

What Happened and What Can We Expect Moving Forward?



EXPLOELEVATE
INNOVATIVE SCHOOLS COOPERATIVE

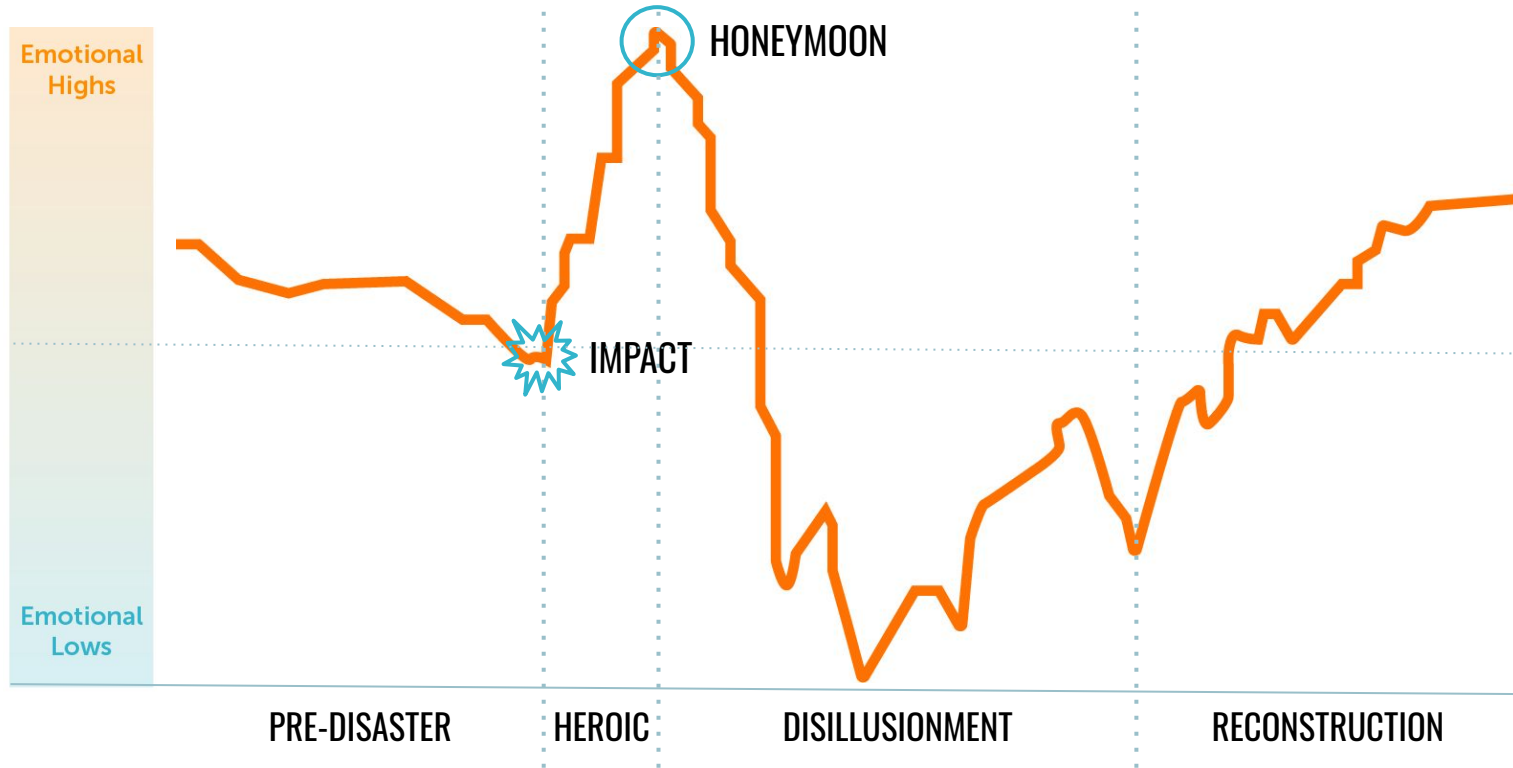


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Susan is an independent consultant who inspires leaders, teams, and learning organizations in the alignment of educational excellence, health, and community well-being one inclusive learning relationship at a time.



Human Response to a Crisis Over Time



Take 30 seconds to reflect and write a response...

1. What is the one word to describe your own response to viewing the timeline of what has happened and what can you expect moving forward ?
2. What is one question you now have that you might like to discuss or have answered during today's webinar?

Please add your question to the chat.



