



A Center Quick Training Aid . . .

School-Based Crisis Intervention



This document is a hard copy version of a resource that can be downloaded at no cost from the Center's Website <http://smhp.psych.ucla.edu>.

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-5895; E-mail: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu>

Permission to reproduce this document is granted. Please cite source as the Center for Mental Health in Schools at UCLA.

Quick Training Aids



School-Based Crisis Intervention

Periodically, windows of opportunities arise for providing inservice at schools about mental health and psychosocial concerns. When such opportunities appear, it may be helpful to access one or more of our Center's *Quick Training Aids*.

Each of these offers a brief set of resources to guide those providing an inservice session. (They also are a form of quick self-tutorial.)

Most encompass

- key talking points for a short training session
- a brief overview of the topic
- facts sheets
- tools
- a sampling of other related information and resources

In compiling resource material, the Center tries to identify those that represent "best practice" standards. If you know of better material, please let us know so that we can make improvements.

As an alternative to a hard copy, this set of training aids was designed for free online access and interactive learning. It can be used online and/or downloaded at (<http://smhp.psych.ucla.edu>) – go to "Search and Quick Find" and under Quick Find scroll down the list of "Center Responses" to *Crisis Prevention and Response*. Also see our Resource Aid Packet for in-depth follow up. Besides this Quick Training Aid, you also will find a wealth of other resources on this topic. If you would still like to request a hard copy, please feel free to contact us at 310/ 825-3634 or smhp@ucla.edu.

Guide for Suggested Talking Points

I. Brief Overview

A. Present main points from:

[School-Based Crisis Intervention](#)  - Excerpted from A Center resource packet entitled: *Responding to Crisis at a School*, (pg. 5.)

1. Highlight the range of potential crisis situations and emotional responses that require advance preparation in order to handle (first paragraph). The second paragraph follows up with potential school problems that can be avoided through successful crisis intervention.
2. The definition of school-based crisis intervention as used by our Center is outlined in the third paragraph. Providing a clear definition at the outset can help prepare the audience for the goals and expectations of those who will have a role in school crisis management.

I. Fact Sheets

A. [Major Facets of Crises Response](#)  - Excerpted from A Center resource packet entitled: *Responding to Crisis at a School*, (pg. 20).

1. A major distinction to point out is the different requirements for local (e.g. on campus) vs. global (e.g. city or national) crisis. For instance, the first part of crisis response ("During the emergency") applies more to local, school-based crises than to national crises such as the September 11th terrorism. On the other hand, the final category ("Prevention") is always applicable because it facilitates other facets of crisis response.
2. Highlighting specific details that are more applicable to your audience for each category will be helpful in generating ideas for a crisis intervention plan. For the most relevant facets of crisis response you might discuss who would coordinate, what community resources you should establish relationships with, where referrals might be made, etc.
3. Also highlight that some facets of crisis response involve providing services for staff as well as students. Aside from providing for the health, safety, and well-being of students, some staff members might require crisis intervention for themselves - especially in a local crisis.

B. [Responding to Crises: A Few General Principles](#)  - Excerpted from A Center resource packet entitled: *Responding to Crisis at a School*, (pg. 21).

1. This one-page reference provides more specific guidelines for crisis intervention and would make an excellent handout.
2. Reinforce the "take home points" (in bold italics). The bullet points that follow each major point provide specific strategies for trying to achieve the major goals. During a crisis though, team members might not be able to recall details. Focusing on the overall goals will improve the chances that the most important ideas from this part of the presentation are easily recalled during a crisis.

I. Tools/Handouts to Organize a Crisis Response Team

- A. [Example of Meeting Invitation](#) - Excerpted from A Center resource packet entitled: *Responding to Crisis at a School*, (pg. 47).
1. This sample invitation is provided for your reference. It is provided in Rich Text Format (rtf) so that you can edit it in your word processor to generate a memo or invitation for your presentation/meeting.
 2. Note: The third paragraph mentions "attached material". Having a few key attachments might help participants be more informed and able to contribute to a successful planning session. You might also ask them to write down thoughts, ideas, or suggestions before the meeting and bring them in for discussion. However, you should be prepared to lead the discussion if necessary (because sometimes even staff do not complete the homework assignment).
- B. [Crisis-Response Checklist](#)  - Excerpted from A Center resource packet entitled: *Responding to Crisis at a School*, (pgs. 22-23).
1. This short (2-pg) document can be used as a handout, and/or be included as an attachment to the meeting invitation. It is presented in the form of a checklist to be used in the event of a crisis. However, it can also be used to map your resources and decide what areas of your plan have been addressed or need further work.
 2. In particular, highlight the section on coordinators for different facets of crisis response (in "Immediate Response"). These coordinators might also oversee the development of relevant aspects of your crisis plan. It might be helpful to draw on the strengths of staff members who already have knowledge that will facilitate their role (i.e., the School Nurse might be best for first aid, whereas the staff who currently coordinate school-wide assemblies might be best for crowd management).
- C. [Worksheet: Team Membership, Roles, and Functions](#)  - Excerpted from A Center resource packet entitled: *Responding to Crisis at a School*, (pg. 49).
1. This worksheet can be included as an attachment to the invitation along with instructions for nomination or self-nomination for various roles. Then final decisions can be made by consensus during the meeting.
 2. Alternatively, as the meeting organizer, you might use this worksheet solely during the meeting to help organize your crisis team plans.

