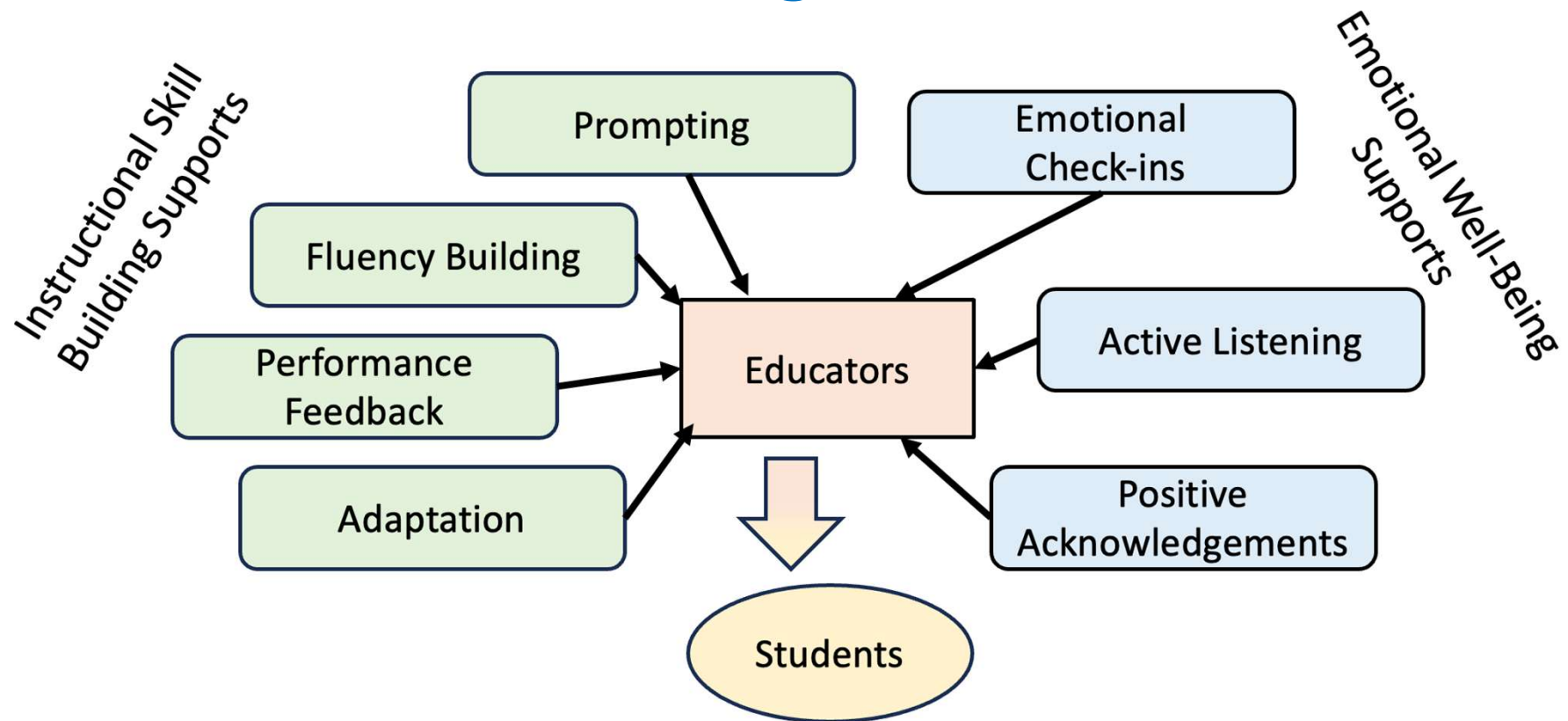


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General Considerations

- It is important to understand that recovery efforts are unique to the specific event, context of the setting, and the culture of the school...no two recovery efforts are exactly the same. Also, not everyone in the same school or community is affected in the same way.
- Student support strategies are informed through research and include high leverage practices- but research on Response recovery is still emerging.
- We need to create schools where students feel safe and supported, where the environments are positive and predictable, and where instruction is effective.
- The more the system is disrupted, chaotic, or traumatic... the greater the importance to provide structure, supports matched to need, and focus on high impact strategies.
- Recovery is not a straightforward linear process. In reality, it tends to fluctuate between progress and setback with greater improvement realized over time.

Supporting Educators



Helping educators feel more supported and be more effective

Four Functions of Instructional Skill Building Supports

1. **Prompting:** Delivery of a cue or reminder before an instructional skill should be used
2. **Performance Feedback:** Delivery of reinforcing and corrective feedback after observation of the instructional skill
3. **Fluency Building:** Provision of multiple and sufficient opportunities for practicing newly acquired skills
4. **Adaptation:** Alignment of practice, program, or intervention features to the skills, resources, administrative support, and values of the local context

Three Functions of Emotional Well-Being Supports

1. **Emotional Check-Ins:** Just a genuine “how are you doing?” can really help a fellow teacher feel supported and more connected to the people around them
2. **Active Listening:** Practice attentive body language and reflect back on what the speaker said by paraphrasing or summarizing their statements to confirm your understanding
3. **Positive Acknowledgements:** provide high ratios of positive to negative statement to staff

Moving Forward in Recovery Process

Continue to foster resilience and invest in promoting protective factors	Manage Risks	Manage uncertainty
Addressing research informed SEB/mental health and well being practices Addressing effective instructional academic practices	What are the potential risks? What can we anticipate what will happen in the future? What can we do to minimize these risks?	We do not know all that the future will bring. How can we have a system in place to periodically monitor and react to uncertainties that may arise?

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10/22

1C – What to Expect in the Crisis Recovery Journey

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