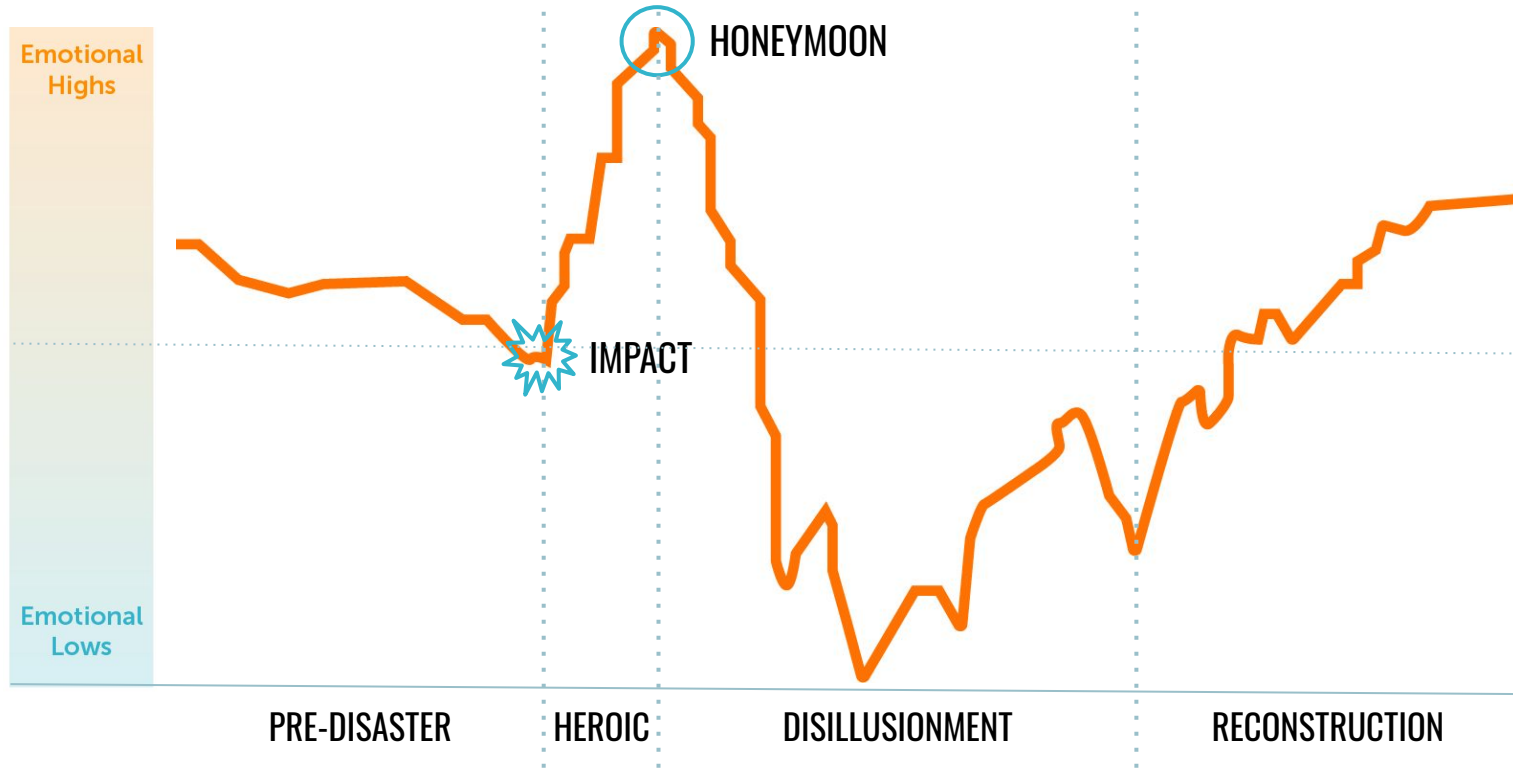
GOAL

LEAD WELL THROUGH UNCERTAINTY

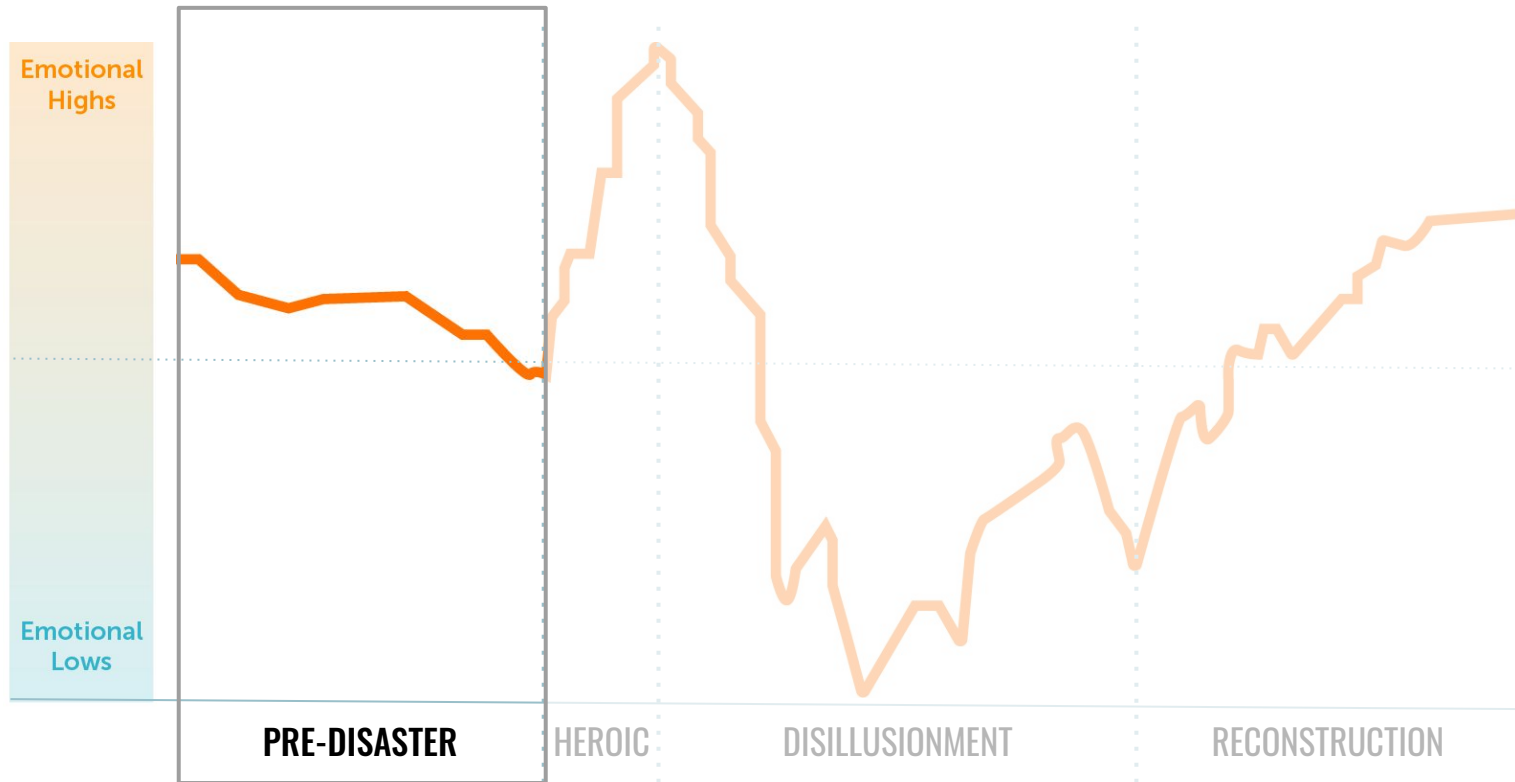
Whether you are “titled” leader or not, you will
be in a position to help others.



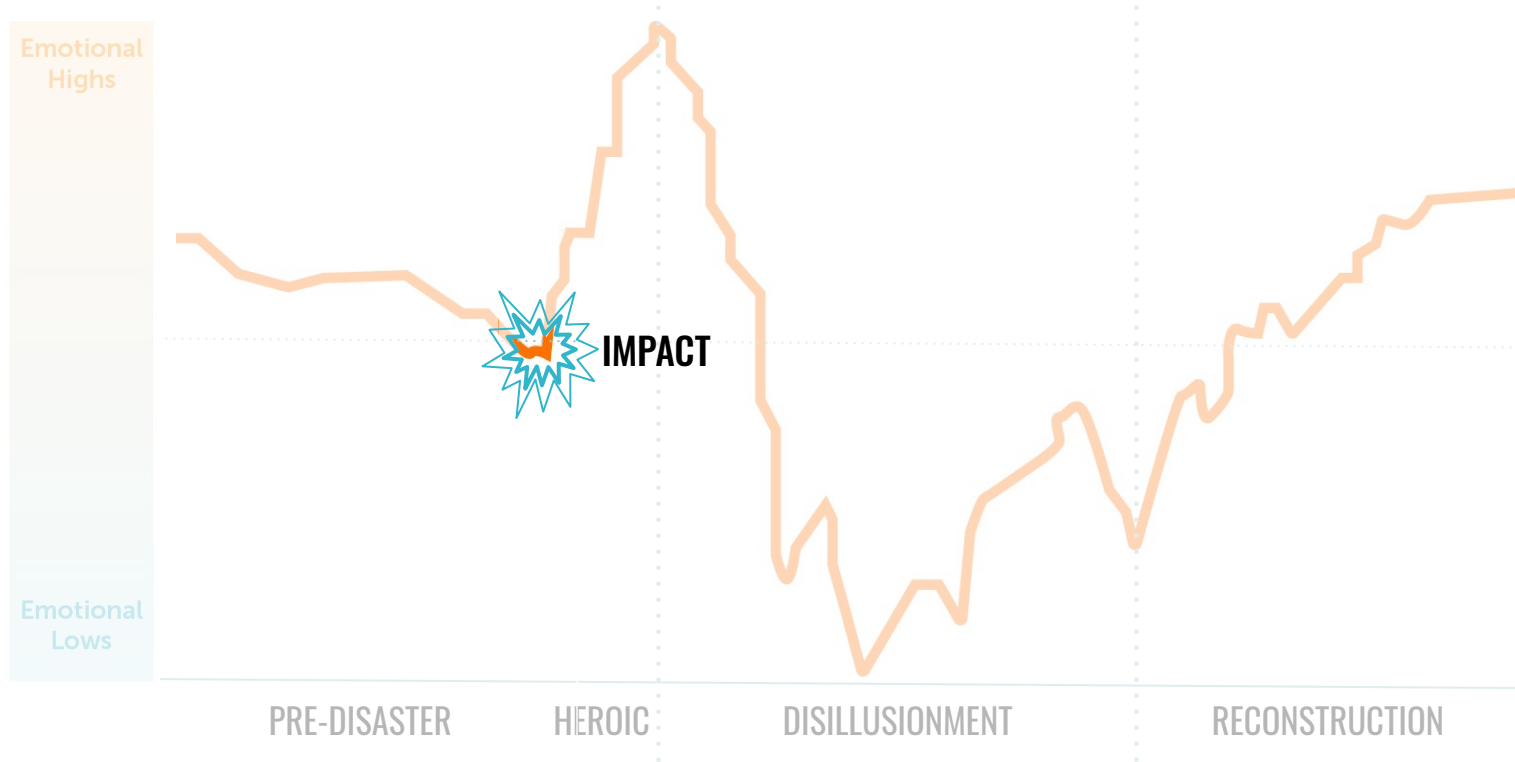
Human Response to a Crisis Over Time

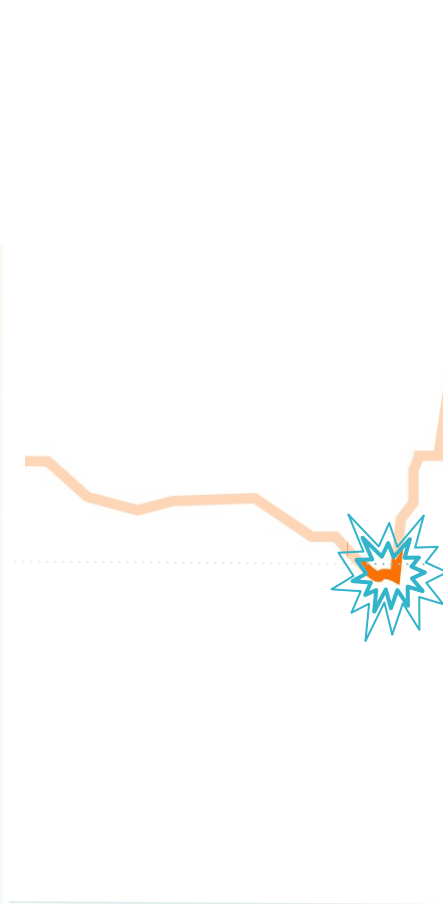
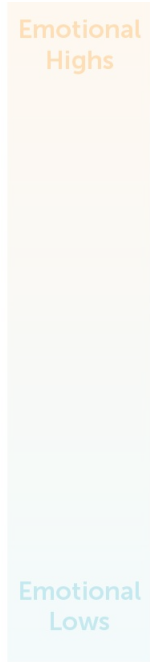


