



**The PREPaRE School Crisis Prevention, Preparedness, and Response Curriculum: Essential Information and Updates**

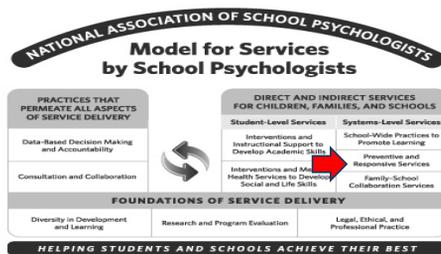
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 Kentucky Association for Psychology in the Schools Conference  
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NASP  NATIONAL ASSOCIATION OF School Psychologists

## Session Objectives

- To heighten the participants' awareness of the PREPaRE curriculum and its application in the field;
- To aid participants to begin to construct a knowledge base about PREPaRE and school crisis prevention, preparedness, and response principles;
- To provide an opportunity for participants to apply their new-found awareness and knowledge.

## NASP Practice Model



## Disclosure & Encouragement

- ⊙ I am a PREPaRE trainer
- ⊙ Three full days of intense training provides an **ADEQUATE** but insufficient foundation for crisis work.
- ⊙ This presentation provides a framework for more. Get more!

## Why Are We Here Today?

- The Consequences of crises can be extreme
- Recovery is the norm BUT...
- Psychological trauma may lead to...
  - School absenteeism
  - Academic decline
  - Exacerbation of preexisting educational problems
  - School behavior problems (i.e., aggressive, delinquent, and criminal behavior)
  - Long-term mental health challenges

Source: Brock (2011)

## U.S. Department of Education Five Missions of Crisis Management

- Prevention
- Protection
- Mitigation
- Response
- Recovery

(U.S. Department of Education, 2013)

## The PREPaRE Model

<b>P</b>	<b>Prevent</b> and prepare for psychological trauma
<b>R</b>	<b>Reaffirm</b> physical health and perceptions of security and safety
<b>E</b>	<b>Evaluate</b> psychological trauma risk
<b>P</b> <b>a</b> <b>R</b>	<b>Provide</b> interventions and <b>Respond</b> to psychological needs
<b>E</b>	<b>Examine</b> the effectiveness of crisis prevention and intervention

## Crisis Event Characteristics

- Perceived as **extremely negative**
- Generate feelings of **helplessness, powerlessness, and/or entrapment**
- May occur **suddenly, unexpectedly, and without warning**

Source: Brock (2011)

## Crisis Event Characteristics

### Crisis classifications

- Acts of war and/or terrorism
- Violent and/or unexpected death
- Threatened death and/or injury
- Human-caused disasters
- Natural disasters
- Severe (non-fatal) illness or injury

Source: Brock (2011)

## Crisis Event Characteristics

Post-crisis, school psychologists can help assess the situation...

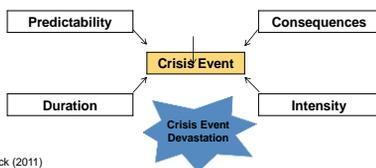
The type of disaster can affect an event's traumatic potential:

- Human caused vs. natural
- Intentional vs. accidental

Source: Brock (2011)

## Crisis Event Characteristics

Overall framework for assessing an event's traumatic potential...



Source: Brock (2011)

## Crisis Event Characteristics

Knowing crisis characteristics - helps us respond appropriately:

- Minimal response
- Building-level response
- District-level response
- Regional-level response

What is the preparation level of many schools?

Source: Brock (2011)

# Crisis Prevention

## Preventing Crises

*Physical **and** psychological safety are critical!*

- **Physical Safety**
  - Focused on the physical structures of the school environment
- **Psychological Safety**
  - Focused on the emotional and behavioral well-being of students and staff

Source: Brock (2011)

## Physical Safety: CPTED

1. **Natural Access Control**
  - Visitor guidelines and control
  - Properly locked doors
  - Other??
2. **Natural Surveillance**
  - Clear line of sight outside of building
  - Student supervision
  - Other???
3. **Territoriality**
  - Clear boundaries on school grounds
  - School building and grounds kept in good condition
  - Other???

Source: Crowe (2000); Crowe & Zahm (1994)

## Psychological Safety

- School climate
- Positive behavior supports
- School connectedness
- Social-emotional learning
- Trauma-informed/sensitive schools
- Fostering internal & external resilience
- Collaboration

# Crisis Preparedness

## Vulnerability Assessments

- Ongoing analysis of building safety, culture, and environment
  - Needs assessment
  - Threat assessment
  - Risk analysis
  - Safety and security audits
  - Hazards assessment
  - Facilities assessment
- PREPaRE workshops provide specific forms/resources/training.

Source: Reeves et al. (2011)

## Legislation

- ESSA (December 2015 NCLB re-authorization)
  - Requires all schools to have a safety or school crisis plan
  - Schools must take reasonable actions to maintain order
  - Schools must provide care and supervision
  - Funds available to be used for various school safety and crisis PD
- Foreseeability and Negligence

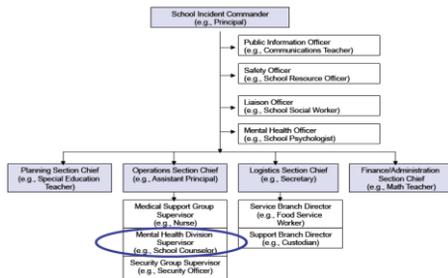
Source: Reeves et al. (2011)

## Teams and Plans

- School safety team and plan
- School crisis team and plan
- Specialized crisis plans
  - Brief plan for teachers (e.g., on back of badge)
  - Substitute teachers
  - Continuity of Operations Plan
  - Response for students with special needs
- Incident Action Plan

Source: Reeves et al. (2011)

