LESSONS LEARNED FROM PARKLAND, FL

The Collaborative Impact
• Lisa Wobbe–Veit, MSW, Clinical Associate Professor, Parent and Resident of Parkland
• Laurel E. Thompson, Ph.D., Director, Student Services
• James Neeck, MSW, School Social Worker
• Marisa Kinney, LCSW, Supervisor, School Social Work Services
• Marie English Arterberry, MSW, Administrator, Employee Assistance Program
LESSONS LEARNED

Highlighting Lessons from Various Perspectives:

➢ Community Perspective
➢ School District
➢ First Responder Clinician
➢ Clinical Supervisor
➢ Staff Perspective – the Employee Assistance Program

Laurel E. Thompson, Ph.D., Director, Student Services Department - BCPS
Lisa Wobbe-Veit
Mother, Parkland Resident, and Social Worker
The 2.14.2018
Parkland Narrative

Lisa Wobbe–Veit, MSW, Clinical Associate Professor, Parent and Resident of Parkland
Parklanders Mourn

For the victims' families

For the injured

For students and faculty

For our children’s innocence

For our community, never again will it be what it was on 2.13.2018

Lisa Wobbe–Veit, MSW, Clinical Associate Professor, Parent and Resident of Parkland
One Degree of Separation

Unprecedented number of directly impacted

➢ Hundreds of students evacuating a crime seen
➢ Thousands evacuated from campus

Media

➢ Video streaming events unfolding in the 1200 building
➢ Immediate media coverage
➢ Extended coverage as a result of student and family advocacy

Schools locked down for several hours impacting the surrounding middle and elementary schools
Fear Turned to Advocacy
My Lessons Learned

Connections
• What is your connection in your community?

Communication
• Resources without effective communication is ineffective.

Collaboration
• Utilize the resources within the surrounding community.

Lisa Wobbe–Veit, MSW, Clinical Associate Professor, Parent and Resident of Parkland
Recommendations

Resources = Resiliency

Leadership
- Dedicated support team
- Self-care and training
- Frequent and Ongoing School/Community Communication

Utilization of Partnerships

Lisa Wobbe–Veit, MSW, Clinical Associate Professor, Parent and Resident of Parkland
The School District Pre-February 14, 2018

- Mental Health Leadership Team in place
- Mental Health Awareness Campaign
- School Board Approved Mental Health Plan – May 2017
- Mental Health Plan shared with FADSS for State Direction
- Mental Health Portal - Updated Crisis Manual
- Social Emotional Learning Initiative
- Specialized School Assignments, e.g. EBD Centers
- Trained Trauma-Focused Cognitive Behavior Therapists
- District-wide Mental Health Training:
  - Youth Mental Health First Aid, Suicide Prevention, SEDNET etc.

Laurel E. Thompson, Ph.D., Director, Student Services Department - BCPS
Lessons Learned

➢ No existing manual for crisis of this magnitude
➢ Shared responsibility for response
➢ District in dual role – both a responder AND a victim
➢ District held culpable for incident
➢ Constant evaluation and needs assessment
➢ Constant response planning
➢ Recovery is a long-term process, with many stages
➢ Staff needed & still need healing
➢ Healing is an individual process

Laurel E. Thompson, Ph.D., Director, Student Services Department - BCPS
Lessons Learned

➢ Need County-wide Mental Health Response Team, like for hurricanes
➢ Need several highly-trained First Responders teams
➢ Need specialized crisis teams – trained and prepped regularly
➢ Need daily clinicians’ debriefing sessions
➢ Need daily Media Releases to squash incorrect intel
➢ Need process to gather and streamline offers of help
➢ Need process to vet mental health clinicians

Laurel E. Thompson, Ph.D., Director, Student Services Department - BCPS
The Clinician's Tools

- Information
- Coordination
- Mental Preparation
- Emotional Preparation
- Therapeutic Relationship
- Self-Care

James Neeck, MSW, School Social Worker
The Staff Perspective

Unique Dual Roles of Schools Staff

• Taking Care of the Employees (Direct Impact Victims)

• Supporting District Employees (Secondary Victims)

• Support for the Employees (First Responders)
Direct Impact Employees

Who are they:
- MSD Employees
- Feeder schools
- District Employees on site at time of event

Needs:
- Crisis Response Center for Employees
- Information
- Resources
- Screened Trauma Specialist
- Onsite support groups/wellness

Marie English Arterberry, MSW, Administrator, Employee Assistance Program
(District) Employee Secondary Victims

Who are they:
All School Board Employees

Needs:

Debriefing
• School Sites
• District offices
• Wellness events
• Onsite counselors

Marie English Arterberry, LCSW, Administrator, Employee Assistance Program
Employee First Responders

Who are they:
Any school district employee asked to support victims immediately following crisis

Needs:
• Briefing before going in
• Breaks during and following
• Individual and group debriefing
• Follow-up check-ins monthly for designated period

Marie English Arterberry, MSW, Administrator, Employee Assistance Program
The effects of trauma often unfold over time

**Tier 1 Generalized support All District Employees**
- Educational Resource Material
- Wellness events
- Recovery Presentation

**Tier 2 Targeted service MSD Zone Employees**
- Supports groups available at community sites
- Support Groups available at work sites
- Wellness checks via phone

**Tier 3 Intensive services EAP made available for highly impacted (direct/secondary) employees**
Onsite wellness checks at MSD
- Onsite EAP support at MSD/Zone Schools
- Traditional EAP Assessment, Referral, and ongoing service monitoring

(All previous tiered svc made available at each level)
Practitioner’s Perspective

The Broward County Resiliency Center (BCRC)

• Centralized location
• Space with multiple rooms for confidentiality
• Move to recovery (stability in staffing)
• Involve stakeholders at the planning stage
  ➢ Parents and students
  ➢ Teachers and School Administration
  ➢ Community Mental Health Partners
  ➢ Local politicians
• Plan for media involvement

Marisa Kinney, LCSW, Supervisor, School Social Work Services
The Broward County Resiliency Center

BCRC Entrance

Foyer/Reception

View inside a cubicle

Group room

Private office space

Gathering space

Marisa Kinney, LCSW, Supervisor, School Social Work Services
Support At Marjory Stoneman Douglas

Staff at School Wellness Center:

- Five Trauma-focused Cognitive Behavior Therapists assigned full time to MSD
- One Family Therapist and one School Social Worker assigned to work primarily with injured students
- Four School Social Workers assigned full time to MSD, one per grade level
- One School Psychologist assigned full time; one assigned part time
- One School Nurse
- One Employee Assistance Program therapist

Marisa Kinney, LCSW, Supervisor, School Social Work Services
Successful Practices

• Immediate Response
  ➢ 24-hour Hotline
  ➢ Drop-in centers
  ➢ Increased school security
  ➢ Available mental health professionals/services
• Connections with the community and local, state, and national government officials and mental health associations

• Immediate individualized support for student victims and their families
• Continued community outreach
• Provided mental health educational outreach
• Mobilization of surrounding counties, states, and national resources.
Successful Practices

• Immediate and ongoing support for affected staff
• Coordinated deflection and protection for confidentiality of victims
• We persevere!
Questions

Crisis Response Manual

BCPS-mentalhealth.com -> Crisis Response

Questions

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