

Updates and Overview of Coordinated Response to Tragic Events in Lewiston - Commissioners

Commissioner Lambrew

The Governor's office convened a group of Commissioners that meet regularly to make sure all of our work is aligned and determine how state agencies are going out into our communities to:

- Help people who are directly affected and their families who witnessed these events.
- Help children in schools who were subject to the shelter in place orders or come from different parts of the State that may have a history of violence/firearm issues that have been triggered by this.
- Help those people who are not directly in that middle circle recover and regain hope.
- How do we go one step further and think about prevention and systems that we can implement so that we can hopefully prevent this from happening in the first place.
- Identify/improve systems already in place to respond as needed.

Working closely with Department of Economic and Community Development (DECD) to organize philanthropy and support for businesses.

<https://www.maine.gov/dhhs/obh/resources-lewiston-shooting>

Commissioner Sauschuck

Public Safety is doing a better job now than we ever have addressing an emergency situation in real time. We're thinking about wellness, resiliency and making sure we're plugging into various systems/agencies. Our strategy was to lead with wellness/resiliency and balancing that between a public safety threat when we were thinking about the sheltering in place order when we implemented. Thinking how the shelter in place order would impact children and their ability to get to school and have access to loved ones and their friends. I'm incredibly proud of the system overall for this conversation and all of these wellness/resiliency resources; knowing that we were focused on our victims.

Commissioner Makin

DOE is tasked with a lot of prevention and readiness work; we provide technical support and professional learning and exemplars for schools, so they are as ready as possible for unthinkable, unimaginable potential situations. Our school safety center has been working very closely with schools for the past 4 years, and we feel like they were as ready as they could be in terms of being available to support staff and students.

Megan Welter, Associate Commissioner of Public Education. Oversees the work of the School Safety Center (<https://www.maine.gov/doe/safety>)

(see attachment)

- State of Maine is made up of more than 200 different school administrative units configured differently, with some cases where a single school administrative unit that cut across counties.

- Worked with other state agencies, community-based programs/providers (e.g., Nami Maine <https://namimaine.org/>), and Federal DOE partners to identify/create a multi-tiered system of support:
 - Tier 1: Universal -supports directed to all schools.
 - Tier 2: Supports are more intensive and may be directed to these schools' needs, in addition to what is provided to all schools. (Schools that may not have been directly affected by the event.)
 - Tier 3: Priority schools receive most intensive supports; involves significant outreach, services and resources. Resources may be individualized. (Schools directly impacted by the event)

Phases of a disaster (see SAMHSA graphic “phases of disaster” and <https://www.childrenshospitals.org/news/childrens-hospitals-today/2021/02/6-emotional-phases-of-a-disaster>).

- Immediate DOE response included compiling a priority notice with available resources and basic developmentally appropriate talking points.
- Jennifer Freeman provided basic training on “promoting resilience.”
- Worked with colleagues at DHHS to learn what and where initial supports/clinical supports were needed.
- Additional clinical supports directed to schools.
- A number of other schools experienced unexpected student deaths during this period; Tire 3 support offered.
- Office hours School-based clinicians, school nurses, etc.
- Outreach to Maine Education Association, Maine Principal Association, Maine School Management Association, and Career and Technical Education directors to share statewide resources available to schools.
- Connected schools/communities that had the most direct impact with our federal partners to explore availability of resources – initially, 6 months, 9 months and a year down the road.
- Support universally available for everyone, including technical assistance related to trauma, informed practices.
- Collaborated with other state agencies. To put into place a psychological first aid. This is, just your basic, you know.
- Prioritizing staff/teacher wellness. Build in check-in/listening session routines.
- Next steps include:
 - Establish a recovery support team across agencies; pull together people and coordinate resources.
 - Coordinate and use common language/similar talking points.
 - Extending opportunities for educators to participate in The Regulated Classroom (<https://regulatedclassroom.com/>).
 - Provide services/supports for clinicians serving schools.
 - Provide listening sessions for school leaders.

Commissioner Lambrew

Governor’s website page *Healing Together: Supporting Victims and Families of the Tragedy in Lewiston* (<https://www.maine.gov/governor/mills/lewiston>) has information and resources.

Governor and staff met with leaders from the deaf and hard of hearing community to better understand the impact, the needs and how to improve access and services (e.g., interpreters on site in hospitals). Also, meeting with the new Mainer community in the Lewiston area and the Veteran's Administration.