## Incident Command System Team

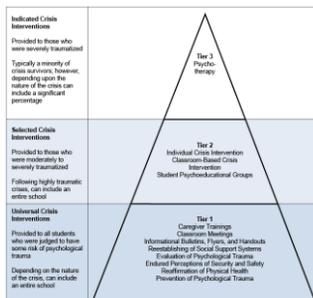


Source: Reeves, et al (2011)

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# Crisis Response

## Response Delivery: MTSS



## Evaluation (aka: Triage)

- Triage based on risk factors
  - **Physical Proximity**
  - **Emotional Proximity**
  - Vulnerability Factors
  - Developmental Factors
  - Pre-existing Conditions
  - Cultural Variations
- Not everyone needs mental health support following exposure to a crisis event

Source: Reeves et al. (2011)

## Vulnerability Factors

### Internal Vulnerability Risk Factors - Examples

- Avoidance coping style
- Low developmental level
- History of prior psychological trauma

### External Vulnerability Risk Factors - Examples

- Family dysfunction (e.g., alcoholism, violence, child maltreatment, mental illness)
- Poverty or financial stress
- Social isolation

## Pre-existing Conditions

- Pre-existing mental health concerns
  - PTSD
  - Depression
  - Anxiety
  - Substance Abuse Disorders
  - Grief/Loss History

Recovery may not be the norm

Source: Reeves et al. (2011)

## Developmental Factors

- Preschool-age children
- Elementary-age children
- Tweens
- Adolescents

## Cultural Factors

- Misunderstandings and misinterpretation of reactions
- Issues of trust and rapport
- Use of cultural brokers
- Language

## Triage is an Ongoing Process

- Primary Triage
  - Begins right away after an event
  - Crisis exposure; personal vulnerabilities
- Secondary Triage
  - Begins after intervention begins
  - Some reactions are delayed
- Tertiary Triage
  - As school interventions conclude
  - Assess for longer term needs

## Top 10 Triage Questions

1. What happened?
2. Did anyone witness the event? Who?
3. Where did the crisis event occur?
4. Who knew the student(s)/staff member(s)?
5. Where are the students with significant pre-existing conditions?
6. Which population in the school do you believe will be the most affected by the crisis?
7. How old and in what grade(s) was/were the victim(s)?
8. In what activities did the student(s)/staff member(s) participate?
9. Have there been any other crisis events that have affected student(s) in the past year?
10. What are the cultural characteristics of the victims or friends/family of victims?

Adapted from Connolly-Wilson (2009)

# Crisis Interventions

## Response Based on Need

- Minimal need:
  - Reestablish social supports; Psychoeducational approaches
- Moderate need:
  - Group Psychological First Aid
- Moderate need:
  - Individual Psychological First Aid
- Significant or longer-term need:
  - Refer on for psychotherapy

## Psychoeducation

- Informational flyers
- Group approaches
  - **Answer** questions and dispel rumors
  - **Prepare** students for common crisis reactions (normalize)
  - **Teach** students how to manage crisis reactions and where to find additional help
  - **NOT a time for sharing** of deep feelings or experiences
  - **Continue triage!**

Source: Brock (2011)

## Group-Based Interventions

- Individuals similarly exposed to a common crisis event
- Beyond psychoeducation...Explores individual experiences and reactions
- Helps students feel less alone and more connected to classmates

## Individual Intervention

Goal: To reestablish immediate coping...

1. Ensure safety; provide physical and emotional support
2. Contain distress
3. Support adaptive coping and begin problem-solving
4. Assess trauma risk; link to helping resources
5. **NOT psychotherapy – know when to refer**

Source: Reeves et al. (2011)

## Caring for the Caregiver

Crisis responders have an ethical obligation to care for themselves and other crisis responders

Sampling of effects of responding to school crises

- Recurrent or intrusive crisis thoughts, or distressing dreams
- Chronic fatigue, exhaustion
- Disturbance in sleep and eating habits
- Extreme anger at coworkers or loved ones

## Caring for the Caregiver

What to do?

- Limit shifts and rotate responders
- Monitor higher risk responders (e.g., survivor of another crisis)
- Promote a self-care culture
- Back to the basics: Adequate sleep, nutrition and exercise

## Tips for Educators

- Strive to remain calm
- Respond honestly to questions but keep out details of gore
- Dispel rumors
- Be a good listener – you don't need all the answers
- Reassure safety (when true)
- Monitor social media for additional needy kids
- Get back into normal routine soon but don't be inflexible
- Avoid excessive TV or Internet viewing of the event
- Be mindful of students who have recently experienced other trauma or loss
- Provide outlet for those who want to help
- Other?

For additional details, see: [http://www.nasponline.org/resources/crisis\\_safety/talkingviolence.pdf](http://www.nasponline.org/resources/crisis_safety/talkingviolence.pdf)

## Systematic Crisis Response – It Can be Done!

- High school student suicide by fire in SC
- Staff PREPaRE trained only seven weeks!

➤ <http://www.nasponline.org/publications/cq/40/2/crisis-management.aspx>

## PREPaRE Workshops

1. **Crisis Prevention & Preparedness – Comprehensive School Safety Planning**
  - Provides a broad overview of school safety and crisis team's roles and responsibilities, with a special emphasis on crisis prevention and preparedness.
  - One day
2. **Crisis Intervention & Recovery – The Roles of School-Based Mental Health Professionals**
  - Provides a specific examination of the school-based mental health professional's role and responsibilities, with a special emphasis on crisis intervention and recovery.
  - Two days

## References

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- Conolly-Wilson, C. (2009). Crisis management: Evaluating psychological trauma in the aftermath of a suicide cluster. *Communiqué: Newspaper of the National Association of School Psychologists*, 38(3), 12.
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## Questions?

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