



**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS**  
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*Enhancing the mental health and  
educational competence of all children.*

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VERSION 3.10.2009

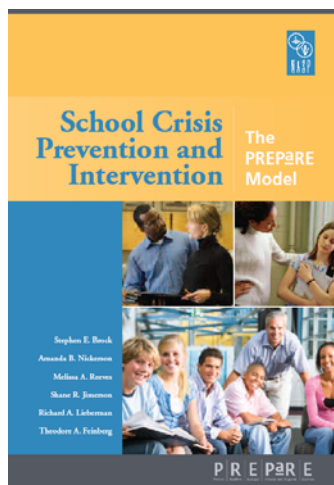
*Example of including the PREPaRE model and textbook within the context of a university seminar addressing school crisis preparedness, prevention, response, and intervention.*

*This example is from a university operating on the quarter system (10 weeks, meeting 3 hours per week).*

*Modification of this syllabus is necessary to meet individual university requirements and policies.*

*Available as a Microsoft Word document online at <http://www.nasponline.org/prepare/prepare syllabi.aspx>.*

## **School Crisis Preparedness, Prevention, Response, and Intervention**



### **COURSE OVERVIEW**

This course provides access to core knowledge related to preventing, preparing for, responding to, and recovering from crises impacting students and schools. In preventing, preparing for, responding to, and recovering from crises, school crisis teams can emphasize (a) the promotion of the mental health, risk and resiliency, and coping capacity of the individuals affected by a crisis, particularly students, and (b) the unique opportunities and challenges presented to schools when preventing and responding to crises. Training for school crisis teams therefore must address crises as mental health risks as well as physical health and safety risks within the context of the school culture. Finally, an important goal of successful crisis prevention, preparedness, response, and recovery is to support academic functioning. This seminar uses the PREPaRE model, which provides school-based mental health professionals and other educators with

training on how best to fill the roles and responsibilities generated by their membership on school crisis teams.

The PREPaRE model is based on the following three assumptions:

1. Preparation for addressing the crisis-related needs and issues of children is critical. Children represent an especially vulnerable population, and their crisis reactions or symptoms are often more significant than those observed among adults. In addition, it is understood that childhood trauma can have an impact on the child's cognitive, moral, and personality development and on coping abilities.
2. The skill sets of school-based professionals are best utilized when they are embedded within a multidisciplinary team that engages in crisis prevention, preparedness, response, and recovery. Such school crisis teams allow each discipline to make optimal use of their unique professional skills and talents for preventing, preparing for, and responding to crisis events. For example, by virtue of their professional training and job functions, school-based mental health professionals are best prepared to address the psychological issues associated with school crises.
3. Schools have their own unique structures and cultures. Given this reality, without an understanding of schools and how they function, even the most skilled of crisis interveners will be at a distinct disadvantage when it comes to providing crisis prevention, preparedness, response, and recovery services in the school setting.

## COURSE REQUIREMENTS

Students are required to attend each seminar session, complete the assigned readings, complete the in-class activities, complete a research review assignment, and complete the final project by the assigned date.

**Attendance Is Mandatory.** The information presented will complement the literature in the reader, participation during class will be scored, and there is no way to compensate for the content. The following are the policies regarding attendance:

1 absence = no effect on final grade; make up assignment is likely required

2 absences = final grade is lowered by one grade levels (e.g., A- to B+) and make up assignment is required

3 or more absences = candidate will be assigned a W and will have to retake the class (recycle to the next cohort)

Excessive tardiness, both at the beginning of class and after break, will affect your final grade.

**Required Readings.** These provide the basic information for this course; being familiar with this material prior to the scheduled session is essential to facilitate your understanding and ability to participate in the discussion.