Human Response to a Crisis Over Time



Human Response to a Crisis Over Time





PRE-DISASTER

HEROIC

DISILLUSIONMENT

RECONSTRUCTION

IMPACT “the jolt”

- Moment of emotional impact that forced people to pay attention.
- Oh sh*t/this is serious moment
- Everyone recalls where they were when it hit.
- Normal life as we knew it was gone.



SHOCK → OVERT PANIC

Initial disbelief is followed by focus on self, preservation, and family protection.

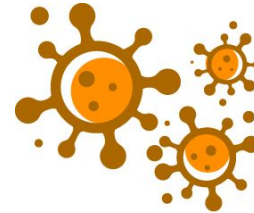


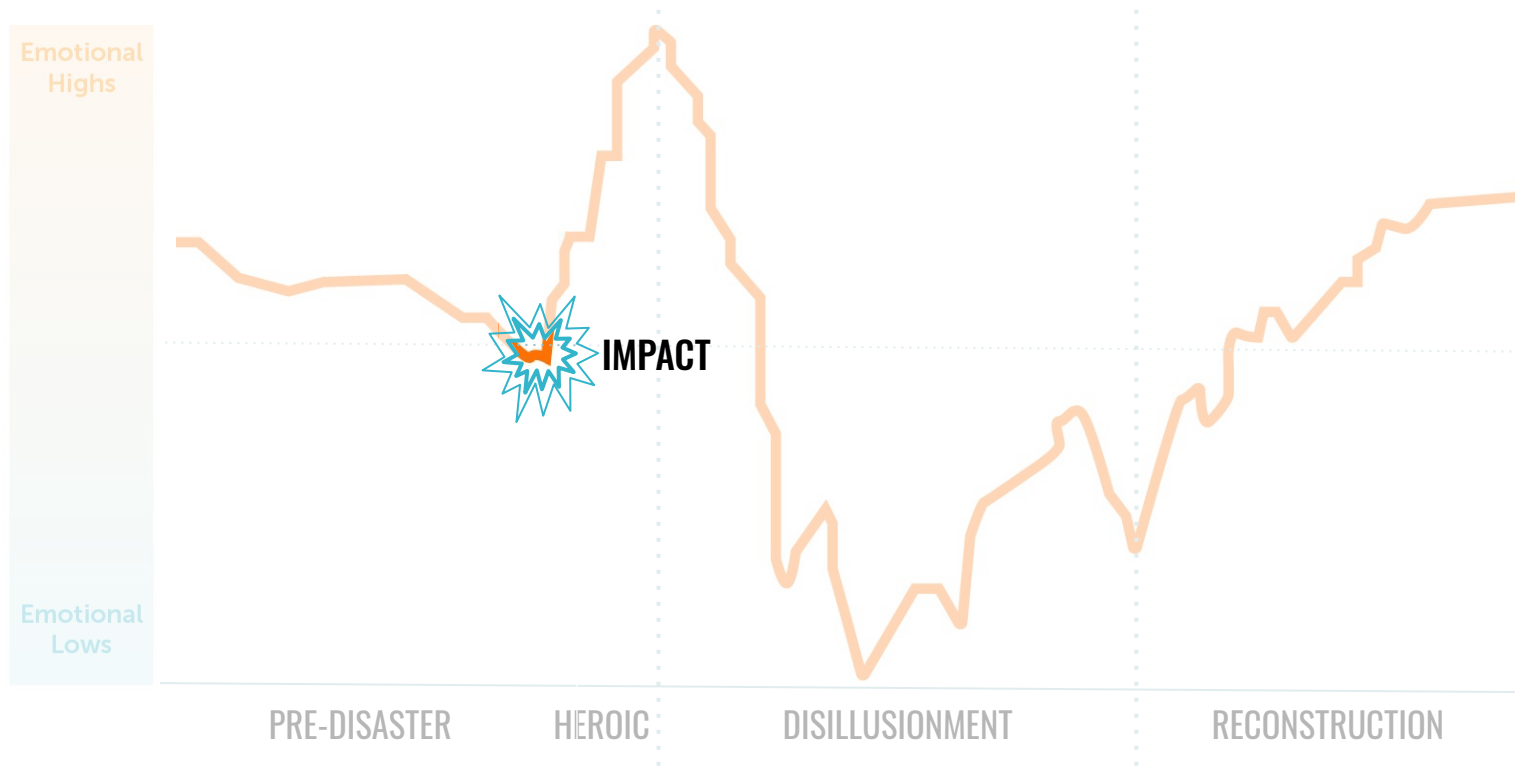


FAST

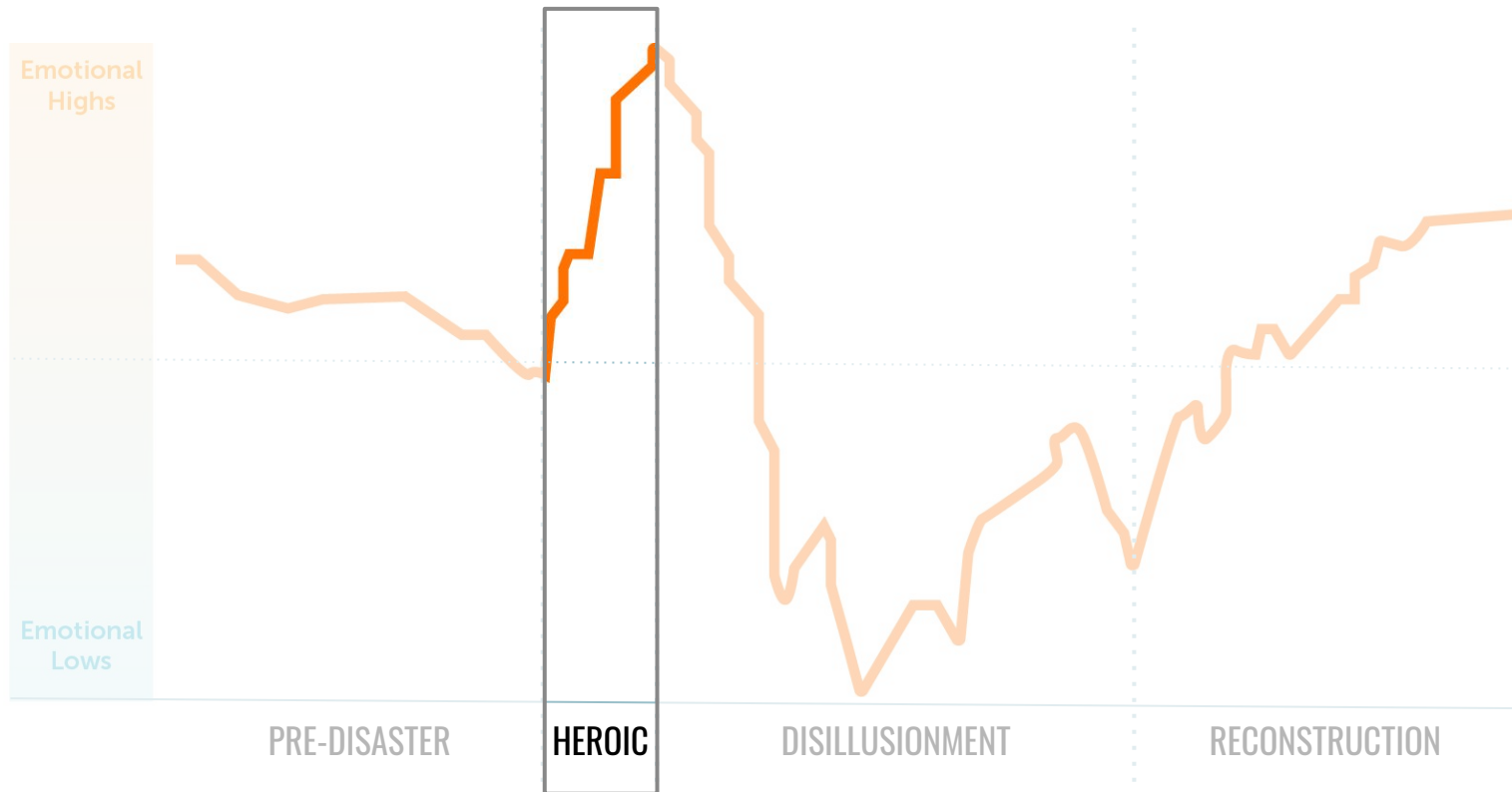


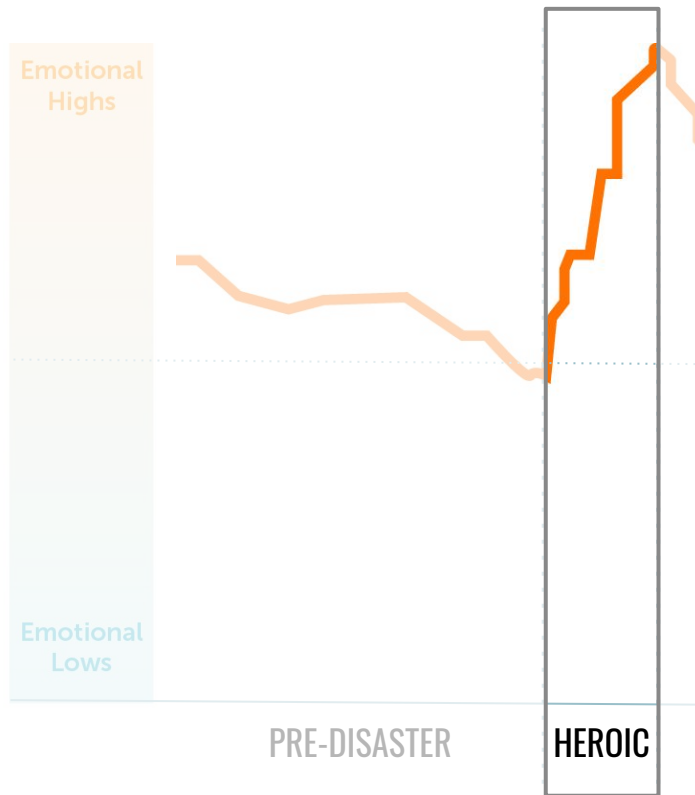
SLOW





Human Response to a Crisis Over Time

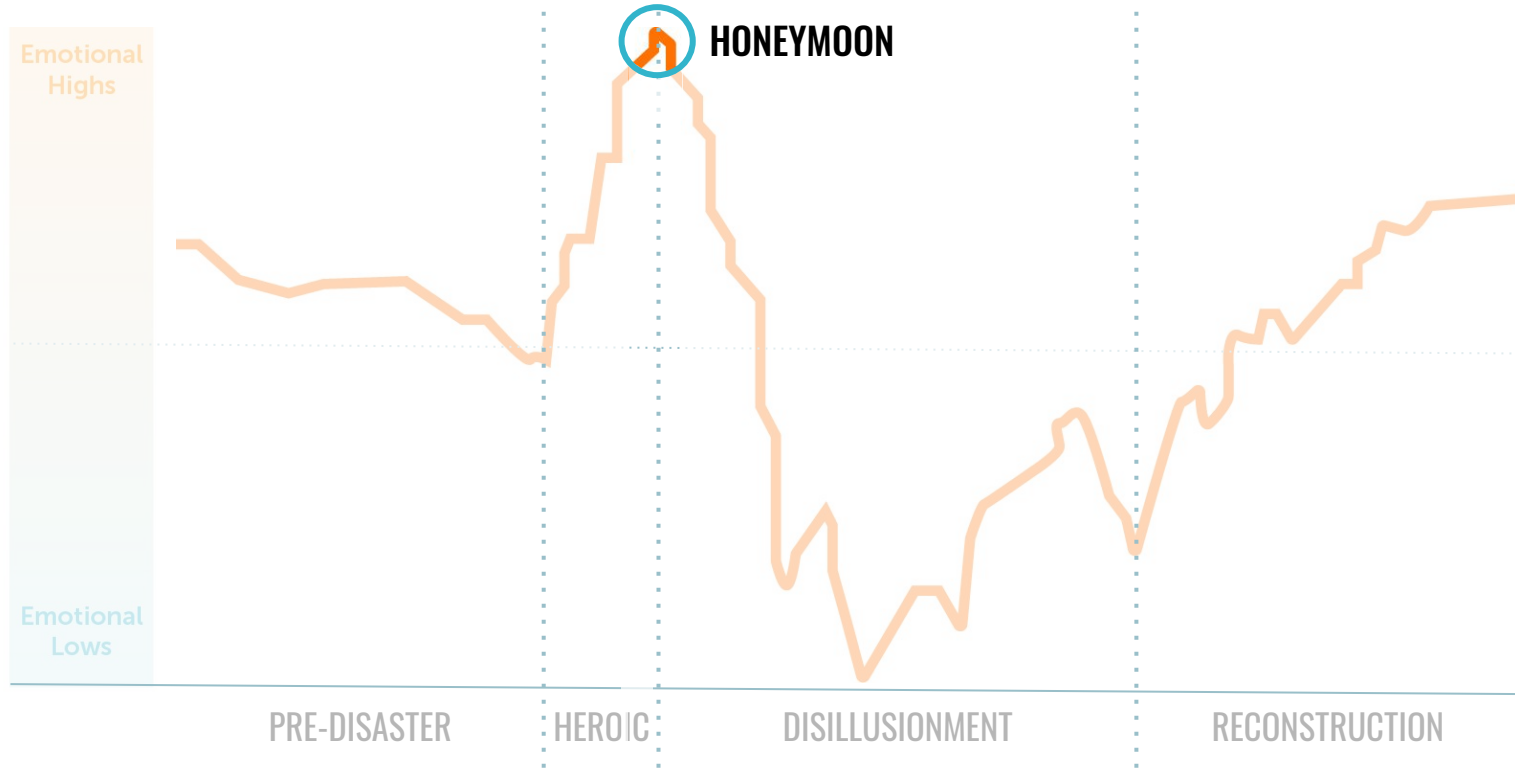




Heroic

- Adrenaline induced
- Cohesion in response
- Often a short-lived experience
- Not sustainable

Human Response to a Crisis Over Time



Honeymoon

- Adrenaline induced
- Cohesion in response
- Often a short-lived experience
- Not sustainable

