



Center for Applied
Research Solutions

Culturally Responsive Postvention

Life After Loss Workshops ~ 1/22/26 •

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What is calling you into today's space?

- **Name, pronouns, location, role, how you identify**
- **What makes you feel held or brings you joy in holding space for others?**
- **Who are you dedicating your learning to today?**
- **What is a hope for your learning in this space?**

Our agreements for today

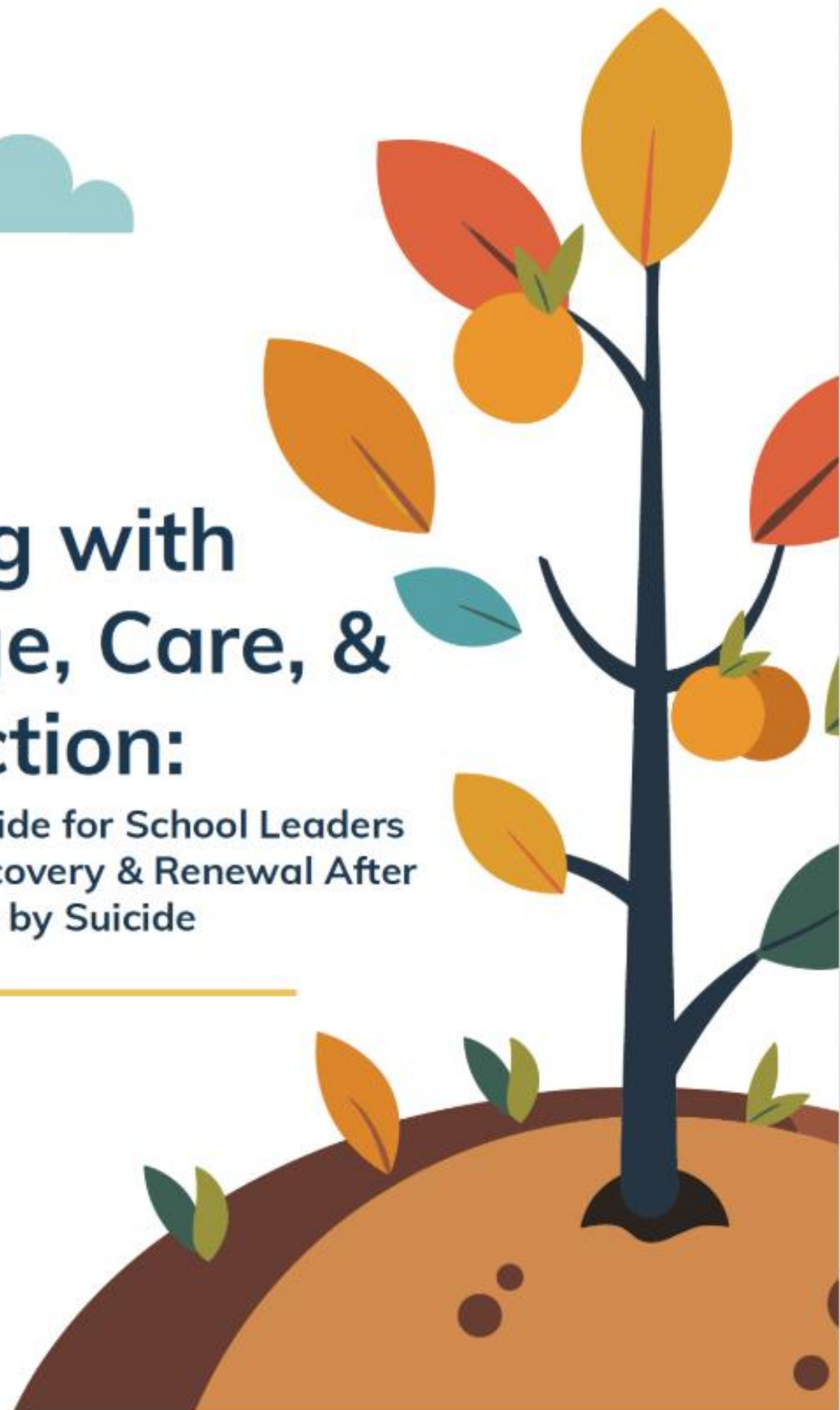
- **Give and receive welcome.**
- **Safety and self-preservation first.** You know yourself best. Turn the camera on or off. Do you.
- **Be present as fully as possible:** We've all got a lot going on. And this time is for us and our growth and learning.
- **Only offer what you need to:** Share only whatever your soul calls for, and know that you do it with our support.
- **No fixing, saving, advising or correcting each other.** Advice given only when asked for it.
- **When the going gets rough, turn to wonder.** Turn from reaction and judgment to wonder and compassionate inquiry. Ask yourself, "I wonder why they feel/think this way?" or "I wonder what my reaction teaches me about myself?"
- **Deep confidentiality:** Safety is built when we can trust that our words and stories will remain with the people with whom we choose to share, and are not repeated to others without our permission.
- **Recognize that no two trauma, harm, grief or healing experiences are the same.** Let's listen to each other with care, respect and dignity.
- **Expect and accept a lack of closure.** This session will not be able to speak to everything, but it will speak to some things. Know that there is always room for more learning, listening and leading.