Kristen McAuley, DHHS Lewiston Response Coordinator, DHHS

- Portal on website - access additional behavioral health support
- Weekly forum with Lewiston and Auburn partners along with our partners across State government to ensure information was being shared and addressing emerging requests needing state assistance.
- Worked with Tri-County Mental Health Services and Catherine Ryder (<https://www.tcmhs.org/>) to identify opportunities with already stretched clinical providers to open spots and prioritize getting people needed services.
- Maine Resiliency Center (<https://www.maineresiliencycenter.org/>) located at 184 Main Street, Lewiston was established in November. It's operated by Community Concepts (<https://ccimaine.org/>) and has walk-in hours (Monday-Thursday, 12-5pm).
- Analyzing syndromic surveillance looking for trends and implications; symptoms of suicide, anxiety, etc.
- Maine Responds (<https://www.maine.gov/dhhs/news/dhhs-deploys-maine-responds-health-care-volunteers-cmmc-wake-lewiston-tragedy-fri-11032023-1200>), activated 68 volunteers who provided support at Central Maine Medical Center in Lewiston.
- Expand Interpretative ASL services.

Dean Bugaj, Associate Director of Children's Behavioral Health – OCFS

(see attachment)

- Developed guidance for the families affected, focusing on family/children resources (e.g., how to restore safety, talking to children about the shooting, etc.).
- Worked with OBH and CDC to develop a behavioral health/triage needs and resources.
- Worked with U.S. Department of Justice Office of Victims of Crime (OVC) to understand lessons learned and potential resource needs.
- Develop initial walk in center, prior to the establishment of The Maine Resiliency Center (<https://www.maineresiliencycenter.org/>)
- Supporting planning for the SAMHSA SERG grant - potential resources training opportunities.
- Maine Pediatric & Behavioral Health Partnership ECHO – Warm and Welcoming Spaces: Trauma Informed Care in Pediatric Settings by Jessie Higgins, PMHNP (<https://vimeo.com/880248839>)
- Trauma-Focused Cognitive Behavioral Therapy – upcoming additional/advanced trainings
- Early childhood consultation program conducted individualized outreach with the schools - generally youth are doing okay, adults need support with coping and stress management. Restarting regular consultation groups as opportunity for group peer support.
- ECCP working with Maine Roads to Quality (<https://www.mrtq.org/>) on resources available on websites with discussion on long-term resources/needs.

Jaime Bourque, Division Director, CDC

- Compile information/resources for youth and adults on coping after a mass violence incident; shared with our networks/community coalitions.
- Relaunching both a youth and an adult mental health communications campaign.

- Worked with MAYA (Maine Youth Action Network - <https://www.myan.org/>). Their November 2023 Youth Leadership Conference adapted to allow for more youth to participate along with additional adult volunteers.
- Reviewing surveillance data.
- Engaging with Federal CDC to learn what other States have done and lesson learned after a mass shooting.
- Existing agreement with Nami Maine (National Alliance on Mental Illness <https://namimaine.org/>) - historically works engaging schools/school districts after traumatic losses (e.g., suicides). A known and trusted resource for schools, so a logical first call after the Lewiston event.
 - On the news immediately after the incident to ensure folks had information about mental health support as well as information on how to communicate with young people about the event.
 - Worked directly with schools in the immediate geographic area most impacted by the shelter in place and the event that unfolded, also worked with other schools as needed.
 - Provided direct support immediately after the event to Tree Street Youth (<https://treestreetyouth.org/>).
 - Provided response listener training for more than 50 individuals who were sent out into the community on October 25th to listen to folks and provide support.
 - Distributed resources, including a youth wellness toolkit.
 - Translated into 9 languages *Hope and Coping After Traumatic Events* - available online (<https://namimaine.org/hope-coping-after-traumatic-events/>).
 - Website: <https://namimaine.org/you-are-not-alone-support-after-lewiston-tragedy/>

In Closing

Commissioner Lambrew

Will need to work on synthesizing all this information to make it easy for everyone to access.

Ana Hicks, Children's Cabinet Coordinator, GOPIF

Currently working on the Children's Cabinet 2023 Annual Report - highlighting the work of the Children's Cabinet staff as well as the cross agency work on behalf of children. Looking for stories to demonstrate the impact of our work, please share any stories you have.

Next Meeting

January 16th 10:30-11:30am

The background of the slide features dark blue silhouettes of several students sitting and reading books. The text is overlaid on this background.