Emotional
Lows

PRE-DISASTER

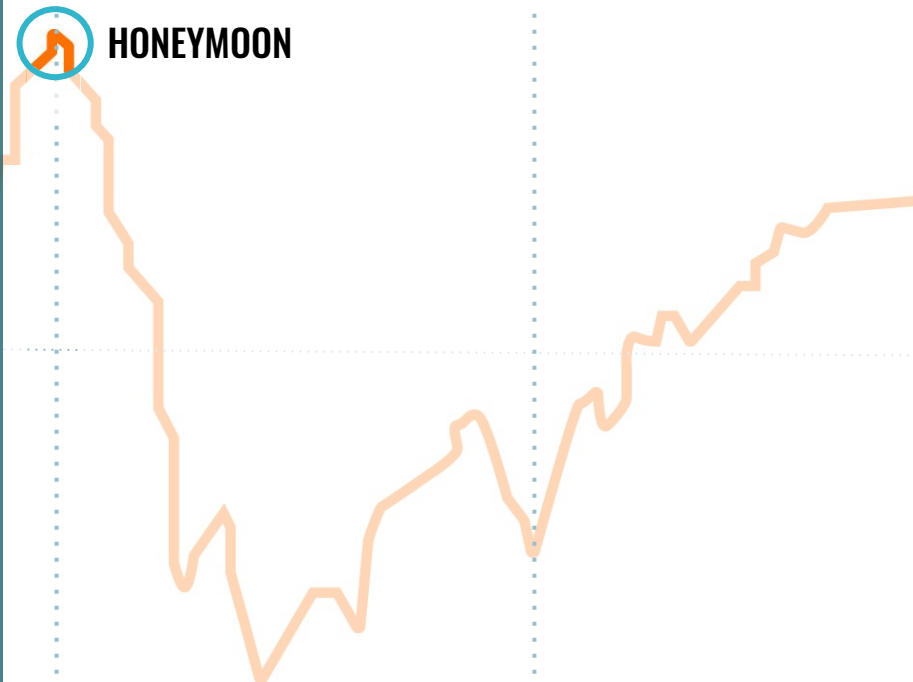
HEROIC

DISILLUSIONMENT

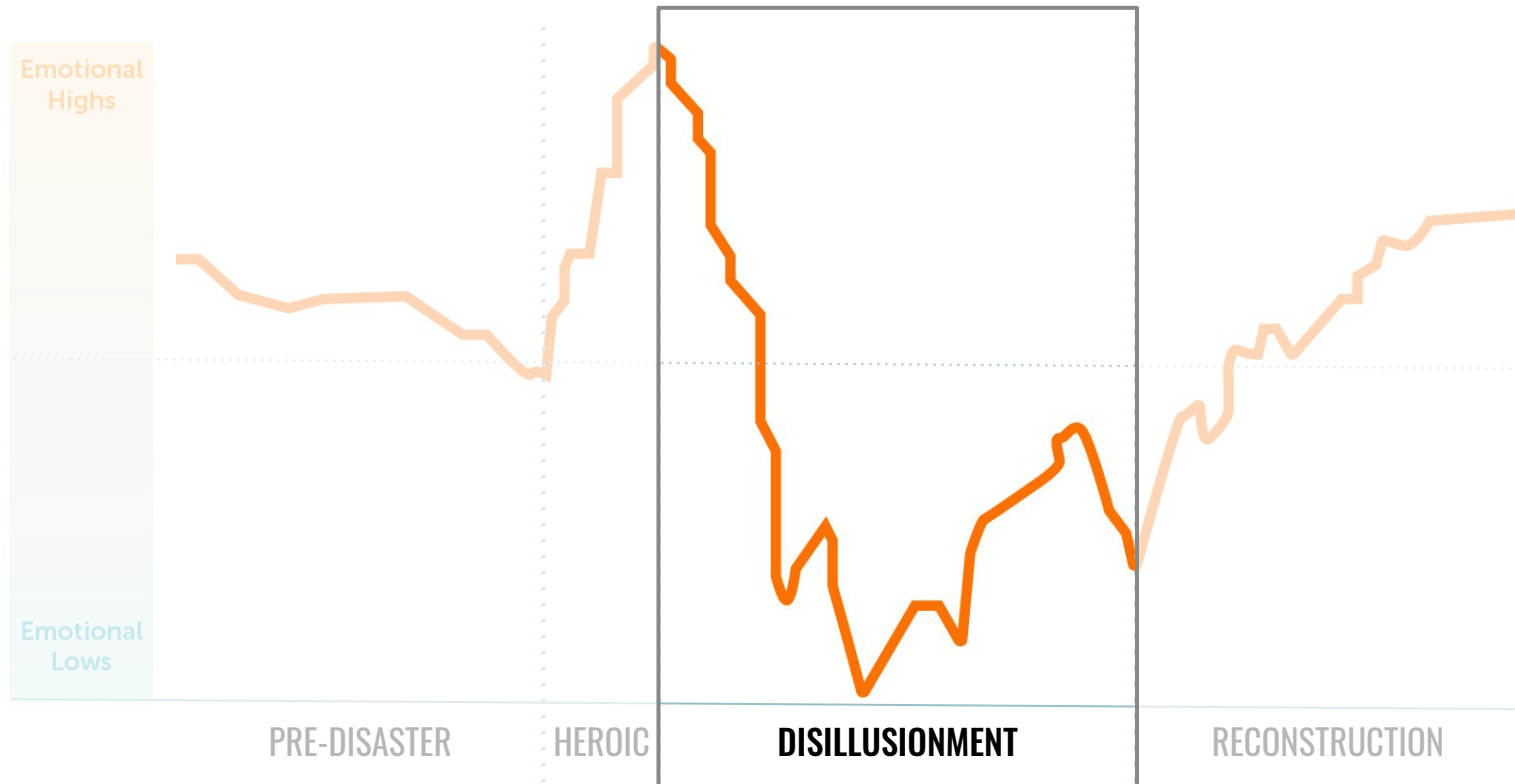
RECONSTRUCTION



HONEYMOON

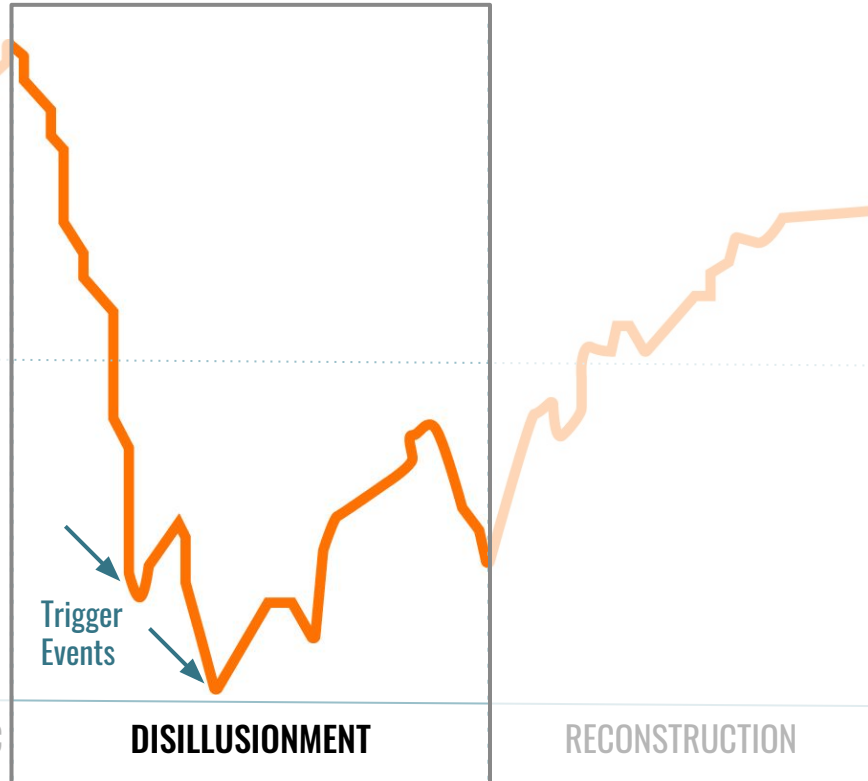


Human Response to a Crisis Over Time



Disillusionment

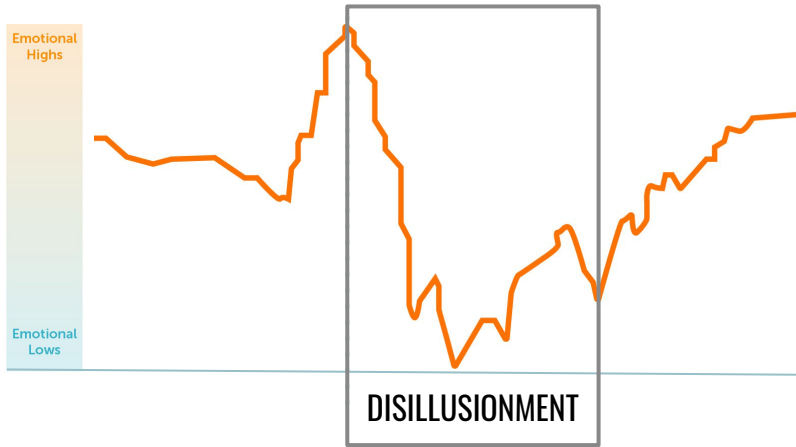
- Reality sets in
- Harder than imagined
- Feeling of control disappears
- Steady deep drop from high to hard-to-find-joy low
- Confusing/Slippery