Adapted from the Center for Courage & Renewal



Leading with Courage, Care, & Connection:

A Reflection Guide for School Leaders
Navigating Recovery & Renewal After
Student Deaths by Suicide



Supportive text:
Young, B., Kurta, M., Wolf-Prusan, L., & Magtoto, N. (2024) Leading With Courage, Care & Connection: A Reflection Guide for School Leaders Navigating Recovery & Renewal After Student Deaths By Suicide. Guide for the School Crisis Recovery & Renewal project, NCTSN, SAMHSA, Washington, D.C.



Untitled

Spring passes and one remembers one's
innocence.

Summer passes and one remembers one's
exuberance.

Autumn passes and one remembers one's
reverence.

Winter passes and one remembers one's
perseverance.

— Yoko Ono



Suicide

Cultural Perspectives of the etymology of Suicide involve: "Honor," "Guilt," "Shame," "Sin," "Violation," "Escape"

Sui comes from the Latin term "of oneself" and caedere "the act of slaying"

Fe-de-se, an Anglo-Latin term from 1728 for one who dies by suicide; literally translates to "one guilt concerning himself."

— Online Etymology Dictionary

Emile Durkheim believed Suicide as a societal problem with the central theme being the integration of the person in society—particularly over-/underidentification or disconnection from society.

— Psychiatric Times

- 1. What resonates with you about the etymology of suicide?**
- 2. What stigmas/beliefs exist in my community about suicide?**
- 3. Are they aligned with your beliefs around suicide?**





Postvention

Interventions to address the care of bereaved survivors, caregivers and health care providers; to destigmatize; to support recovery; to minimize the risk of subsequent suicides.
—Edwin Shneidman

Postvention enhances suicide prevention by providing behavioral health, psychosocial, spiritual and public health services to survivors.
—Aguirre and Slater

How is suicide postvention currently defined, and what would it look like/sound like/feel like to have a more embodied, equitable, and liberated approach?

-Leading with Courage, Care, & Connection: A Reflection Guide for School Leaders Navigating Recovery & Renewal After

In the wake of a suicide loss



What is heaviest on our hearts and minds for us, our youth and our communities after a suicide loss?

Our Concerns:

- Contagion
- Honoring Individual not Idolizing
- Community focus
- Prioritizing the survivors
- Centering Culture/Identity not Protocol

In thinking about your healing experiences, past and present, where did/do you need more culturally responsive support/care?

-Leading with Courage, Care, & Connection: A Reflection Guide for School Leaders Navigating Recovery & Renewal After Student Deaths by Suicide



Cultural Theory and Model of Suicide

*Cultural Sanctions
Idioms of Distress
Minority Stress
Social Discord*

Chu, Goldblum, Floyd, Bongar



Culture/identity shapes:

- What activates us (Stressors determined by culture)
- What we understand about suicide (How suicidal thoughts and behaviors are expressed)
- Meanings of suicide and loss (How we make sense of it all; grieving rituals)

How

“Your role is so important in this moment. You have the opportunity to model how we show up for each other, how leaders create safety for their school community in the aftermath of collective loss.”