MAINE DEPARTMENT
OF EDUCATION

Response and Recovery Supports Following Lewiston Shooting

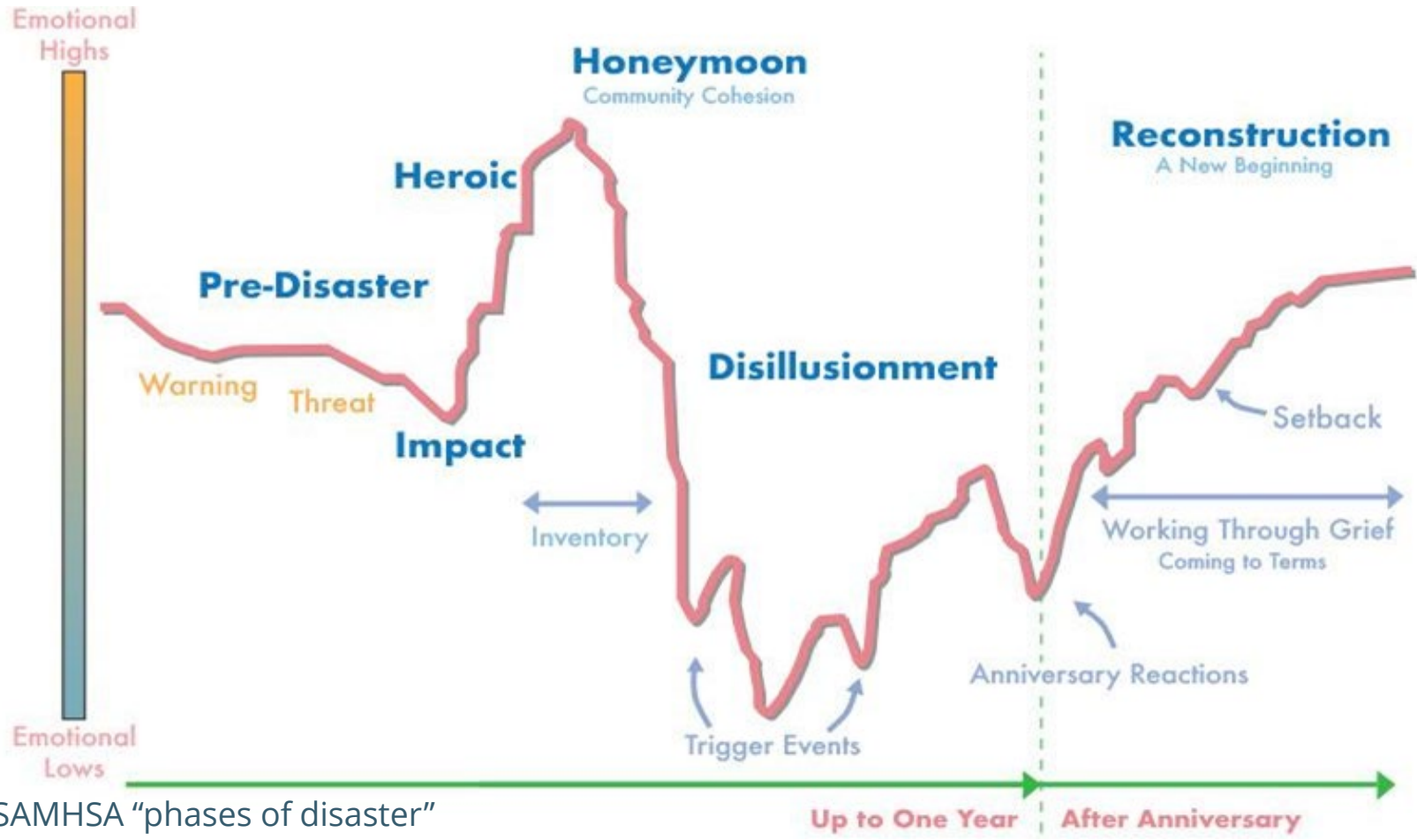
Presented by: The Communications Team



Multi-Tiered System of Supports (MTSS)

MTSS organizes and leverages existing systems to more efficiently and effectively respond and deploy resources.

Tier	Definition
1	"Universal" - Supports directed to all schools
2	Supports are more intensive and may be directed to these schools' needs, in addition to what is provided to all schools
3	"Priority" schools receive most intensive supports; involves significant outreach, services and resources. Resources may be individualized



SAMHSA "phases of disaster"

Immediate Response (1st 30 days)

Tier	Supports
3	<ul style="list-style-type: none">• Direct outreach from DOE, NAMI Maine, and federal partners specializing in trauma and recovery• Offered first round of "Promoting Resilience" training from federal partner• Additional clinical supports directed to schools• Initial debriefing conversations with school leaders
2	<ul style="list-style-type: none">• A number of other schools experienced unexpected student deaths during this period• Some of the supports offered to Tier 3 schools were also offered to these schools
1	<ul style="list-style-type: none">• Priority notice sent on 10/25 with information about messaging to students• Office hours – School-based clinicians, school nurses, educators, Maine School Safety Center• Outreach to MEA, MPA, MSMA, and CTE directors to share statewide resources available to schools

Recovery Resources (1m – 1yr)

