Crisis Prevention and Intervention Tools

Crisis Prevention and Intervention

(This Quick Training Aid was excerpted from the center's clearing house: A Resource Aid Packet entitled: *Responding to Crisis at a School*, 2000, UCLA Center for Mental Health in Schools, Department of Psychology, P.O Box. 951563, Los Angeles, CA 90095, pp. 22-23.).

Crisis Response Checklist

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	☐ Crisis Team
☐ Students	☐ Media	☐ District office and other schools
☐ Fire	☐ Police	☐ Community

_____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 teen talk 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 detern1ine 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/resource.htm#crisis

Psychological First Aid: Responding to a Student in Crisis

(This Quick Training Aid was excerpted from the center's clearing house: A Resource Aid Packet entitled: *Responding to Crisis at a School*, 2000, UCLA Center for Mental Health in Schools, Department of Psychology, P.O Box. 951563, Los Angeles, CA 90095, p. 31.).

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 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, I, p.* 445-473.

A Crisis Screening Interview

This Quick Training Aid was excerpted from: Adelman and Taylor, *Responding to a Crisis at a School* , 2000, UCLA Center for Mental Health in Schools, Department of Psychology, P.O Box. 951563, Los Angeles, CA 90095, p. 21-24.).

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_____Birth Date_____

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 detail 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?

A Crisis Screening Interview

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	very little
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

A Crisis Screening Interview

11. What changes have there been in your life or routine because of what happened?

12. What new problems have you experienced since the event?

13. What is your most pressing problem currently?

14. Do you think someone should be punished for what happened?　　　Yes　　　No

    Who?

15. Is this a matter of getting even or seeking revenge?　　　Yes　No

    Who should do the punishing?

16. What other information do you want regarding what happened?

17. Do you think it would help you to talk to someone about how you
    feel about what happened?　　　Yes　No

    Who?
    How soon?

18. Is this something we should talk about now?　　　Yes　No

    What is it?

A Crisis Screening Interview

19.   What do you usually do when you need help with a personal problem?

20.   Which friends and who at home can you talk to about this?

21.   What are you going to do when you leave school today?

If you are uncertain, let's talk about what you should do?

Center for Mental Health in Schools
List of Resources and Tools

This Center response is from the website at http://smhp.psych.ucla.edu To access the online version and view documents, visit the website, click "Materials Developed by the Center" on the left, and then click on "Quick Find" and scroll down in the list of to *Crisis Prevention and Response*

- Quick Training Aid: School-Based Crisis Intervention
- Resource Aid Packet: Responding to Crisis at a School
- 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)
- Introductory Packet: Violence Prevention and Safe Schools
- Problem Response and Prevention
- Guides to Practice: Common Psychosocial Problems of School-Age Youth
- Hotline Numbers
- Technical Aid Packet: School-Based Consultation, Referral, and Management of Care
- QuickFind on Grief and Bereavement
- QuickFind on Post-traumatic Stress
- QuickFind on the Enabling Component
- H. Adelman & L. Taylor (2000). Moving Prevention From the Fringes into the Fabric of School Improvement. *Journal of Educational and Psychological Consultation,* 11(1), 7-36.

Relevant Publications on the Internet

- The Aftershocks of National Tragedy
- American Academy of Experts in Traumatic Stress online checklist for response during and after a school-based crisis
- Annual Report on School Safety
- Blueprints for Violence Prevention
- Checklist of Characteristics of Youth Who Have caused School - Associated Violent Deaths
- The Child Survivor of Traumatic Stress
- Communicating About School Safety
- Communication in a Crisis: Risk Communications Guidelines for Public Officials (2002) SAMHSA
- Coping after Terrorism: A guide for healing and recovery
- Coping with a National Tragedy (from NASP)
- Coping with Emotions after a Disaster
- Crisis Communication Guide & Toolkit
- Crisis in the Classroom: Can Your Schools' Security Pass the Exam?
- Crisis Intervention (Children's Law Office)

- "Deadly Lessons: Understanding Lethal School Violence" (2002)
- Disaster Handouts and Links
- Early Warning Signs of Youth Violence: Fact, Fiction, or Fad?
- An experimental study of the effectiveness of in-home crisis services fro children and their families: Program outcomes (2003)
- Helping America Cope: A guide for parents and children in the aftermath of the September 11th national disaster
- Helping Children After a Disaster (AACAP)
- Helping Children After a Disaster (Project Rebound) (PDF Document, 529K)
- Helping Children Deal With Tragic Events in Unsettling Times)
- Impact of September 11th - A Three Part Assessment Tool (NIH)
- Indicators of School Crime and Safety: 1998
- Managing Traumatic Stress: Tips for Recovering From Disasters and Other Traumatic Events
- Parents, School Safety & Gangs
- Post-Traumatic Stress Disorder
- "A Practical Guide for Crisis Response in Our Schools (5th Ed.) 2002
- Practical Information on Crisis Planning: A Guide for Schools and Communities
- Practical School Security: Basic Guidelines for Safe and Secure School
- Quick Reference Guide for School Crisis Management
- "Road to Resilience" to help people build resilience in a time or war
- 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.: U.S. Dept. of Justice
- School-Violence Fact Sheets (a selection of 12 fact sheets on a variety of school violence issues)
- Staff Crisis Intervention Guide
- Talking to Kids About Terrorism or Acts of War
- Teaching Students About Terrorism and Related Resources
- "Teenagers at Greatest Risk for Crime Victimization" (2002)
- Terrorism and Children
- U.S. Department of Education Web Resource to Help Schools Plan for Emergencies

Selected Materials from Our Clearinghouse

- Intervening Against Violence in the Schools. By, M. Weist and B. Warner (1996). Annals of Adolescent Psychiatry.
- Reducing Youth Gun Violence: An Overview of Programs and Initiatives. A report from the Office of Juvenile Justice and Delinquency Prevention (1996).
- Response to Violence in Our Schools. By, L. Lopez (1988). A report from the Office of Instruction, Los Angeles Board of Education.
- Violence Prevention: Curriculum for Adolescents. By, D. Prothrow-Stith (1987). A report from Teenage Health Teaching Modules: Education Development Center.
- Preventing and Managing Conflict in Schools. By, N. H. Katz and J. W. Lawyer (1994). The Practicing Administrator's Leadership Series.
- Healing Fractured Lives. A report from the Bureau of Primary Health Care (1996).
- Violence in Schools: How to Proactively Prevent and Defuse it. By, J. L. Curcio and P. F. First (1993).