- School Crisis Recovery & Renewal Postvention Community of Practice 2023 - 2024 Participant

- **Leading with Courage, Care, & Connection: A Reflection Guide for School Leaders Navigating Recovery & Renewal After Student Deaths by Suicide**



What have been ways that you have been held or have held in the aftermath of a suicide that has been loving to you, your grief or the person who died?



Untitled

I said: what about my eyes?
He said: Keep them on the road.

I said: What about my passion?
He said: Keep it burning.

I said: What about my heart?
He said: Tell me what you hold inside it?

I said: Pain and sorrow.
He said: Stay with it. The wound is the place where
the light enters you.

— Rumi



How might we grow a more safe, supportive, resilient, and liberated school community/world through our suicide postvention efforts?

Leading with Courage, Care, & Connection: A Reflection Guide for School Leaders Navigating Recovery & Renewal After Student Deaths by Suicide

Lighting a Path:

- **Groups**
- **Indigenization**
- **Spiritual Practice**
- **Community**
- **Family**
- **Centering Youth Voice**
- **Ongoing Learning**





Remember & Release

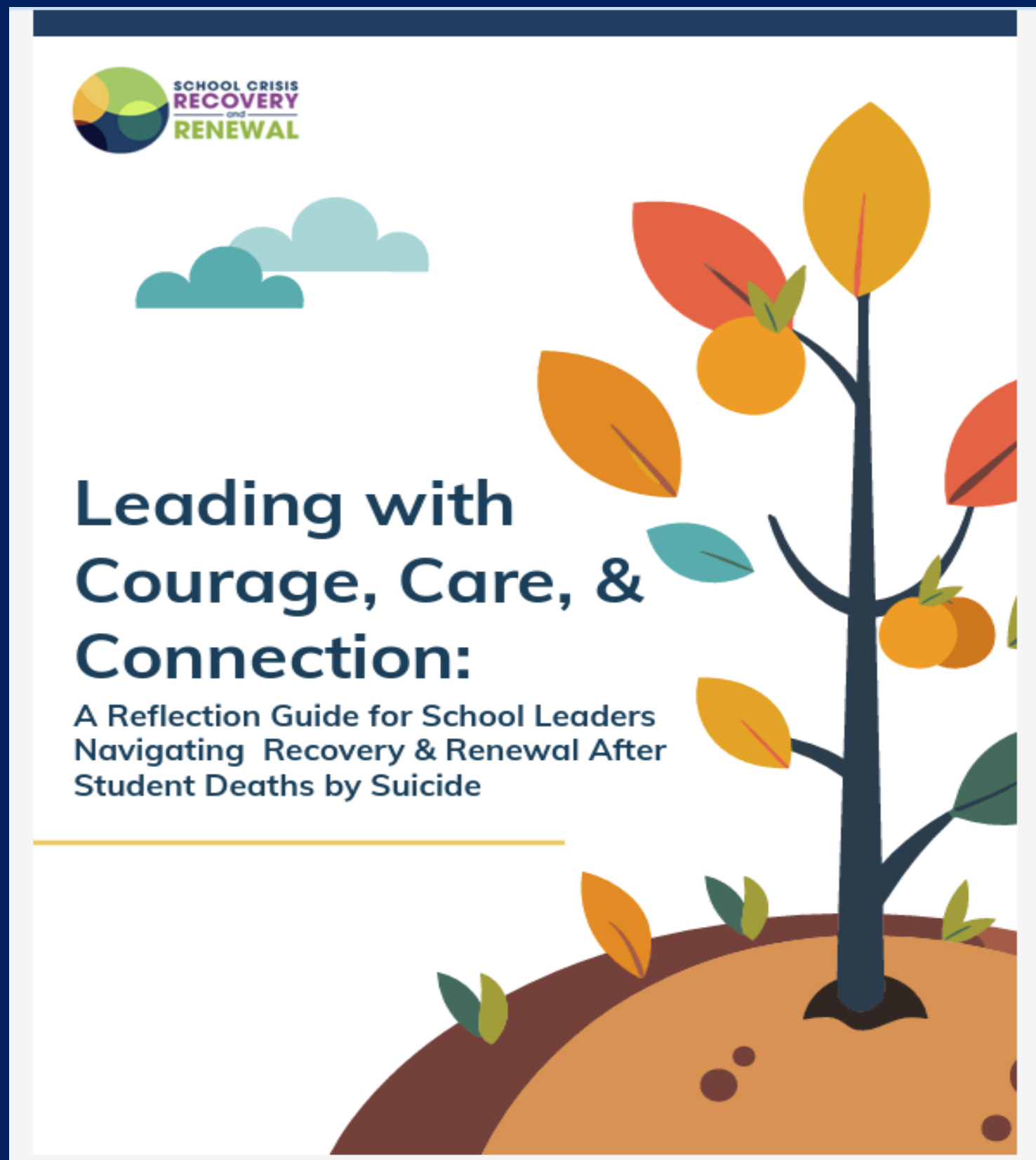
Together, we share what we will/wish to Remember and what we wish to Release.