I. Tools/Handouts for Crisis Responders

- A. [Psychological First Aid: Responding to a Student in Crisis](#)  - Excerpted from A Center resource packet entitled: *Responding to Crisis at a School*, (pg. 31).
1. Note: Although the title refers to responding to students, most (if not all) of the principles apply to responding to fellow staff members as well.
 2. This might make an informative handout, especially for those team members responsible for direct student or staff support in a crisis. This information should at least be provided to the coordinator for First Aid/Health.

3. Again, highlight the most important goals listed in bold italics. These are the key messages, and subsequent bullet points provide more specific strategies to reach those goals.
- B. [A Crisis Screening Interview](#) - Excerpted from A Center resource packet entitled: *Responding to Crisis at a School*, (pgs. 32-34).
1. This is a sample interview form and is being provided in Rich Text Format (rtf) so that it can be easily modified (with a Word Processor) for use by your health/screening staff.
 2. The screening interview covers factual information that can help with assessing both the crisis situation and the impact on the student/staff. It also provides a quick screening for acute reactions that might require additional help or referral.

I. Additional Resources

- A. [Quick Find on Crisis Prevention and Response](#)  (printer-friendly format)
To view the web-based quick find on *Crisis Prevention and Response*, click [here](#).

This material provided by:	UCLA Center for Mental Health in Schools/Los Angeles, CA 90095-1563 (310) 825-3634/ Fax: (310) 206-8716/ Email: smhp@ucla.edu
----------------------------	---

Note: Documents in PDF format (identified with a ) require Adobe Reader 3.0 or higher to view. If you don't have this program, you can download it for free from Adobe.



School-Based Crisis Intervention: *Brief Overview*



This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*, pp. 5. Center for Mental Health in Schools (2000).

SCHOOL-BASED CRISIS INTERVENTION

Crisis are dangerous opportunities.

Chinese saying

Crisis, emergency, disaster, catastrophe, tragedy, trauma -- all are words heard too frequently at schools today. Almost every school has had a major crisis; every school is likely to have one. Besides natural disasters such as earthquakes and fires, students experience violence and death related to the suicide of friends, gang activity, snipers, hostage-taking, and rape. Some students react with severe emotional responses -- fear, grief, post traumatic stress syndrome. Moreover, such experiences and other events that threaten their sense of worth and well-being can produce the type of intense personal turmoil that leads students to think about hurting themselves or others.

If no effort is made to intervene, emotional reactions may interfere with a student's school and home performance, can be imminently life threatening, or may be the start of long-term psychosocial problems. And, when a significant portion of the student body is affected, major facets of a school's functioning are likely to be jeopardized.

As used here, the term, school-based crisis intervention, refers to a range of responses schools can plan and implement in response to crisis events and reactions. All school-based and school-linked staff can play an important role in crisis intervention.

For more from this Resource Aid Packet see
<http://smhp.psych.ucla.edu/materials/resourcepackets.htm>

Major Facets of Crises Response

During the emergency

- > communication - sounding the alarm if necessary; clarifying additional steps and providing information about the event, location of first aid stations if needed, etc.; rumor control; dealing with the media; keeping track of students and staff; responding to parents; interfacing with rest of the district and community
- > direction and coordination - running an emergency operations center; monitoring problems; problem solving
- > health and safety - mitigating hazards to protect students and staff; providing them with medical and psychological first aid; providing for search and rescue, security, evacuation

Immediate aftermath

- > communication - clarifying causes and impact and debunking rumors; providing information about available resources for medical and psychological help
- > direction and coordination - determining need to maintain emergency operations center; continuing to monitor problems and problem solve
- > health and safety - continuing with activities initiated during the event

Days/weeks following

- > communication - providing closure to students, staff, parents, district, community
- > direction and coordination - continuing to monitor problems and problem solve
- > health and safety - providing for those in need of longer-term treatment either through provision of direct services or referral; case management

Prevention

- > communication - holding debriefing meetings to clarify deficiencies in response to the crisis
- > direction and coordination - using debriefing analyses to plan ways to prevent, if feasible, similar events from occurring, to minimize the impact of unavoidable events, to improve crisis response procedures, to enhance resources
- > health and safety - providing education for students, staff, parents



This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*, pp. 21. Center for Mental Health in Schools (2000).

