Welcome to the second issue of the PREPaRE Trainer’s Newsletter. This quarterly newsletter will provide trainers with the latest information and updates regarding the PREPaRE workshops, curriculum, and related topics. Each issue will feature articles from PREPaRE authors as well as other trainers from across the nation. Updated links to PREPaRE information on the NASP website and other relevant websites will be provided. Thank you for your interest and dedication.

Utilization of PREPaRE School Crisis Prevention and Intervention Training Curriculum
Catherine Bauer, Erin Gurdineer, & Amanda Nickerson

The extent to which PREPaRE is used by participants and schools after training was recently evaluated in two collaborative studies. The purpose of study 1 was to follow-up with PREPaRE participants to investigate whether they are utilizing the training in schools, and whether additional supports are needed. The purpose of study 2 was to investigate the results of PREPaRE training on the school/district level.

The population under study included school personnel (e.g., administrators, school-based mental health professionals) who took or sponsored a PREPaRE training workshop. Study 1 included a random sample of 1,500 individuals drawn from the NASP database of all PREPaRE training participants, but only 1,201 individuals were contacted due to invalid or blocked e-mail addresses (J. Charvat, personal communication, April 9, 2010). This resulted in 222 respondents. Study 2 included 200 individuals from the NASP database of organization contacts.

(Continued on page 6)

Lessons Learned: Effective Communication for the Entire School Community
Benjamin Fernandez
PREPaRE Trainer - Loudon Co. Schools, Virginia

Our community enjoys the influence of many different cultures from areas such as Latin America, East Asia, the Middle East, and Europe. School professionals navigate cultural differences and expectations on a daily basis. Most culturally sensitive situations can be researched and approached methodically during a typical school day. For example, multilingual staff members are available to aide communication during scheduled meetings with caregivers. Parent liaisons are employed for the purpose of bridging the school with the community. However, during a crisis, the luxury of time is not available. If communication is hampered or ineffective, caregivers can inadvertently disrupt the organized crisis intervention in their attempts to reach their children.

(Continued on page 2)
Communication to all families is paramount during times of crisis. Consideration must be given to those families who do not speak English as their primary language. Heightened anxiety about students’ safety as well as uncertainty of appropriate caregiver action can greatly affect the efficiency and effectiveness of the crisis response.

An example of such a problem presented itself in our school community a few years ago when we experienced the sudden and unexpected death of a teacher in a school that had a large population of Spanish-speaking parents. Our school system has a method of contacting each family with a recorded message in English and Spanish. The Spanish message is played following the same message in English. A large number of our Spanish-speaking parents did not listen to the entire message, and immediately called the school. Due to the nature of the crisis, our crisis-response team provided support to both students and staff. The flood of incoming calls from caregivers required school staff to monitor the phone system. Staff members were unable to process their crisis reactions and became overwhelmed with the needs of the parents. After a brief time, this situation resulted in staff being unable to perform their duties and experiencing conflict over their emotional reactions related to the loss as well as the incoming calls from concerned families. Some crisis team members were diverted to assist with phones, which lessened the efficiency of the response to the population in need.

Lessons Learned
Awareness of various cultures within the school environment is important. Having a plan that is communicated in advance of a crisis can aid the family and school during a crisis response. For example, sending home a letter in the appropriate language at the beginning of the school year that clearly communicates the school crisis protocol may assist parents in understanding school actions prior to a crisis situation. Additionally, recorded telephone messages should indicate in the beginning that the message will be relayed in more than one language and in which order that will occur.

During a crisis response, it is imperative to disseminate materials that are translated in several dominant languages and to have trained interpreters and parent liaisons on-call in order to alleviate anxiety and uncertainty for caregivers (Brock, Nickerson, Reeves, Jimerson, Lieberman, & Feinberg, 2009). This will facilitate the delivery of psychoeducational materials and allow school staff to receive assistance as needed.

Knowledge of the community and its available supports and resources can only benefit those in need, regardless of the culture and language. The school and the community need to establish a relationship and build a firm foundation to better enable appropriate crisis response.
The school-based mental health professional is often the person who facilitates school and community relationships. The skill set that is brought to bear by school psychologists, school social workers, and school counselors is vital to the process of response and recovery. Our expertise in crisis response can be utilized in the training of interpreters and parent liaisons. They will then understand what their role is in a time of crisis. We can offer a continuum of services from basic psychoeducational materials to more intensive interventions and referrals. Through our shared crisis experiences and careful crisis response evaluation, we are able to respond more effectively and efficiently each year.

