

Flight Team Training Segment Titles

Administrative Issues

Organizing Options for Teams

Getting Through the Day

Children's Style of Grief

What Youth Need to Grieve Well

Developmental Stages of Grief

Suicide Prevention

Suicide Intervention

Warning Signs of Suicide

Trauma in the Individual, Part I

Trauma in the Individual, Part II

Safe Room Organization

Safe Room Process

Stabilizing the School

Memorial Activities (Life Tributes)

Meeting Parents' Needs

Natural Disasters

Unique Circumstances

Checklist of Things to Do



General Instructions And Guidelines

This online resource is designed to be used to train “Flight Teams” in schools. The term “Flight Team” denotes people who have had common training, materials, a shared philosophy on responding and some kind of memos of understanding clarifying how often they will serve the team per year and how they will be mobilized in order to “fly to meet the needs” of another building in crisis.

Most commonly, teams are district-wide. It is our experience that the most effective teams are collaboratively trained teams that together serve a number of districts in a geographical region. (Please see our web site for more information on why this is so.)

This training has been developed to meet the needs of districts facing increasing levels of crisis amidst shrinking budgets. Even when districts use this training for their teams, we encourage them to bring Cheri Lovre in for a one- or two-day training on-site in order to take the team much deeper into these concepts and provide advanced skill-building.

That said, this training covers much of the content in Crisis Management Institute’s Foundational Training, which is a five-day training when done entirely on site. It is comprehensive, with activities and skill-building work related to each segment.

We recommend that participants all purchase or be provided with the Crisis Resource Manual by Cheri Lovre. Using the manual during this training will help them organize more quickly in the heat of crisis.

When participants do **small group work**, it is highly recommended that for each half-day or session of training held, people work in new small groups each session. They’ll learn much more by listening to people who have responded to crises unfamiliar to them, and we all need to be able to respond to any grade level. Too, if there are administrators and counselors and nurses and teachers and others in the group, encourage them to attempt to always work with the fewest number of people with similar positions possible.



The least effective small groups occur when all administrators group together and all counselors group together. The goal of this is to build trust among all team members AND the administrators that will be inviting them into their buildings, so our recommendation is that, in order to break them into groups, you ask administrators in the group to raise their hands, and tell them they are each starting a group. Ask all counselors to find an administrator they don't know or know least well, and they join administrators, then teachers and so on, so groups are the least homogenous possible. Then do it again at each break so people will meet new team members and administrators will come to trust the whole group. That way, no matter who you send to a response, the administrators will be most likely to welcome them.

Each small group needs someone who will be the recorder/reporter. When all groups have done their task, ask each reporter to give a synopsis or answer a couple of the salient questions posed so all groups hear one another's ideas. That means that each time you lead an activity, you need to leave time for the large group discussion.

Team trainings require that the facilitator read activities ahead of time and be certain that any supplies or room arrangement required is planned ahead of time. Several of the activities require simple, but necessary supplies.

Another kind of activity and cross-pollination occurs with **stand-up groups**. For these, the directions are for people to quickly jump up from their chairs and find random new people to stand in a small (standing) group. These groups are scattered about the room. In five minutes, you ring a bell and they quickly find entirely new people to continue the conversation or address a new question you put on the board. For this to work, have the three or four subject areas already posted and numbered "Stand up group 1" "...group 2", etc, so when they get to their second group they can glance up to the board and quickly know what they are to address in each group.

Another way we sometimes run "stand up groups" is to have a small group activity with non-homogenous groups, but then let people re-address that question or issue in a shorter stand-up group of like-positioned participants. Could be grade level stand-up groups in some cases or could be counselor groups/administrative groups/nursing groups, etc. Be creative about how you suggest these shorter "stand-up" groups.



Be assertive in being certain that all people take their turns at being reporter, and that all people take their turns at being group leaders. People tend to defer to an administrator in the group, and it is critical that administrators experience some activities in ways that allow them to trust letting team members take the lead on some aspects of the response. This will help them feel comfortable delegating tasks to the team when appropriate.

Also, relative to room set-up, a few suggestions. One is that groups become much more bonded and effective when they don't sit at tables during this training. They'll complain at first, but it allows people to stay in a very "academic" and cognitive place, and to be really good at this, people need to build trust and bond. The small group activities are designed for five people to cluster together with their knees nearly touching... leaning forward at times in interest, being very engaged. This suggestion comes from many years' experience and seeing which teams really make it to a high level of functioning. Too, it is much better to have a room that is barely big enough for all participants to sit in their small groups without tables so the "energy" of the connection is "held" in the room. Finally, we recommend ample breaks and opening with the request that people do no texting whatsoever in the room and that if they want to check messages or take phone calls, they step out into the hall and preferably wait for a break. Discourage them from leaving the room at any point during small group work.

Suggest that people take notes during the videos so they'll have something to which to refer as they work through the activities.

Be sure to remind them to use the Crisis Resource Manuals when doing the activities. There is a wealth of resources in it, and at the end of the training, encourage them to visit our web site and look for the link to "Free Resources."



Getting Through The Day

Activity

Facilitator: For this activity, there are no small groups. This is a “Walkabout” exercise. You will need to put flip chart paper up on the walls spread out around the room, or even in the hallway depending on your setting. Each flip chart paper will have a different header. Participants are invited to spend 20 minutes or so walking around from one sheet to another, each responding to the header. That means having fine tip felt pens at each station. You could tape them on string with the other end of the string taped to the wall. Make it easy.

Part of the goal here is that people will stand in random pairs and small groups looking at the lists as they grow, making comments. It is very informal, but can be quite powerful. So encourage the discussion. Sometimes to let this run a little longer, we combine it with a break and give a little extra time, suggesting that people take a shorter break than usual and come back to work on the lists with one another.

Headers for the papers:

What I already know about crisis response

What my district does well

What I most want to learn from this training

What I wish administrators understood about this

An action step I need to take

Organizational issues we need to address

Training our staff needs

Kinds of deaths and crises to which we've responded

My greatest fear or anxiety

When they've done lots with the lists, walk around and make comments about those items that catch your eye. Keep the lists and have them typed into a word document that is shared with all participants via email later this week.