Responding to Crises: A Few General Principles

Immediate Response -- Focused on Restoring Equilibrium

In responding:

- Be calm, direct, informative, authoritative, nurturing, and problem-solving oriented.
- Counter denial, by encouraging students to deal with facts of the event; give accurate information and explanations of what happened and what to expect -- never give unrealistic or false assurances.
- Talk with students about their emotional reactions and encourage them to deal with such reactions as another facet of countering denial and other defenses that interfere with restoring equilibrium.
- Convey a sense hope and positive expectation -- that while crises change things, there are ways to deal with the impact.

Move the Student from Victim to Actor

- Plan with the student promising, realistic, and appropriate actions they will pursue when they leave you.
- Build on coping strategies the student has displayed.
- If feasible, involve the student in assisting with efforts to restore equilibrium.

Connect the Student with Immediate Social Support

- Peer buddies, other staff, family -- to provide immediate support, guidance, and other forms of immediate assistance.

Take Care of the Caretakers

- Be certain that support systems are in place for staff in general
- Be certain that support (debriefing) systems are in place for all crisis response personnel.

Provide for Aftermath Interventions

- Be certain that individuals needing follow-up assistance receive it.

Example of Meeting Invitation –

This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*, pp. 47. Center for Mental Health in Schools (2000).

Meeting to Organize the School's Crisis Response Team

Date

To:

From:

As you know the school has decided to (re)organize a school-based crisis team. You have been identified as a key person to talk with about the team.

At the meeting, we will review the site's existing crisis response plans and discuss a variety of related matters. By the end of the meeting, we will clarify crisis team membership, roles, and initial training dates.

In preparation for our meeting, please review the attached material.

The meeting is scheduled for (date, day, time)

To help make the meeting run smoothly and productively, the following staff have agreed to guide the process.

Meeting facilitator will be _____

Meeting time keeper will be _____

Meeting scribe will be _____

Finally, since a crisis demands that we work quickly, teamwork under pressure will be good practice. This means starting and ending the meeting on time and setting time limits for each task.

Crisis Response Checklist



This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*, pp. 22-23. Center for Mental Health in Schools (2000).

In the midst of a crisis, it is hard to remember all the specific steps and preparatory plans that have been discussed. Each site and each person responsible for crisis response needs to have a checklist that provides a ready and visible reference guide for use during a crisis. Such a checklist is also an important training tool. The following is an outline of what such a checklist might cover.

I. Immediate Response

Check to be certain that

___ appropriate "alarms" have been sounded

___ all persons with a crisis role are mobilized and informed as to who is coordinating the response and where the coordination/emergency operation center and medical and psychological first aid centers are located

This may include coordinators for

___ overall crisis response

___ communications

___ first aid (medical, psychological)

___ crowd management

___ media

___ transportation

___ phone trees are activated

___ team leader and others clarify whether additional resources should be called in (from the District or community -- such as additional medical and psychological assistance, police, fire)

___ all assignments are being carried out (including provisions for classroom coverage for crisis response team members and for any instances of a staff death)

___ corrective steps are being taken when the response is inadequate

___ all communication needs are addressed by implementing planned means for information sharing and rumor control (e.g. Public Address announcements, circulation of written statements, presentations to staff/students/ parents in classes or in special assemblies);

This includes communications with

___ staff

___ home

___ students

___ district offices and other schools

___ crisis team

___ community

___ media

___ fire, police

- _____ plans for locating individuals are implemented (e.g., message center, sign-in and sign-out lists for staff and students)
- _____ specific intervention and referral activity are implemented (e.g., triage, first-aid, search, rescue, security, evacuation, counseling, distribution of information about resources and referral processes -- including teentalk and suicide prevention lines and interviews to assess need for individual counseling)
- _____ support and time out breaks for crisis workers are implemented
- _____ informal debriefings of crisis workers are done to assess how things are going and what will be required in the way of follow-up activity.