**In-Class Activities.** Will involve (a) contributing to the discussion and exploration each session, and (b) a presentation and leading of discussion on one of the topics. Each student will select a week to present (be certain to sign up for a topic during week

one). Students will collaborate on presentations such that there will be one presentation each week. The focus on the presentation will be to provide a 45-minute inservice session to educate professionals regarding the topic of the week. This will include a handout delineating key information that participants should take from your presentation. The class presentation will be made during the week scheduled in the syllabus. An electronic copy of your presentation and handout are to be submitted via e-mail, in advance of your presentation. Depending upon the number of students in the seminar, the presentation may require that students collaborate on a topic. Note. See further details delineated in the Inservice Presentation Guidelines at the end of this syllabus.

**Research Review.** (15 pages total, double spaced) will be required of all students. The paper must include a special emphasis on current research regarding the topic selected by the student and approved by the instructor. Students are encouraged to identify recent journal articles related to their topic area and provide a brief review and summary of relevant scholarship, with particular focus on the implications for practice (including a summary table titled “Implications for Practice”). Papers must be in APA Style, double spaced, with 1-inch margins and 12 pt times font. One printed copy will be due at the final class meeting. All papers are to be submitted via e-mail.

### **Other Possible Assignments for Consideration**

1. *Evaluate School Crisis Plans* – If students are doing practica/fieldwork, they could evaluate the school (or district) crisis plan according to essential components covered in class.
2. *Develop a School Crisis Plan* – Students would develop a school crisis response plan focusing specifically on the response/intervention components.
3. *Develop a Comprehensive School Safety Plan* – This comprehensive plan incorporates all four phases (i.e., preparedness, prevention, response/intervention, follow-up).
4. *Develop a Notebook* – Student would identify, create, and/or collate key crisis handouts and community resources for parents and teachers.
5. *Review a selected crisis topic* – Research a topic covered in class and complete a short report (three pages maximum). This will require knowledge of the topic’s most critical elements and should include: key elements; relevant statistics; cultural considerations; developmental issues relevant to prevention and intervention; issues prevention programs to address, related to key elements; and intervention strategies.
6. *Crisis Response Role-Plays* – Making use of course readings and in-class discussions/lectures, and working in teams, students will role-play a team response to a crisis scenario (provided by the instructor).
7. *Crisis Response Role-Play Observation Papers* – From their observations of other teams’ crisis response role-plays, students will write short papers (no more than four double-spaced pages) that identify the strengths and the weaknesses of each team’s

role-play. Through these papers, students will demonstrate their understanding of the essential elements of the school crisis response.

8. *Psychological Triage Activity* – Making use of course readings and in-class discussions/lectures, and working in groups, students will practice psychological triage making use of crisis scenarios provided by the instructor.
9. *Psychological First-Aid Script* – Making use of course readings and in-class discussions/lectures, students will write a script that demonstrates their understanding of the essential elements of a psychological first-aid response. Through this script, students will document their understanding of a crisis intervention.
10. *Psychological First-Aid Role-Plays* – Working in teams of two, students will provide in-class role-plays that illustrate school crisis interventions. Through this role-play, students will demonstrate their understanding of the essential elements of psychological first-aid.
11. *Psychological First-Aid Observation* – From their observations of other students' psychological first-aid role-plays, students will complete separate observation forms (to be provided by the instructor) for each observed role-play. Through the completion of these forms, students will demonstrate their understanding of the essential elements of psychological first-aid and at the same time give their classmates feedback about their first aid techniques.
12. *Suicide Intervention Script* – Making use of course readings and in-class discussions/lectures, students will write a script that demonstrates their understanding of the essential elements of a suicide intervention. Through this script, students will document their understanding of suicide interventions.

## **RESOURCES FOR SPECIAL CRISIS TOPIC PRESENTATIONS**

To assist in the preparation of presentations, the NASP PREPaRE website includes PowerPoint presentations on the following special crisis topics. Available online at <http://www.nasponline.org/prepare/crisispresentations.aspx>

- *Bullying*
- *Grief*
- *Natural Disasters*
- *Suicide*
- *Terrorism*
- *Threat Assessment*

## **COURSE OBJECTIVES**

The information obtained in this course will include: theoretical and empirical foundation knowledge for professional practice and scholarship, prototypes (case studies that exemplify theoretical principles), precedents (case studies that communicate practical knowledge), and parables (case studies that demonstrate values). Course objectives include the following:

1. Outline the Incident Command System and define five key roles.
2. Describe major principles for preventing violence in schools; identify three programs aimed at preventing violence and promoting school safety
3. Delineate major components of comprehensive school crisis plans.
4. Outline the U.S. Secret Service's Threat Assessment model for identifying the likelihood that an individual poses a threat to the safety of others.
5. Describe two crisis event characteristics and three individual vulnerability factors that relate to an increased risk of psychological trauma.
6. Identify the steps of delivering group crisis intervention.
7. Gain knowledge about a particular aspect of psychotherapy and/or recovery for individuals who have experienced a crisis.
8. Apply information about threat assessment and suicide risk assessment to hypothetical crisis situations in schools.
9. Describe specific actions school personnel can take to reaffirm physical health and safety and ensure perceptions of safety and security in a hypothetical crisis situation.
10. Apply information about the importance of social support and providing accurate information to teachers and caregivers to a hypothetical crisis situation.

## **GRADING PROCEDURES**

Students must complete all of the above requirements. The class presentation 30, class participation 30, and term paper 40. Thus, there are 100 points.

## **IMPORTANT POLICIES**

- Late assignments will not be accepted, and in-class activities cannot be made up at a later date. If you must miss a session, make arrangements prior to your absence to fulfill the assignment.
- Any form of scholastic dishonesty will result in an F and an official notification to the CLA Scholastic Conduct Committee and the Dean of Academic Affairs. Scholastic Dishonesty includes (but is not limited to): cheating on assignments or exams, plagiarizing (misrepresenting as one's own anything done by another), depriving another student of necessary course materials, or sabotaging another's work.
- Students with documented disabilities are invited to contact me to discuss special arrangements that may be needed to facilitate successful completion of the course. I will arrange appropriate accommodations.

## **REQUIRED READINGS**

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R., & Feinberg, T. (2009). *School Crisis Prevention and Intervention: The PREPaRE Training Model*. Bethesda, MD: National Association of School Psychologists.

### **OTHER RELEVANT BOOKS FOR ADDITIONAL RELATED INFORMATION**

Brock, S. E., Lazarus, P. J., & Jimerson S. R. (Eds.). (2002). *Best Practices in School Crisis Prevention and Intervention*. Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Sandoval, J., & Lewis, S. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams* (2nd ed.). New York: Wiley.

Jimerson, S. R., & Furlong, M. J. (Eds.). (2006). *Handbook of School Violence and School Safety: From Research to Practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2009). *Identifying, assessing, and treating posttraumatic stress disorder at school*. New York: Springer.

### **ADDITIONAL RELEVANT RESOURCES AVAILABLE ONLINE**

American Association of Suicidology. (AAS). (1999). Guidelines for school based suicide prevention programs. Washington, DC: Author. Retrieved December 29, 2008, from: <http://www.suicidology.org/associations/1045/files/School%20guidelines.pdf>

American Foundation for Suicide Prevention. (2001, August). Reporting on suicide: Recommendations for the media. Retrieved December 29, 2008, from: <http://library.sprc.org/browse.php?catid=4>

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., et al. (2006, July). Psychological First Aid: Field Operations Guide (2nd ed.). Retrieved December 29, 2008, from: <http://nctsn.org> or <http://ncptsd.va.gov>

Dwyer, K., & Osher, D. (2000). Safeguarding our children: An action guide. Washington DC: U.S. Departments of Education and Justice, American Institutes for Research. Retrieved December 29, 2008, from: [http://www.ed.gov/admins/lead/safety/actguide/action\\_guide.pdf](http://www.ed.gov/admins/lead/safety/actguide/action_guide.pdf)

Dwyer, K., Osher, D., & Warger, C. (1998). Early warning, timely response: A guide to safe schools. Washington, DC: U.S. Department of Education. Retrieved December 29, 2008, from: <http://cecp.air.org/guide/guide.pdf>

