PREPαRE School Crisis Prevention and Intervention Training Curriculum

An Overview

This is a brief overview of the PREPαRE curriculum and is not an official PREPαRE training. To find out more about the PREPαRE curriculum, visit http://www.nasponline.org/prepare/index.aspx.

To schedule a training contact prepare@naspweb.org
Why do schools need this training?

- School crisis management is relatively unique and requires its own conceptual model.
- School climate and safety are associated with academic achievement.
- All schools will experience some level of crisis.
- NCLB Federal legislation requires schools to have a crisis plan.
- Good crisis planning and preparation help mitigate traumatic impacts in event of a crisis.

*Comprehensive Safety = Physical and Psychological safety*
Crisis Plans: Legislation

- No Child Left Behind (NCLB)
  - 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

- Forseeability
- Negligence (includes civil rights violations)
- State-level legislation regarding crisis planning and anti-bullying initiatives.

Sources: Bailey (2006); NCLB (2001); U.S. Dept. of Education, Office for Civil Rights (2010).
U.S. Department of Education
Crisis Management Phases

- Presidential Policy Directive (PPD-8) – signed 2011
- Five Mission Areas
  - Prevention
  - Protection
  - Mitigation
  - Response
  - Recovery
  - National Incident Management System (NIMS) and the National Response Framework (NRF)
    - Incident Command System (ICS)

--Participants will be able to identify the five missions areas of crisis management.
School Incident Command System

Source: Federal Emergency Management Agency (FEMA; 2010, August); http://training.fema.gov/EMIWeb/IS/IS100SCA.asp
## Conceptual Framework

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Workshops 1 and 2

Workshop 1: Crisis Prevention and Preparedness - Comprehensive School Safety Planning
• 6.5 contact hours

Workshop 2: Crisis Intervention and Recovery - The roles of the school-based mental health professionals
• 13 contact hours

Prevent and Prepare for Psychological Trauma

1. School Safety and Crisis Prevention
   a. Physical Safety
   b. Psychological Safety

2. Crisis Preparedness
   a. Comprehensive Safety Teams and Plans
   b. Crisis Teams and Plans
   c. Special Considerations
Reaffirm Physical Health and Perceptions of Security and Safety

- Reaffirm objective physical health and safety
- Reaffirm perceptions of safety and security
Evaluate Psychological Trauma

- Rationale for Assessing Psychological Trauma
  - Unique Consequences of Crisis Intervention
- Assessment Variables
  - Risk Factors
  - Warning Signs
- Conducting Psychological Triage
  - Primary
  - Secondary
  - Tertiary
Evaluate Psychological Trauma

Crisis Event Variables
- Predictability
- Duration
- Intensity

Risk Factors
- Exposure
- Vulnerability

Crisis Event

Threat Perceptions

Early Warning Signs
(reactions displayed during impact and recoil phases)

Enduring Warning Signs
(reactions displayed during postimpact and recovery/reconstruction phases)

Initial Crisis Reactions

Durable Crisis Reactions

Common Reactions

Psychopathological Reactions
Provide Interventions and Respond to Student Psychological Needs

1. Reestablish Social Support Systems
2. Psychoeducation:
   a. Empower Survivors, Caregivers, and Teachers
3. Psychological Interventions
   a. Classroom-Based Crisis Intervention
   b. Individual Crisis Intervention
   c. Psychotherapeutic Treatments
# Levels of School Crisis Interventions

## Indicated Crisis Interventions
Provided to those who were severely traumatized
Typically a minority of crisis survivors; however, depending upon the nature of the crisis can include a significant percentage

## Selected Crisis Interventions
Provided to those who were moderately to severely traumatized
Following highly traumatic crises, can include an entire school

## Universal Crisis Interventions
Provided to all students who were judged to have some risk of psychological trauma
Depending on the nature of the crisis, can include an entire school

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- **Tier 1**
  - Caregiver Trainings
  - Classroom Meetings
  - Informational Bulletins, Flyers, and Handouts
  - Reestablishing of Social Support Systems
  - Evaluation of Psychological Trauma
  - Endured Perceptions of Security and Safety
  - Reaffirmation of Physical Health
  - Prevention of Psychological Trauma

- **Tier 2**
  - Individual Crisis Intervention
  - Classroom-Based Crisis Intervention
  - Student Psychoeducational Groups

- **Tier 3**
  - Psychotherapy
Examine the effectiveness of crisis prevention and intervention

• Three examination strategies:
  ▪ Needs assessment
  ▪ Process Analysis
  ▪ Outcome Evaluation
PREPαRE Training: Evaluation Data
Knowledge, Attitudes, & Satisfaction

• Participants consistently experience:
  ▪ significant gains in knowledge
  ▪ significant improvements in attitudes toward crisis prevention and intervention.

• Workshop 1 participants report:
  ▪ Feeling more knowledgeable about school crisis prevention
  ▪ More confidence and enthusiasm in collaborating with others to develop school safety and crisis response management plans.

• Workshop 2 participants report:
  ▪ Less anxiety and fear in responding to school crises
  ▪ More confidence in ability to respond as part of a crisis team

• Participant Satisfaction (5 point scale)
  ▪ High across Workshop 1 ($M=4.5$) and Workshop 2 ($M=4.6$)
What PREPåRE can do for your schools

- Builds a consistent crisis prevention through recovery framework
- Everyone is speaking the same language
- Enhances collaboration and communication
- Connects physical and psychological safety initiatives
- Is cost effective!
- Provides structure to build long-term sustainability and support (Training-of-Trainers)
- Helps to meet the legal requirements requiring initiatives to create a positive, safe school climate
- Can help to restore academic learning!
References

- **PREPaRE Webpage**

- **National Association of School Psychologists**