II. Follow-up Activity

In the **aftermath**, check to be certain that

- _____ continuing communication needs are addressed (clarifying causes and impact; debunking rumors, updating facts, providing closure; updating information on available resources)
- _____ if relevant, family contacts are made to learn funeral and memorial service arrangements, and to determine if there is additional assistance the school can provide (School-related memorial services for gang members, suicides, etc. are controversial; clear policies should be established in discussing crisis response plans.)
- _____ crisis-related problems continue to be monitored and dealt with (including case management of referrals and extended treatment)
- _____ facets of crisis response that are no longer needed are brought to an appropriate conclusion
- _____ debriefing meetings are held (to appreciate all who helped, clarify deficiencies in crisis response, and make revisions for the next time)
- _____ crisis response plans are revised and resources enhanced for dealing with the next crisis
- _____ additional training is planned and implemented
- _____ appropriate prevention planning is incorporated (e.g., at least to minimize the impact of such events)

For more from this Resource Aid Packet see
<http://smhp.psych.ucla.edu/materials/resourcepackets.htm>

Worksheet

Team Membership, Roles, and Functions



This **Quick Training Aid** was excerpted from a Resource Aid entitled: *Responding to Crisis at a School*, p. 49.
Center for Mental Health in Schools (2000).

<i>Roles/Functions</i>	<i>Name</i> (One person may serve more than one role/function)	<i>Chain of Command</i> (Who's in charge? Back-ups?)	<i>Contact Information</i>
Team Leader			
Administrative Liaison			
Staff Liaison			
Communications Liaison			
Media Liaison			
First Aid Coordinator(s) medical psychological			
Communications Coordinator			
Crowd Management Coordinator			
Evacuation/Transportation Coord.			

Psychological First Aid: Responding to a Student in Crisis



This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to a Crisis at a School*, p. 31. Center for Mental Health in Schools (2000).

Pynoos and Nader (1988)* discuss psychological first aid for use during and in the immediate aftermath of a crisis (providing a detailed outline of steps according to age). Their work helps all of us think about some general points about responding to a student who is emotionally upset.

Psychological first aid for students/staff/parents can be as important as medical aid. The immediate objective is to help individuals deal with the troubling psychological reactions.

(1) Managing the situation

A student who is upset can produce a form of *emotional contagion*.

To counter this, staff must

- * present a calm, reassuring demeanor,
- * clarify for classmates and others that the student is upset
- * if possible indicate why the student is upset (correct rumors and distorted information)
- * state what can and will be done to help the student.

(2) Mobilizing Support

The student needs *support and guidance*.

Ways in which staff can help are to

- * try to engage the student in a problem-solving dialogue
 - >normalize the reaction as much as feasible
 - >facilitate emotional expression (e.g., through use of empathy, warmth, and genuineness)
 - >facilitate cognitive understanding by providing information
 - >facilitate personal action by the student (e.g., help the individual do something to reduce the emotional upset and minimize threats to competence, self-determination, and relatedness)
- * encourage the student's buddies to provide social support
- * contact the student's home to discuss what's wrong and what to do
- * refer the student to a specific counseling resource.

(3) Following-up

Over the following days (sometimes longer), it is important to check on how things are progressing.

- * Has the student gotten the necessary support and guidance?
- * Does the student need help in connecting with a referral resource?
- * Is the student feeling better? If not, what additional support is needed and how can you help make certain that the student receives it?

Another form of "first aid" involves helping needy students and families connect with emergency services. This includes connecting with agencies that can provide emergency food, clothing, housing, transportation, and so forth. Such basic needs constitute major crises for too many students and are fundamental barriers to learning and performing and even to getting to school.

*Pynoos & Nader (1988), Psychological first aid and treatment approach to children exposed to community violence. *Journal of Traumatic Stress*, 1, 445-473.

A Crisis Screening Interview

Interviewer _____

Date _____

Note identified problem:

Is the student seeking help? Yes No

If not, what were the circumstances that brought the student to the interview?

Student's Name _____ Age _____ Birthdate _____

Sex: M F Grade _____ Current class _____

Ethnicity _____ Primary Language _____

We are concerned about how things are going for you. Our talk today will help us to discuss what's going O.K. and what's not going so well. If you want me to keep what we talk about secret, I will do so -- except for those things that I need to discuss with others in order to help you.

In answering, please provide as much details as you can. At times, I will ask you to tell me a bit more about your thoughts and feelings.