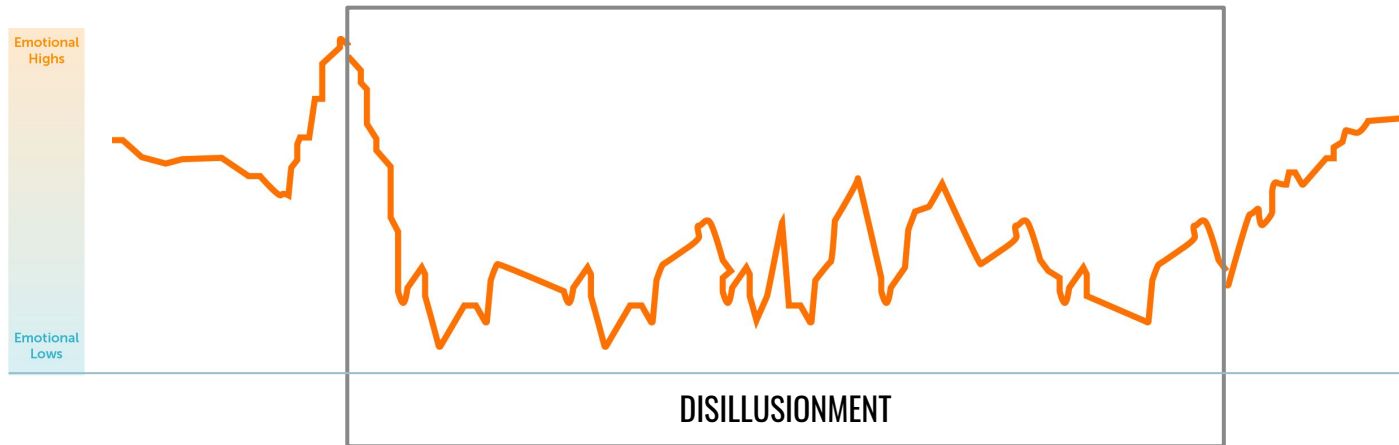
DISILLUSIONMENT IN SCHOOLS

- School community (individually and collectively) realizes their limitations (“we can not go back to in person school”)
- Optimism turns to discouragement
- Fatigue/exhaustion makes everything harder to deal with
- “No one helping me figure out how to respond to my students who are having trouble.” (disconnection)

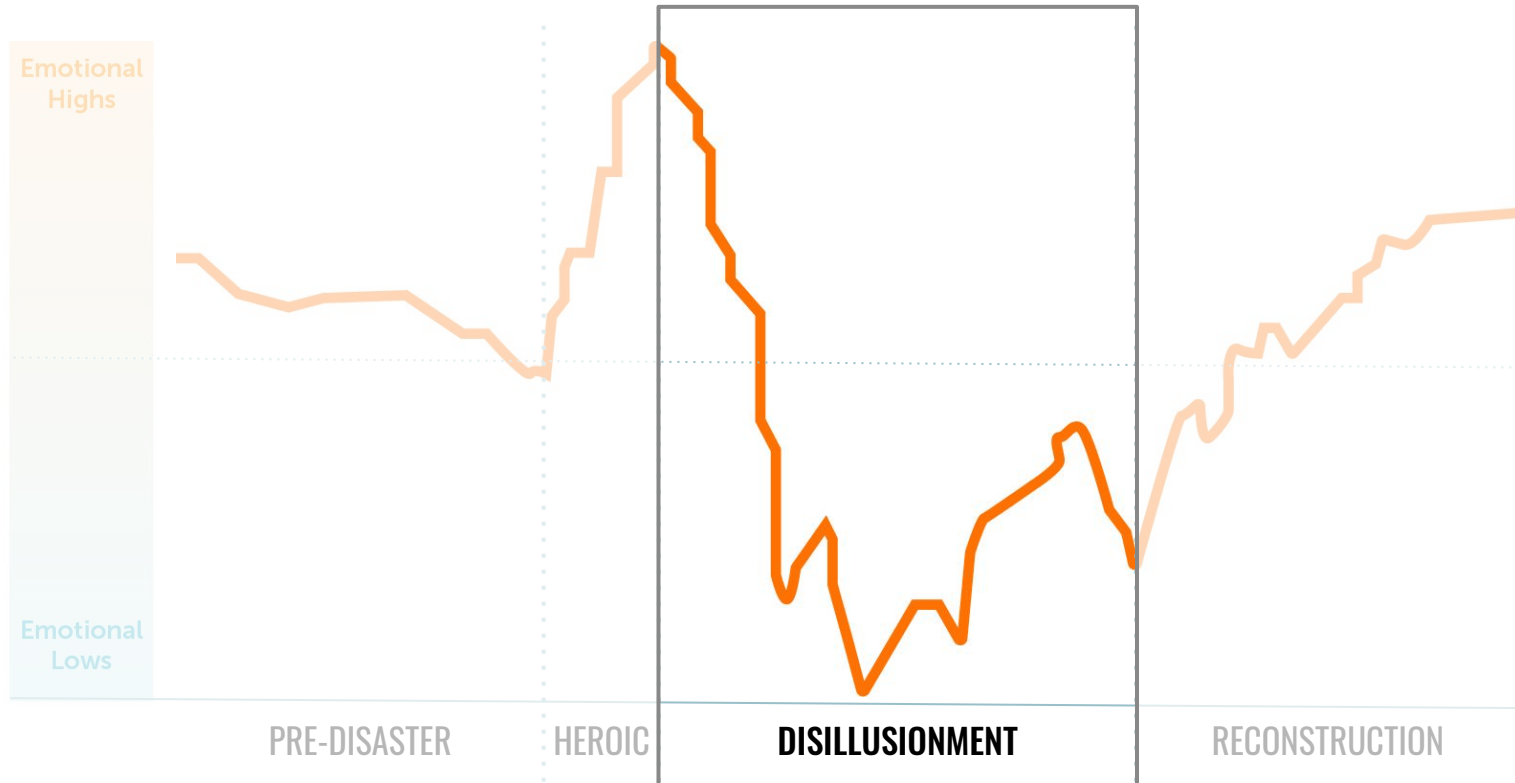




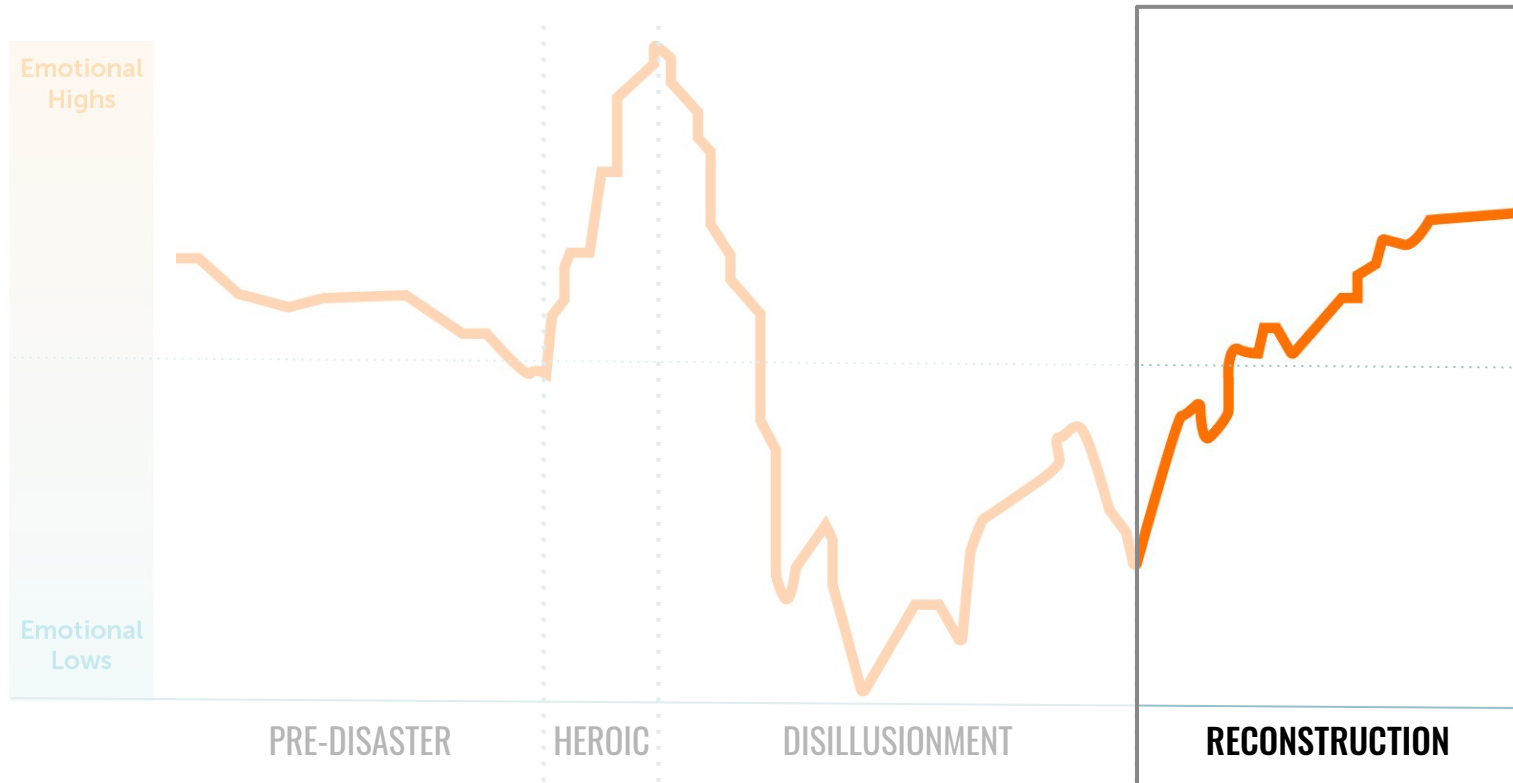
Disillusionment can last years and is triggered by the anniversary of the onset of the pandemic which will be somewhat of a different date for schools.