By their very nature, crises are unpredictable. Having a solid crisis plan can provide the foundation for a response, but, crises do not always follow the plan. Unexpected variables will arise necessitating that responders adapt to the changing demands of the situation. Careful preparation of the school staff and community before a crisis occurs will facilitate a more effective crisis response. Evaluating each response will inform future protocol as well as dictate training needs.

Survey Research

Thanks to your help in administering pretests, posttests, and workshop evaluations at each training, the PREPaRE workgroup has gained valuable information about the extent to which workshop objectives are met. The preliminary results are very positive, in that participants have shown increased knowledge in content related to workshop objectives, more positive attitudes about providing crisis prevention and intervention services, and high satisfaction with the workshops. With just a couple of exceptions, these results hold up across trainers (whether or not the workshops were conducted by curriculum authors or nonauthors), supporting the viability of the Train-the-Trainer model.

Beyond these immediate gains in knowledge and satisfaction with the workshops, it is very important that we also investigate what participants do with the training in their day-to-day work. If there are barriers to making change, we want to know about them so that we can do what we can to link participants to support and resources for implementing these crisis prevention and intervention strategies in their work. Share your barriers and solutions for overcoming these barriers in the next newsletter! Send your thoughts to Brian Lazzaro at lazzarobrian@yahoo.com by December 10.
High School Crisis Team Training

By Brian Lazzaro

What a great training experience! Recently, Rosario Pesce and I were holding a PREPaRE Workshop 2 training session at a suburban Chicago public high school. We had approximately 14 participants in the class that were all members of a high school crisis team. Participants included police liaison officers, administrators, school psychologists, counselors, social workers, and a school nurse. Overall, it was a fantastic experience. The crisis team members were highly motivated to learn the material and it was very meaningful to them because many of the scenarios that we covered in the PREPaRE curriculum were very similar to their own actual incidents they experienced in their school. Their comments, suggestions, and questions were right on. Ross and I also worked hard to specifically weave in their own examples of crisis while teaching the curriculum. Constantly referring to their own experiences while still maintaining the standardized PREPaRE curriculum worked very well.

During the course, it was evident that the participants were reviewing their past experiences and trying to figure out how they could have improved their responses. Contacting one of the crisis team members ahead of time to learn the school’s crisis history and to learn what their objectives were in holding this training was very helpful. One of the unspoken goals of their team was to strengthen some of the relationships through this two-day training. They felt like their team needed to communicate better and to practice meeting as a whole team. On the second day of the training they agreed that one of their goals at the beginning of the school year would be to specifically identify ways that the response could have been improved and to strengthen those areas. This training helped to give them resources they can use to continue to strengthen their crisis plans and procedures. They specifically requested additional information regarding suicide intervention/postvention and information related to memorials. Overall, the training reaffirmed some of their current practices, provided them with best practice examples of how to improve their responses, and revitalized their commitment to crisis prevention and additional planning. Since they were an experienced crisis team, having dealt with multiple serious incidents, they were very committed to prevention programming and balancing physical and psychological safety. There are four other high schools within this large

Attention ToT Participants!

ToT participants are now required to purchase the PREPaRE book as part of their ToT training, and current PREPaRE trainers are strongly encouraged to purchase and read the book before conducting their next training.

- More in-depth and specific information
- Expanded foundational knowledge
- Additional references
PREPaRE Updates

- PREPaRE Trainer Networking Meeting at the NASP 2011 National Convention in San Francisco. Save the date of Wednesday afternoon, February 23, 2011. This meeting is open to all current and prospective PREPaRE trainers. Come and get the latest updates and dialogue with your colleagues!

- We have coordinated with the Crisis Interest Group so their meeting can be held right before or after the PREPaRE Trainer meeting. We highly recommend that you attend both! We will let you know once times are confirmed.

- Don’t forget: A school district or state conference can always make a request for one or both workshops and/or ToT workshops.

- There is a new journal article regarding PREPaRE in preparation for publication by the Journal of School Violence—Keep an eye out for this in 2011.

- There are PREPaRE documents on the NASP website if you haven’t checked there lately. http://www.nasponline.org/prepare/index.aspx. Documents include: PREPaRE brochure, training outcomes and evaluations summaries, list of local trainers, materials order forms, FAQs, suggestions for funding, testimonials, and more.