1. Where were you when the event occurred? (Directly at the site? nearby? out of the area?)

2. What did you see or hear about what happened?

3. How are you feeling now?

4. How well do you know those who were involved?

5. Has anything like this happened to you or any of your family before?

6. How do you think this will affect you in the days to come? (How will your life be different now?)

7. How do you think this will affect your family in the days to come?

8. What bothers you the most about what happened?

9. Do you think anyone could have done something to prevent it? Yes No
 Who?

10. Thinking back on what happened,	not at all	a little	more than a little	very
how angry do you feel about it?	1	2	3	4
how sad do you feel about it?	1	2	3	4
how guilty do you feel about it?	1	2	3	4
how scared do you feel?	1	2	3	4

Quick Find On-line Clearinghouse

TOPIC: Crisis Prevention and Response

The following represents a sample of information to get you started and is not meant to be exhaustive. (Note: Clicking on the following links causes a new window to be opened. To return to this window, close the newly opened one.)

Center Developed Documents, Resources and Tools

Articles

- [School and Community Collaboration to Promote a Safe Learning Environment](#)

Fact Sheets

- [Schools Helping Students Deal with Loss](#)
- [The School's Role in Addressing Psychological Reactions to Loss](#)

Introductory Packet

- [Violence Prevention and Safe Schools](#)

Newsletter

- [Safe Students/Healthy Schools: A collaborative Process](#)

Other

- [Resources for Responding to and Coping with Hurricane Related Events](#)
- [Hotline Numbers](#)

Practice Notes

- [Grief and Loss](#)
- [Suicidal Crisis](#)
- [When a Student Seems Dangerous to Self or Others](#)

QuickFinds

- [Grief and Bereavement](#)
- [Post-traumatic Stress](#)
- [the Enabling Component](#)

Quick Training Aid

- [School-Based Crisis Intervention](#)

Resource Aid Packets

- [Responding to Crisis at a School](#)

- [Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs](#)

Technical Assistance Sampler

- [A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning:](#)
 - [Crisis Teams, Response and Aftermath \(PDF Document, 10K\)](#)
 - [School Environment Changes and School Safety Strategies \(PDF Document, 12K\)](#)
 - [Curriculum Approaches to Preventing Crisis Events \(Social and Personal\) \(PDF Document, 25K\)](#)

Technical Aid Packet

- [School-Based Consultation, Referral, and Management of Care](#)

Tools for Practice

- [Tools for Practice: Crisis Assistance and Prevention: A Self-study Survey](#)

Training Tutorial

- [Crisis Assistance and Prevention](#)

- **Other Relevant Documents, Resources, and Tools on the Internet**

Aftermath

- [After a Disaster: A Guide for Parents and Teachers](#)
- [The Child Survivor of Traumatic Stress Electronic Newsletter](#)
- [Child Traumatic Stress \(From the National Child Traumatic Stress Network\)](#)
- [Creating & Maintaining Healthful Psychosocial Environments in the Aftermath of Disasters](#)

Coping

- [Coping with a disaster or traumatic event](#)
- [Coping with a traumatic event: Information for the public](#)
- [Coping With a Traumatic Event – For Health Professionals](#)
- [Coping With Disaster fact sheets \(From NMHA\)](#)
- [Coping with Emotions after a Disaster, "Stress Response to Traumatic Events"](#)
- [Coping with Traumatic Events \(From NIMH\)](#)
- [Coping with Traumatic Events \(From SAMHSA\)](#)
- ["Helping Children After a Disaster" \(AACAP\)](#)
- [Helping Teenagers With Stress](#)

Funding

- [Finding Funding: A Guide to Federal Sources for Child Traumatic Stress and Other Trauma-Focused Initiatives](#) (from the Finance Project)
- [Thinking Broadly: Financing Strategies for Child Traumatic Stress Initiatives](#) (from the Finance Project)

