Classroom Complexity

Severe Incident Staff Debriefing

Pembina Hills School Division

- 3,600 students in 16 community schools including two Hutterite Colony Schools and two outreach schools.
- 550 full-time and 10,000 part-time school-aged students and adult students from within and beyond our borders, through our online school, Vista Virtual School

Pembina Hills School Division. www.pembinahills.ca

Pembina Hills School Division - Priorities

- Student-Staff Relationships
  - Positive relationships between students and staff are the foundation upon which we build students' resilience, confidence and mental well-being.
- Literacy and Numeracy
  - Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.
- Support for Staff
  - A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.

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Pembina Hills School Division - Terms

Inclusive Education - inclusion in a learning environment… Is a purposeful and active process through which ALL members of the community feel honored, valued and supported through intentionally cultivated academic and social opportunities.

IELT - Inclusive Education Lead Teacher

EA - Educational Assistant

SIVA - Supporting Individuals through Valued Attachments program for managing safety with individuals who have challenging behaviors and complex needs.

PSME - Proactive Safety Management Evaluation is a plan to build relationships and manage safety.

Irvine, A., Lupart, J., Loreman, T., & McGhie-Richmond, D. (2010). Educational leadership to create authentic inclusive schools: The experiences of principals in a Canadian rural school district. *Exceptionality Education International*, *20*(2).
PHSD. (2019). Proactively supporting students with SIVA.
https://www.pembinahills.ca/our-division/news/proactively-supporting-students-with-siva/
SIVA Training. (2024). https://www.sivatraining.ca

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LQS

Preamble - Whereas the success of all members of the school community requires inclusive environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

- Fostering Effective Relationships
- Embodying Visionary Leadership
- Leading a Learning Community
- Providing Instructional Leadership

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Preamble - Whereas the success of all members of the school community in their respective roles requires inclusive environments in which diversity is embraced and its members are welcomed, safe, cared for and respected.

- Visionary Leadership
- Leading Learning
- School Authority Operations and Resources

The Initial Problem

- Multiple forms of data collection
- Poor communication about ongoing and severe incidents
- A need to be efficient deploying and communicating with district-level staff

Solution for the Initial Problem

Severe Incident Form

Required EVERY TIME a classroom is evacuated, there is purposeful damage to other's property (more than $15 in value), there is severe physical aggression to self or others, or restraint or seclusion is used.

If an employee has been injured and requires medical care you should first fill out the Staff Accident Management on Public School Works.

If other documentation is required (i.e. Suspension, Accident Form, OHS report, etc.), you only need to complete the parts of this form that do not require duplicating information. You can email or attach the other paperwork rather than repeating information.

rob.mcgarva@pembinahills.ca Switch account

The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

The Discovery of Additional Problems

- Administrators and IELTs didn't always know about all the incidents in their school
- School staff expected someone in a leadership position to directly talk to them after a severe incident

McGarva, R. (2021). Striving for homeostasis: Balancing the inclusion of students with an emotional/behavioral disorder [Doctoral dissertation, Walden University]. ScholarWorks. https://scholarworks.waldenu.edu/dissertations/10255/

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Solution for Sharing Severe Incident Form

- Automated email to school teams
- Automated email to district staff
- Google add-on Forms Approval
- One member of the school team must acknowledge receipt

https://formapprovals.com

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Digging in to the Problems of Debriefing

- There is an absence of literature focused on emotional debriefing of severe events linked to student behaviour
- Much of the existing literature on debriefing is focused on extremely traumatic events involving death
- Staff reports of severe incidents ranged in severity from mild to those requiring medical attention
- Often those peripherally involved experienced a "moral injury" (Sugrue, 2020)

Sugrue, E. P. (2020). Moral injury among professionals in K–12 education. American Educational Research Journal, 57(1), 43-68.

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Digging in to the Problems of Debriefing

- Adjusted the language of Critical Incident Stress Debriefing to fit an educational setting (Kinchin, 2007)
- Developed a "no fault" approach (NWSD, n.d.)
- Adopted strategies used by medical professionals (Caminiti, 2021; ==Cooper et al., 2020==, Mangaoli, 2020)

Caminiti, M., Di Febo, R., & Pallagrosi, M. (2021). Post-aggression debrief. Empathy, Normalization and De-escalation: Management of the Agitated Patient in Emergency and Critical Situations, 133-147.

Cooper, S., Winton, M., & Farrington-Exley, J. (2020). Fifteen-minute consultation: time out as an alternative to toxic debrief. Archives of Disease in Childhood-Education and Practice, 105(5), 270-275.

Kinchin, D. (2007). A guide to psychological debriefing: Managing emotional decompression and post-traumatic stress disorder. Jessica Kingsley Publishers.

Mangaoil, R. A., Cleverley, K., & Peter, E. (2020). Immediate staff debriefing following seclusion or restraint use in inpatient mental health settings: a scoping review. *Clinical nursing research*, *29*(7), 479-495.

NWSD. (n.d.). Responding to Critical Incidents in the NWSD. https://www.nwsd.ca/About/AdminProcedures/Documents/100%20-%20General%20Administration/AP%20165%20APPENDIX%20C%20-%20CISM%20MANUAL/6%20RESPONDING%20TO%20CRITICAL%20SCHOOL%20INCIDENTS.pdf

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Developed a Debriefing Process and Implemented

- Created and refined a participant and leader guide for the debriefing process
- Trained school IELTs, district staff, and social workers
- Emphasized schools could ask for district support with initial debriefs and when more severe incidents occurred

Debriefing Participant Handout

1. Introduction
   a. We are meeting to identify how to prevent a future occurrence.
   b. We want to provide emotional support after this difficult incident.

2. Expectations
   a. This is a "no-fault review." It is meant to be a learning discussion.
   b. The meeting is confidential, but important lessons will be disseminated to the wider team.
   c. It's helpful if you can share details about the situation, but sharing your feelings and thoughts are voluntary.
   d. We have also have a number of steps to work through, so while we want people to share, we might also have to limit discussion to work through all the items in the time we have. However, please let us know if you have further things to talk about if we don't get time to cover it today.

3. Review the incident
   a. What went well?
   b. What could have been better? (This about what we as a team, not a specific individual)

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What We Have Learned about Debriefing

- People want to problem solve, but emotion must be dealt with first
- Emphasize, voluntary and "what could **we** do differently?"
  - It is hard to be reflective and not feel blame
  - Challenge when someone has done something outside their boundaries
- Timing is a challenge
  - Finding time
  - Too soon, too late

What We Continue to Learn and the Future

- Making sure it happens
  - New brief form regarding the details
- Ensuring we debrief IELTs when they are involved
- Need for post debriefing follow-up
- It would be nice to find a way to debrief students (Goulet et al., 2018)

Goulet, M. H., Larue, C., & Lemieux, A. J. (2018). A pilot study of "post-seclusion and/or restraint review" intervention with patients and staff in a mental health setting. Perspectives in Psychiatric Care, 54(2), 212-220.

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Caminiti, M., Di Febo, R., & Pallagrosi, M. (2021). Post-aggression debrief. Empathy, Normalization and De-escalation: Management of the Agitated

Patient. *Emergency and Critical Situations*, 133-147.

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debrief. *Archives of Disease in Childhood-Education and Practice, 105(5)*,270-275.

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https://www.nwsd.ca/About/AdminProcedures/Documents/100%20-%20General%20Administration/AP%20165%20APPENDIX%20C%20-%20CISM%20MANUAL/6%20RESPONDING%20TO%20CRITICAL%20SCHOOL%20INCIDENTS.pdf

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SIVA Training. (2024). https://www.sivatraining.ca