- If you teach PREPaRE workshops within a graduate class, you can download sample syllabi for use within your course. Find out how other instructors are incorporating PREPaRE workshops and the PREPaRE book as the designated text within their courses. http://www.nasponline.org/prepare/preparesyllabi.aspx

Seeking Articles Regarding PREPaRE Implementation

As some of you will recall, last year we began the practice of including articles written by PREPaRE trainers in the NASP Communiqué. We would very much like to continue to this for the upcoming year (2010/2011). Really, the only guideline for writing these articles is that they illustrate the practical implementation of PREPaRE (or even of just one element of PREPaRE). If you would like to write such an article, please contact Stephen Brock ASAP (at brock_s@sbcglobal.net). Even if you have never published before, I would like to encourage you to give this a shot. Either myself or another PREPaRE workgroup member would be available to work with you on such an article (and even be a coauthor if you would find that helpful).
Utilization of PREPaRE School Crisis Prevention and Intervention Training Curriculum

Of those contacted, only 90 individuals received the e-mail, resulting in 30 respondents (J. Charvat, personal communication, June 16, 2010). The studies included two self-report measures (i.e., PREPaRE Participant Survey and PREPaRE Contact Person Survey) developed by the researchers in collaboration with members of the PREPaRE workgroup. The PREPaRE Participant Survey assessed individuals’ use of the information from the PREPaRE training curriculum and need for additional supports to facilitate training utilization. The PREPaRE Contact Person Survey measured the contact person’s opinion about changes to crisis prevention or intervention policies or procedures at the school/district level as well as additional support needed. Both surveys were pilot-tested for readability and clarity of items. NASP sent an e-mail to participants and contact people with a link to the respective surveys.

In Study 1, participants reported training is being used to a moderate extent (\( M = 2.64, SD = .85 \)) on a Likert-type scale from 1 (not at all) to 4 (extensively). When asked specifically about workshops 1 and 2, moderate training utilization (\( M = 2.51, SD = 1.04; M = 2.73, SD = 1.01 \), respectively) was reported for both. The first study also yielded results indicating that more support is needed (e.g., follow-up training, work with administrators). Concurrently, study 2 sought to find the training utilization at the school/district-wide level regarding changes in crisis policies or procedures. Items indicating change within school board policies, school- or district-wide policies or procedures, and crisis plan information given to parents and/or students were analyzed and moderate levels of change were reported on a Likert-type scale from 1, Not True to 4, True (\( M = 1.7, SD = 0.90; M = 2.9, SD = 0.79; M = 2.7, SD = 1.10 \), respectively). In addition, 50% of the respondents reported an interest in conducting a PREPaRE training in the next school year, and a large percent reported needing additional support. Although trends from the two studies suggest that utilization at the school-wide level is moderate, schools are willing to sponsor future trainings, indicating that they are finding the information useful.

According to evaluations of school-wide positive behavioral support, it can take a school 3 to 5 years to fully implement a comprehensive school-based program (Florida’s Positive Behavior Support Project, 2005). Therefore, time may be a variable affecting the rate of training utilization in professional practice. Garet and colleagues (2001) recommend sustained professional development involving a substantial number of hours to afford more opportunities for collective participation and active learning strategies (e.g., discussions, observing and being observed implementing the appropriate steps for crisis prevention and intervention), which are key elements in successful training programs. It is recommended that future PREPaRE training curricula include more follow up procedures and training for school administrators to support positive changes in the behaviors of school professionals when dealing with crises.

References


The PREPaRE curriculum was first offered in March 2006 at the NASP convention in Anaheim, CA. It has been 4 years and still going strong!
WORKSHOP PRE–POST TESTS AND EVALUATION HAVE GONE “SCANTRON”

PLEASE READ CAREFULLY! This is really, really important.

We need your help! As you know, we instituted a new Scantron system for the pre–post tests and evaluations earlier this year, along with the updated workshop materials (see below). Unfortunately, there have been many errors to the administration of the Scantron forms. In many cases, the data we are receiving are, in essence, unusable. Accurate administration of the Scantron forms is critical to future sustainability of PREPaRE, as the program evaluation results are being used to apply for national grants and for districts to prove their grant funding dollars were well spent. Your role in this critical component of the program is essential.

As with any new process, the new forms may seem cumbersome the first few times but it gets easier, I promise! And the Scantron system is far more functional and cost-effective in terms of processing and evaluating the data.

The Trainer Scantron Directions are included with every shipment you receive and are posted on the trainer website. Please read your Trainer Scantron Directions before you conduct the workshop to be familiar.