Human Response to a Crisis Over Time



Human Response to a Crisis Over Time



Reconstruction

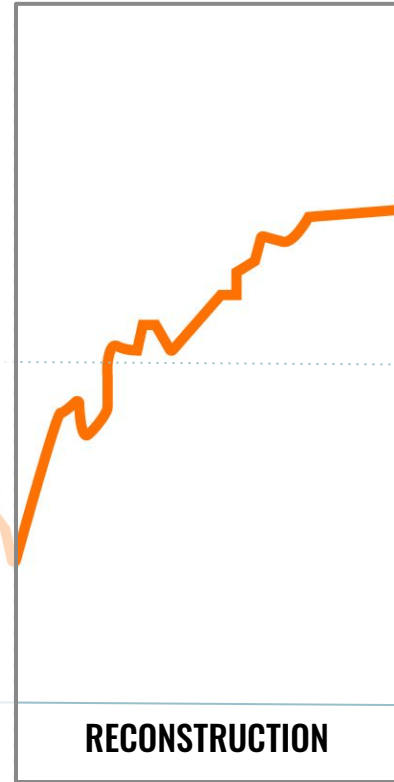
- Will last for years because of the global catastrophic nature
- Overall feeling of recovery and also grief for “what has been lost forever”
- Individuals/Schools begin taking on more responsibility for own lives
- Adjust to “new normal”
- Hits at different times over the years

PRE-DISASTER

HEROIC

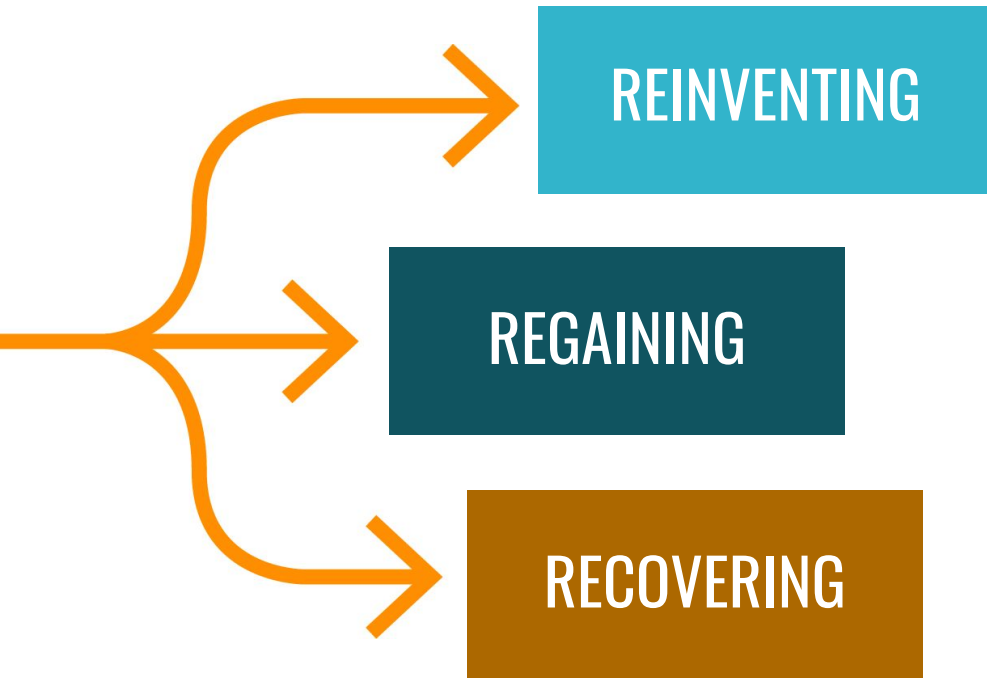
DISILLUSIONMENT

RECONSTRUCTION



A Way Forward





Each of us individually and schools collectively will arrive at one of three endpoints at different times.

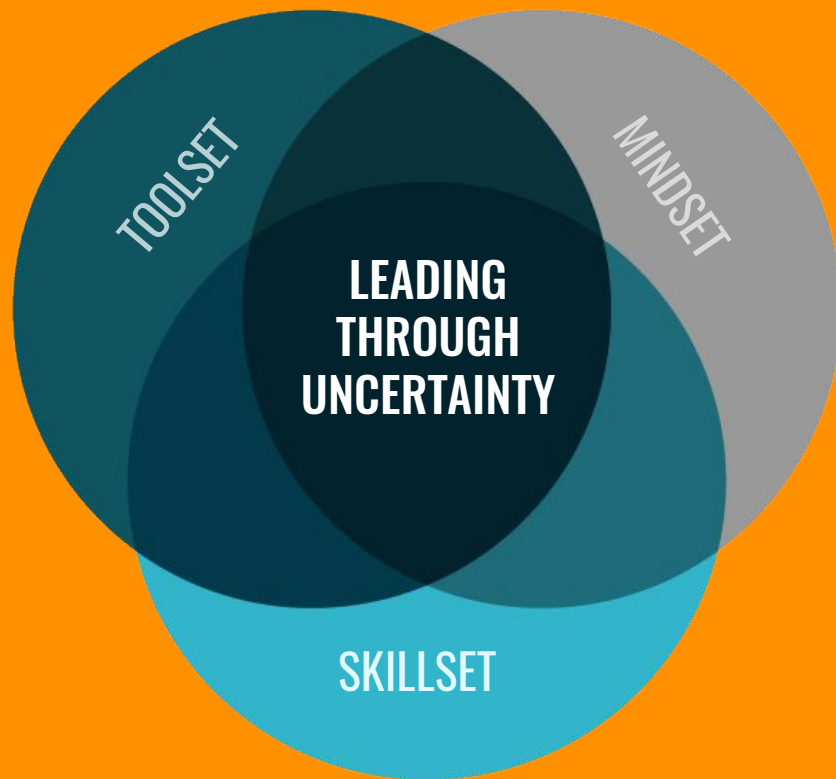
How do I support our faculty in each of these three areas?



GROWTH MINDSET

What does that mean for
you as you lead?