Fein, R. A., Vossekuil, B., Pollack, W. S., Borum, R., Modzeleski, W., & Reddy, M. (2002). Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates. Washington, DC: U.S. Government Printing Office. Retrieved December 29, 2008, from: [http://www.secretservice.gov/ntac\\_ssi.shtml](http://www.secretservice.gov/ntac_ssi.shtml)

Greene, B., Barrios, L. C., Blair, J. E., & Kolbe, L. (2003, August). Schools and terrorism: A supplement to the National Advisory Committee on Children and Terrorism. Washington, DC: National School Boards Association. Retrieved December 29, 2008, from <http://www.bt.cdc.gov/children/pdf/working/school.pdf>

Lockyer, B. & Eastin, D. (2000). Crisis Response Box. Sacramento, CA: California Department of Education. Retrieved December 29, 2008, from: <http://www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf>

McNally, R. J., Bryant, R. A., & Ehlers, A. (2003). Does early psychological intervention promote recovery from posttraumatic stress? *Psychological Science in the Public Interest*, 4(2), 45–79. Retrieved December 29, 2008, from: <http://www.psychologicalscience.org/pdf/pspi/pspi421-45.pdf>

- National Association of School Psychologists. (updated annually). School Crisis Prevention and Intervention Resources. Retrieved January 20, 2009, from: [http://www.nasponline.org/resources/crisis\\_safety/](http://www.nasponline.org/resources/crisis_safety/)
- National Institute of Mental Health. (2002). Mental health and mass violence: Evidence-based early psychological interventions for victims/survivors of mass violence. A workshop to reach consensus on best practices. [NIH Publication No. 02-5238]. Washington, DC: U.S. Government Printing Office. Retrieved December 29, 2008, from: <http://www.nimh.nih.gov/health/publications/massviolence.pdf>
- National Institute of Mental Health (2006). Helping children and adolescents cope with violence and disasters. [NIH publication no. 07-3518]. Retrieved December 29, 2008, from: <http://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-what-parents-can-do.pdf>
- Quinn, M. M., Osher, D., Hoffman, C. C., & Hanley, T. V. (1998). Safe, drug-free, and effective schools for ALL students: What works! Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research. Retrieved December 29, 2008, from: [http://cecp.air.org/school\\_violence.asp](http://cecp.air.org/school_violence.asp)
- Thornton, T. N., Craft, C. A., Dahlberg, L. L., Lynch, B. S., & Baer, K. (2002, June). Best Practices of Youth Violence Prevention: A Sourcebook for Community Action. Atlanta, GA: Centers for Disease Control. Retrieved December 29, 2008, from: <http://www.cdc.gov/ncipc/dvp/bestpractices.htm#Download>
- U.S. Department of Health and Human Services. (2001). Youth violence: A report of the Surgeon General. Washington, DC: U.S. Government Printing Office. Retrieved December 29, 2008, from <http://www.surgeongeneral.gov/library/youthviolence/>
- U.S. Department of Homeland Security. (2004, March). National incident management system. Washington, DC: Author. Retrieved December 29, 2008, from: [http://www.fema.gov/pdf/nims/nims\\_doc\\_full.pdf](http://www.fema.gov/pdf/nims/nims_doc_full.pdf)
- U.S. Public Health Service. (1999). The Surgeon General's call to action to prevent suicide. Washington, DC: Author. Retrieved December 29, 2008, from: <http://www.surgeongeneral.gov/library/calltoaction/default.htm>
- U.S. Secret Service & U.S. Department of Education. (2006, December). A Safe School and Threat Assessment Experience: Scenarios Exploring the Findings of the Safe School Initiative [CD-ROM]. Washington, DC: Author. Retrieved December 29, 2008, from: <http://edpubs.ed.gov/>
- Vossekuil, B., Fein, R. A., Reddy, M., Borum R., & Modzeleski, W. (2002). The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States. Washington, DC: U.S. Government Printing Office. Retrieved December 29, 2008, from: [http://www.secretservice.gov/ntac\\_ssi.shtml](http://www.secretservice.gov/ntac_ssi.shtml)