The Trainer website address is:  http://www.nasponline.org/prepare/trainersarea/index.aspx

See summary below:

1. The pretest, posttest, and workshop evaluations (Part 1) are now all being completed using Scantron forms, and the pre–post tests and evaluations in the participant workbooks have been revised for this purpose.
2. Read the Scantron Trainer Directions carefully before the workshop, as they provide explicit directions for you to give the workshop participants.
3. Download the sample Scantron form (PDF document found on trainer website) to your trainer CD. You will need to project this sample Scantron form on the screen for participants to see and reference it as you take them through the process.
4. If you have many participants that are not on time for the start of the workshop, you can present the first few introductory slides of the workshop (through the workshop objectives) and then stop and have participants complete the pretest. (More than likely you will need to do this.)

UPDATED TRAINER MANUAL and CURRICULUM MATERIALS!

This is a reminder that it is critical that you obtain the updated trainer curriculum materials to coincide with the updated workbooks your participants will receive. Please abide by the trainer contract you signed at the ToT, which specifies your obligation to remain current with updates and workshop delivery. (The only exception to this is if you have original workbooks that were ordered over a year ago that need to be consumed.) ALL current workbooks contain the updated curriculum.

How to obtain updated training materials
All updated materials are available on the trainer website for downloading. In addition, when you schedule a PREPaRE workshop, NASP will send you a complimentary copy of the updated trainer CD and workshop participant’s handbook before your scheduled training. If you do not have any trainings scheduled but would like an updated trainer CD you may request a complimentary copy. The participant workbook may also be purchased for the regular price of $25 for WS1 and $35 for WS2. For further information, to request an updated trainer CD, or to purchase the workbook, contact the PREPaRE Coordinator by e-mail at prepare@naspweb.org or phone 301-347-1664.

The Trainer Scantron Directions, PDF Scantron form, and Updated Trainer Handbook, workshop PowerPoint and handouts can all be found on the Trainer website. Go to http://www.nasponline.org/prepare/trainersarea/index.aspx and enter your NASP membership ID (or the ID provided to you after you completed the ToT) and password. Click on “Trainer Updates” (on the left side) and you will find updated documents under “Trainer Updates Feb. 17, 2010.”

If you forgot your ID or password, contact Carmen Villegas at cvillegas@naspweb.org or Molly Drake at mdrake@naspweb.org at NASP to obtain.

EMAIL SURVEY – A BIG THANKS TO ALL WHO PARTICIPATED!

The winners of a PREPaRE book for survey participation were:
1. Joey Sarty
2. Jacki Glenn
3. Brigit Aikens
4. Jeremy Anderson
5. Connie Trimble
**PREPaRE Curriculum Revisions**

The PREPaRE workgroup is in the early stages of the revision process for both PREPaRE workshops. Feedback will be obtained from PREPaRE trainers and possibly a random sample of workshop participants. Mid to late 2011 is the earliest possible target date for revision completion (so don’t stop conducting trainings!). An e-mail has been sent out soliciting feedback and ideas for revisions. Your contributions will help shape the next edition of PREPaRE.

**PREPaRE Summary Documents**

PREPaRE summary documents have been posted to the NASP PREPaRE website which can be utilized to write grant applications and garner support and funding for PREPaRE trainings. These documents provide an overview of how PREPaRE is evidence-based and integrates with educational initiatives, provides program evaluation data, summarizes PREPaRE referenced journal articles and books, and provides statistics regarding the number of professionals and locations where training has occurred. These documents can be found at [http://www.nasponline.org/prepare/addlddocuments.aspx](http://www.nasponline.org/prepare/addlddocuments.aspx).

**American Red Cross Training**

Ted Feinberg, PREPaRE workgroup member, cemented a relationship with the American Red Cross. School psychologists can now take ARC classes to become American Red Cross disaster volunteers. This is a golden opportunity for those who want to become involved on a local and national basis with the American Red Cross. Call your local ARC chapter to sign up for a training course.

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**Important Information**

***NEW CONTACT INFORMATION***

PREPaRE COORDINATOR IN NASP OFFICE

For general PREPaRE questions or to order materials, please use the following:

*prepare@naspweb.org or 1-866-331-NASP (toll free) or 1-301-347-1644*

*Please make these changes in your address books, as the e-mail account we’ve been using in the past (styburski@naspweb.org) is no longer operational.*

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**Thank you for continuing to build a national network of PREPaRE-trained individuals!**