Use the Collective Reflection Journal and share your thoughts. [Link](#)

Hope. It's like a drop of honey, a field of tulips blooming in the springtime. It's a fresh rain, a whispered promise, a cloudless sky, the perfect punctuation mark at the end of a sentence. And it's the only thing in the world keeping me afloat.

— Tahereh Mafi





The goal of this guide is to facilitate purposeful reflection and practice in the field of school-based suicide postvention, rooted in the questions and ideas our field has generated over the years.

This guide is an invitation for you to participate in growing the field of liberated suicide postvention in schools. School-based Suicide Postvention from a Liberated Lens is the intentional support and connection for a community grieving student death by suicide beyond the immediate response.

[https://schoolcrisishealing.org/wp-content/uploads/2024/09/SCRR-Leading with Courage Care and Connection.pdf](https://schoolcrisishealing.org/wp-content/uploads/2024/09/SCRR-Leading_with_Courage_Care_and_Connection.pdf)

Helpful Resources

[Be Sensitive Be Brave Culturally Infused Suicide Prevention Training](#) (Community Connections)

[Creating and Holding Space for Ourselves and Each Other After Student Death](#) (SCRR, 2023)

[Leading with Courage, Care and Connection: A Reflection Guide for School Leaders Navigating Recovery & Renewal After Student Deaths by Suicide](#) (SCRR, 2024)

[On Backpacks and Baggage: Life After Educator Loss – Reflections from A First Year Teacher](#) (SCRR Blog, 2022)

[Our Right to Grieve: Grief-Informed Recommendations and Resources for Healing-Centered & Racially-Just School Cultures](#) (SCRR, 2023)

[Ritualizing Remembrance in our School Cultures: Día de los muertos](#) (SCRR, 2021)

[Suicide Prevention Resource Center Culturally Competent Approaches](#) (SPRC)

[Suicide Prevention Resource Center After A Suicide: A Toolkit for Schools](#) (SPRC)

[School-Based Practices and Protocols Before, During, and After A Crisis](#) (YSPRN, 2024)

References

Aguirre RT, Slater H. Suicide postvention as suicide prevention: Improvement and expansion in the United States. *Death Stud.* 2010;34:529–540. doi: 10.1080/07481181003761336.

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NEW YORK LIFE
FOUNDATION

Life After Loss

A vibrant green and blue hummingbird is shown in flight on the right side of the banner, its wings spread and tail feathers visible.

**A Special, No-Cost Two-Day Virtual Summit Exploring Grief Aftermath
for Educators, Mental Health Providers, School Leaders, and Child Advocates**

Introducing Our Global Learning Community



CARS
LEARNING
EXCHANGE



SCAN TO LEARN MORE AND JOIN
cars-community.mn.co

- **FREE & Secure Online Community** – Supporting work in behavioral health, crisis response and recovery, student and staff wellbeing, and community wellness.
- **Extensive Resource Library** – Tools, trainings, and webinars for ongoing professional growth.
- **Engage & Connect** – Join discussions, learning collaboratives, and live sessions with peers nationwide.



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Ready to
connect?

Get in
touch
with us.

- Learn more about our work:
cars-rp.org
- Request support:
bit.ly/work-with-cars
- Explore partnership opportunities:
carsinfo@cars-rp.org