Tier	Supports
3 & 2	<ul style="list-style-type: none">• Connect with federal partners to explore potential funds and grants• Explore the use of federal state activity funds to provide professional learning opportunities and support for mental health service providers in schools
1	<ul style="list-style-type: none">• Technical assistance related trauma-informed practices• Collaborate with other State agencies and local providers to put into place psychological first aid (PFA) trainings for school personnel throughout the State• Collaborate with federal partners to provide training on the expected stages as communities shift from crisis to recovery• Expand training opportunities for educators to engage in training to build self-regulation skills• Engage in after-action, post-situation discussions with school leaders

Caring for Colleagues



Immediate Crisis Response

Ensure Safety

Initial Recovery

Stabilize Learning Environment

Intermediate Recovery

Differentiate Based on Data

Enhanced Implementation

Promote Culture of Wellness

Implementation Level

Getting Started

Strengthening

- Ensure physical & emotional safety of all
- Implement clear communication & resource distribution plan

- Prioritize staff wellness
- Invest in positive, predictable, & safe tier 1 classroom practices

- Enhance existing tier 1 supports to teach & reinforce new protocols
- Include mental health supports

- Invest in tier 1 practices school-wide
- Use existing data to screen & match student to supports

Refine tier 1 based on data to enhance screening protocol

- Develop/enhance tier 2 & tier 3 support to match need

- Use data to make ongoing adjustments to an evidence-based, trauma-informed, & equitable continuum of supports

Next Steps

Department of Education

- Establish a cross-team Recovery Support Team
- Common language
- Build in "check-in routines"
- Build capacity within teams to provide supports to the field

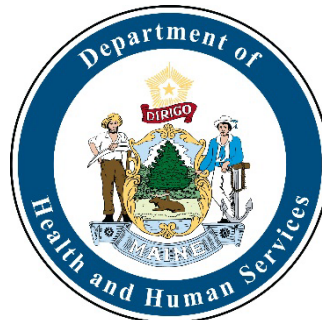
Service to the Field

- Finalize collaboration with partners to provide psychological first aid
- Expand opportunities for trainings in The Regulated Classroom
- Finalize plans for providing supports to clinicians serving in schools
- Listening sessions with school leaders

OCFS Lewiston Response Efforts

Dean Bugaj

Associate Director of Children's
Behavioral Health – OCFS



OCFS Response

Immediate Response

- Connecting with community leaders in Lewiston and Auburn weekly
- Participating in multi-office effort (OBH, OCFS, CDC) to develop a Behavioral Health needs and resources triage process
 - Worked with federal partners at OVC to understand lessons learned and potential resource needs
 - Partnered with Tri-County and Sweetser for immediate clinical and crisis support
- Provided guidance to Child Welfare staff and resource families
- Provided guidance to ChildCare centers
 - Resources through HelpMeGrow and Early Childhood Consultation Program

Ongoing work

- Supporting the development of the Resiliency Center
- Supporting planning for the SAMHSA SERG grant
- Engaging federal partners on resources and grant development
- Projecting potential resource needs over the coming months

Behavioral Health Supports

BH Resource Response

- Worked with OBH to triage resource needs and connect those requesting with needed resources – including Disaster BH support through CDC
- Developed a list of clinical and care coordination resources to support referrals to treatment
- Supported access to training/support:
 - Psychological First Aid Training
 - Critical Incident Stress Management
 - Crisis debriefing supports
 - Clinical support

Pediatric Behavioral Health Partnership

- **ECHO** – November 1: Warm and Welcoming Spaces: Trauma Informed Care in Pediatric Settings by Jessie Higgins, PMHNP
 - 26 practitioners attended
- Outreach from Health Partners sharing resources to practices.

Behavioral Health Supports

Addressing Training Needs

- Linking to Trauma-Focused Cognitive Behavioral Therapy
 - Linking to adhoc trainings for immediate need
 - Scheduled a cohort in March for up to 50 clinicians
- Advanced Training for TF-CBT certified clinicians on Traumatic Grief/Mass Casualty
 - Sessions Scheduled November 30th and December 15th
- WhyTry
 - Level I training – focused on developing tools for practitioners to engage youth to understand Relationships, Relevance, and Resilience
 - Trainings offered December – April.
 - Available to Children’s Crisis Providers, Community Mental Health Agencies, Childcare Providers, and all School Personnel.

Early Childhood Consultation

Consultant in Androscoggin conducted individualized outreach with the schools

- Youth are doing alright but the adults need support
- Developing a training focused on coping with stressful situations/stress management
- Restarting consultation groups for group peer support. Working on dates and fliers – more info to come

Resources and training through Maine Roads to Quality

- Tip sheets on response to school violence
- Resources available through ECCP and MRTQ website

Continuing discussions on long term resource needs. Focused on identifying needs 6-8 months+ from now.