General^{h a}

- [After Disaster: What Teens Can Do](#)
- [Children, Stress and Natural Disasters](#)
- [Children and the News](#)
- [Communication in a Crisis: Risk Communications Guidelines for Public Officials, 2002 \(SAMHSA\)](#)
- [Communicating with Children about Disasters- The American Academy of Pediatrics](#)
- [Crisis Communication Guide & Toolkit \(National Education Association\)](#)
- [Crisis Intervention Resource Packet- A Guide for School-Based Clinicians \(CSMH\)](#)
- ["Deadly Lessons: Understanding Lethal School Violence"](#)
- [Disaster Mental Health Primer: Key Principles, Issues and Questions](#)
- [Disaster Mental Health for Responders: Key Principles, Issues and Questions](#)
- [Disaster Mental Health for States: Key Principles, Issues and Questions](#)
- ["Disaster Handouts and Links"](#)
- [Emergency Mental Health and Traumatic Stress: Tips for Talking About Disasters](#)
- [Federal efforts help state prepare for and respond to psychological consequences, but FEMA's Crisis Counseling program needs improvements \(2008\)](#)
- [Field Manual for Mental Health and Human Service Workers in Major Disasters](#)
- [How Safe is Your Child's School?](#)
- [How Schools Can Help Students Recover from Traumatic Experiences \(Rand Gulf States Policy Institute\)](#)
- [Indicators of School Crime and Safety: 2006](#)
- [Practical School Security: Basic Guidelines for Safe and Secure School](#)
- [Self-Care Tips for Emergency and Disaster Response Workers](#)
- [The Long-term Impact of a Traumatic Event: What to Expect in Your Personal, Family, Work, and Financial Life](#)
- [Psychological First Aid Field Operations Guide](#) (from the NCTSN)
- [Readiness and Emergency Management for Schools Technical Assistance Center](#)
- [Resources for recovery: youth people, service, learning and disasters](#)
- ["The Road to Resilience" helping people in times of hardship \(APA\)](#)
- [School Safety, Violence and Security Center for Faculty, Educators and Administrators](#)
- [School-Violence Fact Sheets \(a selection of fact sheets on a variety of school violence issues, provided by the Center for the Study and Prevention of Violence\)](#)
- [Stress Management for Health Care Providers](#)
- [Suggestions for Educators: Meeting the Needs of Students- U.S Department of Education](#)
- [Surviving Field Stress for First Responders](#)
- [Traumatic Incident Stress: Information for Emergency Response Workers](#)

Hurricane

- [After Katrina: Shared Challenges for Rebuilding Communities \(2007\)](#) C. De Vita, Urban Institute
- [Hurricane Awareness](#)
- [Hurricane Awareness Week](#)
- [Hurricane Evacuation Checklist](#)
- [Hurricane Help for Schools](#)
- [Hurricane-Related Distress](#)
- [Recovery: After a Hurricane](#)

Terrorism

- [Children, Terrorism & Disaster](#)
- [Coping After Terrorism: A Guide for Healing and Recovery \(US DOJ\)](#)

- [Maintaining a Healthy State of Mind After a Terrorist Event](#)
 - [Info for Parents & Caregivers](#)
 - [Info for Middle School Students](#)
 - [Info for High School Students](#)
 - [Info for Adults](#)
 - [Info for Seniors](#)
- [Mental Health Response To Mass Violence And Terrorism: A Field Guide](#)
- ["Terrorism & Schools: School Terrorism, School Security, Emergency Planning"](#)
- [Teaching Students About Terrorism and Related Resources \(PBS Educational Services\)](#)
- [Psychosocial implications of disaster or terrorism on children: a guide for the pediatrician](#)

Prevention/Preparedness/Planning

- ["Blueprints for Violence Prevention Overview" \(Center for the Study and Prevention of Violence\)](#)
- [Crisis Planning and Preparation \(International Association of Chiefs of Police\)](#)
- [Emergency Planning- U.S. Department of Education](#)
- [Emergency Preparedness: Multi-Lingual Materials](#) (From AAPCHO)
- ["Early Warning Signs of Youth Violence: Fact, Fiction, or Fad?"](#)
- [PREPaRE: School Crisis Prevention and Intervention Training Curriculum](#) (National Association of School Psychologists)
- [The Preparedness of schools to respond to emergencies in children: A National Survey of School Nurses](#)
- [School-based Crime Prevention. By Denise Gottfredson \(1997\). In Lawrence Sherman, et al. \(Eds.\), Preventing Crime: What works, what doesn't, what's promising. Washington D.C.: US DOJ](#)
- ["Practical Information on Crisis Planning: A Guide for Schools and Communities" \(US DOE\)](#)
- [Preparing for and Responding to Crises in Schools](#) (National Center for Mental Health Promotion and Youth Violence Prevention)
- [Resources for Responding to and Preventing School Violence and Suicide \(SAMHSA's Safe Schools/Healthy Students Initiative\)](#)
- [School Critical Incident Planning: A Resource Directory](#)