- Obstacles
- Challenges
- Effort
- Feedback
- Success of others



SKILLSET:

(infinitely learnable)

- Collaboration
- Appreciative Inquiry
- Communication - How to have crucial conversations
- Active listening
- Facilitation skills



TOOLSET:

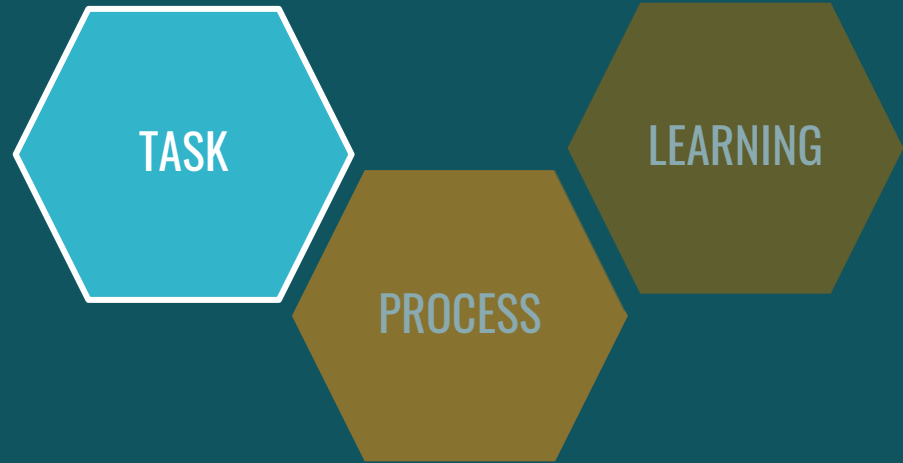
The “things” we implement to grow/develop others:

- Reflection tool
- Meeting design
- Faculty growth and development plans



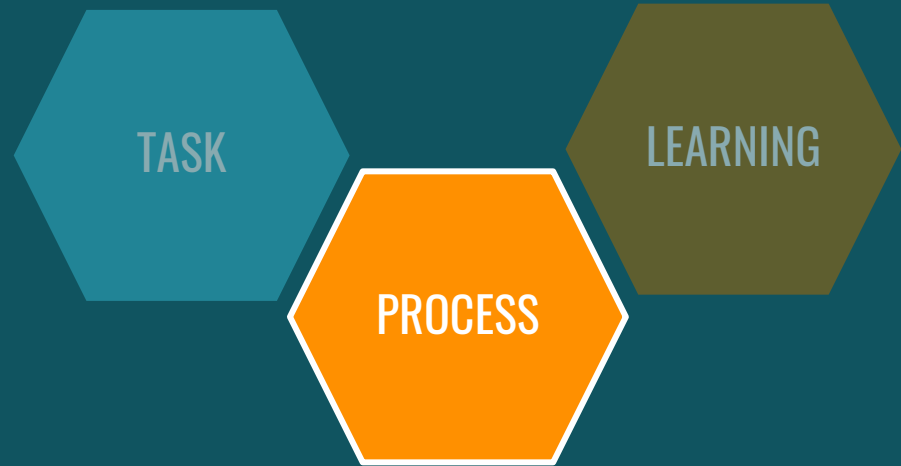
Something of quality gets done that is educationally sound, valuable, useful, appreciated.

- Faculty growth and development plan



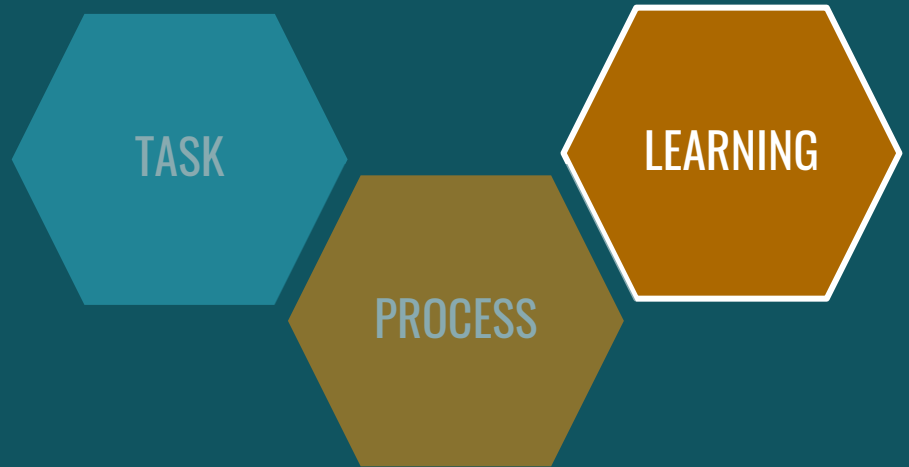
The group's collaboration skills increase as a result of working together.

- **Who's responsible for plan?**
- **How often do we meet?**
- **What is role of person being evaluated ?**



Team experience is a learning experience that increases skills and knowledge of individuals.

- **Did I learn ?**
- **What was my experience of belonging?**
- **Where did I observe others growing, learning?**



O.A.R.S TOOL



Open ended questions

- Ask open ended questions
- Explore, clarify, gain understanding



Affirmations

- Not the same as “being positive”
- Demonstrate empathy, affirm strengths



Reflect & Summarize

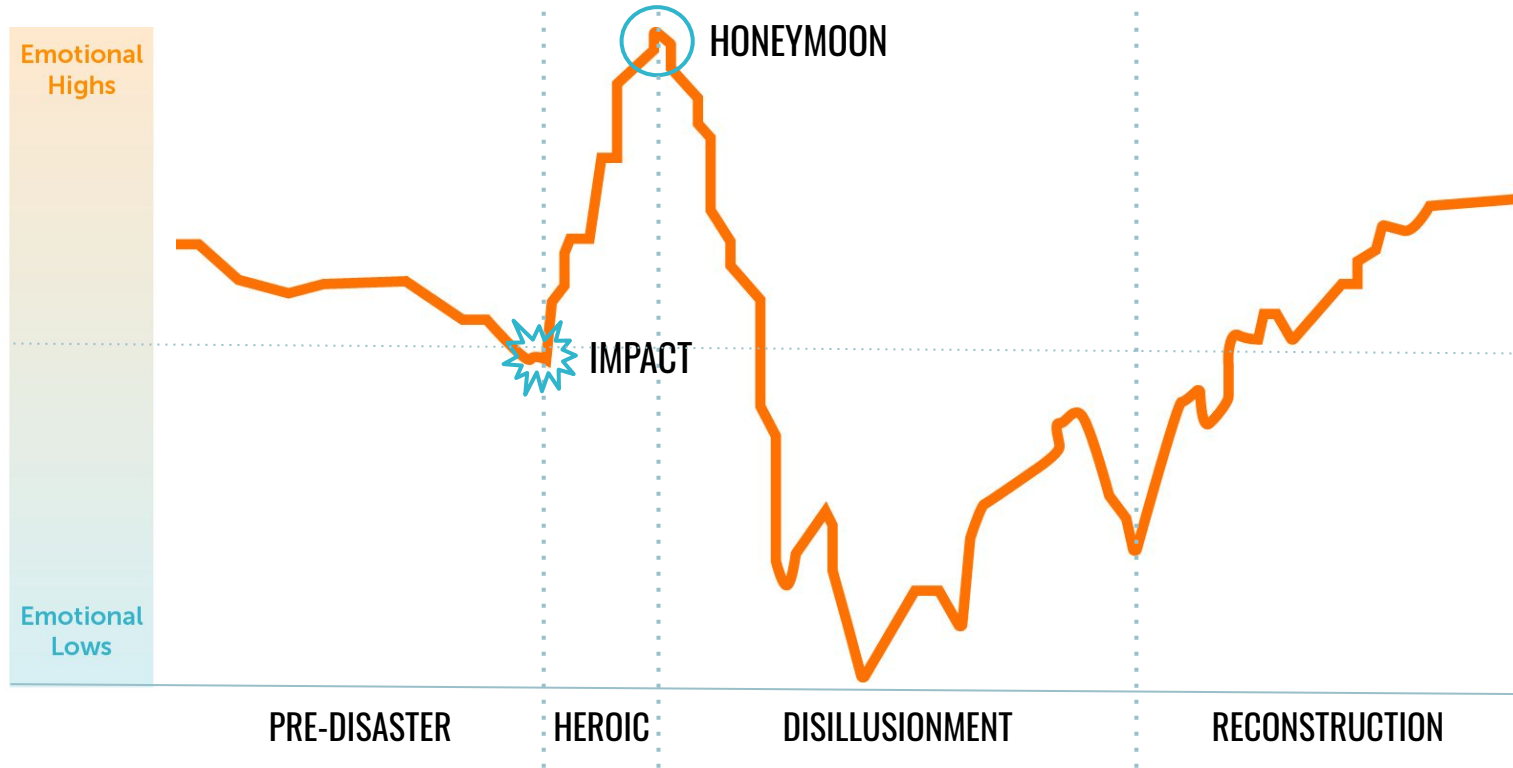
- Listen, reflect, share
- Agree to action steps and responsibility



How might we design a learning community with an emphasis on health, safety, inclusivity, and resilience where **EVERYONE** is learning?



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Zunin & Myers as cited in DeWolfe, D. J., 2000. Training manual for mental health and human service workers in major disasters (2nd ed., HHS Publication No. ADM 90-538). Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.

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3 TYPES OF ORGANIZATIONAL LEADERSHIP CULTURES



DEPENDENT



INDEPENDENT



INTERDEPENDENT



Center for Creative Leadership