- Safe, Drug-Free and Effective Schools for All Students: What Works! A report from the Safe and Drug-Free Schools and Office of Special Education.

Related Agencies and Websites

- American Psychological Association
- www.eduref.org
- 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
- Federal Emergency Management Agency (FEMA) for Kids: Resources for Parents & Teachers
- Join Together
- Keep Schools Safe
- National Alliance for Safe Schools
- National Association of School Psychologists
- National Center for Children Exposed to Violence
- National Center for PTSD
- National Institute for Dispute Resolution
- National Crime Prevention Council (NCPC)
- National School Safety Center
- National School Safety and Security Services
- Office of Juvenile Justice & Delinquency Prevention (OJJDP)
- Partnerships Against Violence Network (PAVNET) Online
- The Peace Center
- The Terrorism and Disaster Branch
- Trauma Information Pages

Relevant Publications that Can Be Obtained From Your Local Library

- *Post Traumatic Stress Disorder: The Latest Assessment and Treatment Strategies*. By Matthew J. Friedman (2000). Kansas City, MO: Compact Clinicals.
- Applying Effective Strategies to Prevent Substance Abuse, Violence, and Disruptive Behavior Among Youth. By Scattergood, Dash, Epstein, & Adler (1998).
- Safe School Planning. By, Ronald D. Stephens. Edited by: Delbert S. Elliott, Beatrix A. Hamburg, et al. In: *Violence in American schools: A new perspective*. New York: Cambridge University Press.
- 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.
- 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.
- Responding to School Violence: Understanding Today for Tomorrow. By Ester Cole (1995). *Canadian Journal of School Psychology, Fall Vol. 11*, pp.108-116.

- Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies. By, Ronald D. Stephens (1994). *Psychology Review, 23*, pp.204-215.

Crisis Response Reference Guide

The following is a cover sheet for a Crisis Response Reference Guide created for a St. Paul Public School site by Safe Schools/Healthy staff

The information in this booklet outlines for staff the essential <u>FIRST STEPS</u> to follow in dealing with emergency situations.

For most Crisis Situations, your first step will be to contact the Office (ext. 1001 or 1000), and the Administrators or their designees will lead or delegate all necessary steps or action, including calling for appropriate help and contacting necessary parties.

If there is no answer at either ext. 1001 or 1000 during a Crisis Situation, send a responsible person to notify the office and/or call the ISS room at ext. _____.

Assault	Biohazard (HAZMAT)	Bomb Threat
Child Abuse	Evacuation	Fire
Gas Leak	Hostage Situation	Intruder
Lockdown	Media Inquiry	Medical Emergency
Severe Weather (Tornado)	Shooting Incident	Student Personal Crisis
Suicidal Risk	Vandalism	Weapons

The following is an outline of "Early Warning/Timely Response" Guide, adapted from a report by the U.S. Departments of Education and Justice – August 1998.

1. Qualities of Safe and Responsible Schools
2. Three-level Approach to Preventing Violence
3. Characteristics of a School that is Safe and Responsive to All Children
4. Early Warning Signs of Violence
5. Principles for Using the Early Warning Signs of Violence
6. Early Warning Signs Actions
7. Imminent Warning Signs
8. Dangerous Situations which Require Immediate Actions
9. Immediate Interventions for Dangerous Situations

The full text of this information of this public domain publication is available at the Department of Education home page at http:/www.ed.gov/offices/OSERS/OSEP/earlywrn.html

For more information contact the:

U.S. Department of Education
Special Education and Rehabilitative Services
Room 3131 Mary E. Switzer Building
Washington, D.C. 20202-2524

The following is a workshop presented to school staff by Safe Schools/Healthy Students mental health professionals.

Early Warning / Timely Response

Safeguarding our Children

Adapted from a report by the U.S. Departments of Education and Justice - April, 2000

Presenter:
Safe Schools/Healthy Students
Mental Health Staff: (Name)

School In-service
Wednesday April 24, 2002

Sponsored by:

SAFE SCHOOLS / HEALTHY STUDENTS

How Often Do You Have to Deal with an Out-of-Control Student? Do You Know How to Intervene in a Fight without Endangering Yourself?

Attend a Staff Development Workshop on How You Can Prevent & Manage Crisis Behavior in the School

Taught by Safety Planner, Safe Schools/Healthy Students

When : (Date & Time)

Where: Name & Address

- Learn How a Crisis typically Develops and How to Respond Effectively at each Stage.

- Use Nonverbal Behavior to De-escalate a Potential Crisis.

- Learn What to Say to either Escalate or De-escalate a Crisis.

- Utilize a Team Approach *to* Crisis Intervention.

- Learn a Quick Problem-Solving Method to Work through a Crisis with a Student or an Adult.

THIS IS A WORKSHOP FOR TEACHERS, EA' S, TA'S, SUPPORT STAFF, ADMINISTRATORS, & ANYONE ELSE WHO WORKS WITH STUDENTS