Response

- ["A Practical Guide for Crisis Response in Our Schools" \(5th Ed.\) 2002](#)
- [Crisis response: creating safe schools](#)
- [Critical Incident Stress Information Sheets](#) (from the International Critical Stress Foundation)
- [OVC Bulletin: School Crisis Response Initiative \(US DOJ\)](#)
- [School Crisis Response Initiative](#)
- [Managing Traumatic Stress: Tips for Recovering From Disasters and Other Traumatic Events](#)
- [What happens to victims? A research guide for disaster-response studies \(2006\) H. Hatry, et al, Urban Institute](#)
- [What to expect after trauma...possible reactions of students \(from APA\)](#)
- [When Children Grieve - How counselors and others can help bereaved kids](#)

Related Agencies and Websites

- [American Psychological Association \(Help Center: Disasters & Terrorism\)](#)

- [Center for Effective Collaboration and Practice](#)
- [Center for Mental Health Services/Emergency Services and Disaster Relief Branch](#)
- [Center for the Prevention of School Violence](#)
- [Department of Education: Safe and Drug-Free Schools Program](#)
- [Disaster Mental Health Institute \(Univ. of South Dakota\)](#)
- [Education Development Center](#)
- [Educator's Reference Desk](#)
- [Federal Emergency Management Agency \(FEMA\)](#)
- [National Alliance for Safe Schools](#)
- [National Association of School Psychologists](#)
- [National Center for Children Exposed to Violence](#)
- [The National Center for Mental Health Promotion and Youth Violence Prevention](#)
- [National Center for PTSD](#)
- [National Child Traumatic Stress Network](#)
- [National Consortium of School Violence Prevention Researchers and Practitioners](#)
- [National Crime Prevention Council \(NCPC\)](#)
- [The National Institute for Trauma and Loss in Children](#)
- [National School Safety Center](#)
- [National School Safety and Security Services](#)
- [Office of Juvenile Justice & Delinquency Prevention \(OJJDP\)](#)
- [Substance Abuse & Mental Health Services Administration \(SAMHSA\)](#)
 - [Safe Schools / Healthy Students Initiative](#)
- [The Peace Center](#)
- [Trauma Information Pages](#)

Relevant Publications that Can Be Obtained through Libraries

- *Alternatives to Debriefing and Modifications to Cognitive Behavior Therapy for Post-traumatic Stress Disorder.* By Paul Stallard & Emma Salter (2005). *Clinical Child Psychology & Psychiatry*, 8(4), pp.445-457.
- *An Integrated Model of School Crisis Preparedness and Intervention- A Shared Foundation to Facilitate International Crisis Intervention.* By Shane Jimersonm Stephen Brock & Sarah Pletcher (2005). *School Psychology International*, 26(3), pp. 275-296.
- *Applying Effective Strategies to Prevent Substance Abuse, Violence, and Disruptive Behavior Among Youth.* By Scattergood, Dash, Epstein & Adler (1998).
Cindy Gillespie Hendrick Springfield, IL, US: Charles C. Thomas Publisher, Ltd. (2003). xvii, 454 pp.
- *Early Interventions for Trauma: Current Status and Future Directions.* By B.Litz, M.Gray, R.Bryant, A.Adler (2002). *Clinical Psychology Science & Practice*, 9,112-134.
- *In the Aftermath of Trauma: Normative Reactions and Early Interventions.* By Richard Bryant (2004). Edited by Gerald Rosen. In *Post-traumatic Stress Disorder: Issues and Controversies*,. New York, NY: John Wiley & Sons Ltd, pp. 187-211.
- *Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies.* By Ronald D. Stephens (1994). *Psychology Review*, 23, pp.204-215
- *Post Traumatic Stress Disorder: The Latest Assessment and Treatment Strategies.* By Matthew J. Friedman (2000). Kansas City, MO: Compact Clinicals.
- *Provision of Trauma Services to School Populations and Faculty.* By J.Horenstein (2002). Edited by Mary Beth Williams & John Sommer, Jr. In *Simple and Complex Post-Traumatic Stress Disorder: Strategies for Comprehensive Treatment in Clinical Practice.* Binghamton, NY: Haworth Maltreatment and Trauma Press/The Haworth Press, Inc. pp.241-260.
- *Responding to Terror: The Impact of September 11 on K-12 Schools' Responses.* By Richard Auger, John Seymour, Walter Roberts, Jr. (2004). *Professional School Counseling*, 7(4),

pp.222-230.