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- Grief
- Natural Disasters
- Suicide
- Terrorism
- Threat Assessment

# School Crisis Preparedness, Prevention, Response, and Intervention

Week	Topic	Weekly Topics	PREPaRE
1.	- Introduction and Overview of the Seminar Basic Assumptions Rationale, Goals, and Objectives		CH 1 CH 2
2.	- PREPaRE Prevention and Preparedness School Crisis Teams General Planning Issues Specific Planning Issues		CH 3 CH 4 CH 5
3.	- PREPaRE Prevention and Preparedness Exercising School Crisis Plans Preventing and Preparing for Psychological Trauma		CH 6 CH 7
4.	- PREPaRE Reaffirm Physical Health, Safety, and Security Reaffirm Physical Health Ensure Perceptions of Safety and Security		CH 8 CH 9
5.	- PREPaRE Evaluating Psychological Trauma Foundations of Evaluating Psychological Trauma A Model for the Practice of Psychological Triage		CH 10 CH 11
6.	- PREPaRE Crisis Response & Intervention Reestablish Social Support Systems Psychological Education		CH 12 CH 13
7.	- PREPaRE Crisis Response & Intervention Classroom-Based Crisis Intervention		CH 14
8.	- PREPaRE Crisis Response & Intervention Individual Crisis Intervention Psychotherapeutic Interventions		CH 15 CH 16
9.	- PREPaRE Examining Effectiveness Examining the Effectiveness of Crisis Prevention, Preparedness, Response, and Recovery		CH 17
10.	PREPaRE Caring for the Caregiver and Discussion Caring for the Caregiver Concluding Comments		CH 18 CH 19

## **School Safety and Violence Seminar Inservice Presentation Assignment**

The in-class presentation will occur as scheduled (the week specified in the course outline). The information below provides a summary of the requirements for this assignment.

Essentially, the in-class presentation assignment is in four parts, including:

1. The preparation of a slide presentation using PowerPoint software
2. The development of a comprehensive script, delineating specifically what will be included in the presentation
3. An appropriate summary handout to accompany the presentation
4. The actual presentation during the scheduled session

The presentation should systematically address:

- A. Introduction to the topic, including advanced organizer
- B. Description of key considerations
- C. Overview of evidence-based strategies to address the topic
- D. Summary of key points
- E. List of five key references that would be valuable

**It is essential to provide highlights from contemporary research during the presentation.**

Presentations should be developed for **45 minutes**.

An electronic copy and a hard copy of all materials are due on the date of your presentation (please provide the electronic copies via e-mail).

Finally, you **must** provide a score for your project and a rationale for this score (the in-class assignment is worth 35 points).

This course content addresses the following NASP school psychology training standards:

Primary:

**2.7 Prevention, Crisis Intervention, and Mental Health:**

School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

EXPANDED DESCRIPTION: School psychologists have knowledge of current theory and research about child and adolescent development; psychopathology; human diversity; biological, cultural, and social influences on behavior; societal stressors; crises in schools and communities; and other factors. They apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). They have knowledge of effective prevention strategies and develop, implement, and evaluate programs based on recognition of the precursors that lead to children's severe learning and behavior problems. School psychologists have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises (e.g., suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, sexual harassment, etc.).

School psychologists are key participants in health programs for children and promote mental health in schools and other agencies. They have knowledge of and address diverse health issues such as diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management. They collaborate with other healthcare professionals to promote behaviors that lead to good health for children. They facilitate environmental changes that support the health and adjustment of children. They have knowledge of and routinely access resources to address a wide variety of behavioral, learning, mental, and physical problems.

Secondary: Elements included and requisite knowledge

**2.2 Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

**2.5 Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse

characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**2.6 School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**2.9 Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

For further information or to place an order visit [www.nasponline.org/publicatons/booksproduct](http://www.nasponline.org/publicatons/booksproduct) or call (866) 331-NASP. For large orders or shipping inquiries, please contact Denise Ferrenz, Director of Publications, directly at (301) 347-1650 or [dferrenz@naspweb.org](mailto:dferrenz@naspweb.org).