- **Safe School Planning.** By Ronald D. Stephens. Edited by Delbert S. Elliott, Beatrix A. Hamburg, et al. (1998). In *Violence in American schools: A new perspective*. New York: Cambridge University Press.
- **School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel.** By Greg Brigman, Fran Mullis, Linda Webb, JoAnna White (2005). *New York, NY, US: John Wiley & Sons, Inc. 196 pp.*
- **School Crisis Management Manual: Guidelines for Administrators. Second Edition** by Judie Smith, ISBN-1-55691-198-X, 187 p. 2001 ERIC document
- **School Violence Intervention: A Practical Handbook.** By Scott Poland (1997). Edited by Arnold P. Goldstein & Jane Conoley. In *School Crisis Teams*. New York: The Guilford Press.
- **Secondary Prevention for Youth Violence: A Review of Selected School-Based Programs.** By Irma Molina, Catherine Dulmus & Karen Sowers (2005). *Brief Treatment & Crisis Intervention*, 5(1), pp.1-3.
- **Strengthening Rural Schools: Training Paraprofessionals in Crisis Prevention and Intervention (2003)** by Melissa Allen, Betty Ashbaker, Kathryn Stott, ERIC document
- **Suicide Talk in an Elementary School Community.** By Lisa Romano-Dwyer & Glenn Carley (2005). *Social Work Education*, 24(2),pp.245-250.
- **Survival guide for childhood trauma helpers.** By Christina Van Puymbroeck, Jeffries McWhirter(2004). *PsycCRITIQUES*
- **The Real World: Good Ideas Are Never Enough (2004)** By Jane Close Conoley, Jeremy Sullivan In *School violence intervention: A practical handbook (2nd ed.)*. (pp. 416-437). Jane Close Conoley & Arnold Goldstein, (Eds). (2004). New York, NY, US: Guilford Press. xiv, 543 pp.
- **The State Department of Education's Role in Creating Safe Schools.** By Marilyn L. Grady; Bernita L. Krumm; Mary Ann Losh (1997). Edited by Arnold P. Goldstein, Jane Close Conoley, Eds. In *School Violence Intervention: A Practical Handbook*. New York: The Guilford Press.
- **Toward a Positive Perspective on Violence Prevention in Schools: Building Connections.** By Douglas Smith & Daya Sandhu (2004). *Journal of Counseling & Development*, 82(3), pp.287-293.
- **When Terrorists Strike: What School Counselors Can Do.** By Gerald Juhnke (2002). ERIC Clearinghouse Report: EDO-CG-02-09.

We hope these resources met your needs. If not, feel free to contact us for further assistance. For additional resources related to this topic, use our [search](#) page to find people, organizations, websites and documents. You may also go to our [technical assistance page](#) for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the [Center for School Mental Health](#) at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with "[The fine Art of Fishing](#)" which we have developed as an aid for do-it-yourself technical assistance.

Originals for Overheads

The following can be copied to overhead transparencies
to assist in presenting this material.

Responding to Crises: A Few General Principles

Immediate Response -- Focused on Restoring Equilibrium

In responding:

- > Be calm, direct, informative, authoritative, nurturing, and problem-solving oriented.
- > Counter denial, give accurate information and explanations of what happened and what to expect.
- > Talk with students about their emotional reactions and encourage them to deal with such reactions.
- > Convey a sense of hope and positive expectation.

Move the Student from Victim to Actor

- > Plan with the student promising, realistic, and appropriate actions they will pursue when they leave you.
- > Build on coping strategies the student has displayed.
- > If feasible, involve the student in assisting with efforts to restore equilibrium.

Connect the Student with Immediate Social Support

- > Peer buddies, other staff, family.

Take Care of the Caretakers

- > Be certain that support systems are in place for staff in general.
- > Be certain that support (debriefing) systems are in place for all crisis response personnel.

Provide for Aftermath Interventions

- > Be certain that individuals needing follow-up assistance receive it.

Major Facets of Crises Response

	During the emergency	Immediate aftermath	Days/Weeks following	Prevention
Communication				
Direction & Coordination				
Health & Safety				

Psychological First Aid: Responding to a Student In Crisis

(1) Managing the situation

- > present a calm, reassuring demeanor,
- > clarify for classmates and others that the student is upset
- > if possible indicate why the student is upset (correct rumors and distorted information)
- > state what can and will be done to help the student.

(2) Mobilizing Support

- > try to engage the student in a problem-solving dialogue
- > encourage the student's buddies to provide social support
- > contact the student's home to discuss what's wrong and what to do
- > refer the student to a specific counseling resource.

(3) Following-up

Over the following days (sometimes longer), it is important to check on how things are progressing.

- > Has the student gotten the necessary support and guidance?
- > Does the student need help in connecting with a referral resource?
- > Is the student feeling better? If not, what additional support is needed and how can you help make certain that the student receives it?

Another form of "first aid" involves helping needy students and families connect with emergency services.