Welcome to the PREPaRE Trainer’s Newsletter. This quarterly newsletter provides trainers with the latest information and updates regarding the PREPaRE workshops, curriculum, and related topics. Each issue features 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.

**PREPaRE prepares to go international!**

Development of an international PREPaRE curriculum.

Shane Jimerson (PREPaRE Workgroup Member) is taking the lead in establishing a workgroup to develop an international version of PREPaRE, suitable for use around the world. The core of this workgroup met several times during summer and fall of 2011 (SP scholars at UCSB includes Canada, Japan, and Jamaica) and has also secured participation from SP colleagues in Netherlands, Brazil, Wales, UK, Ireland, Bangladesh, and other countries. The current focus is on Workshop 1, and developing an Overview for Administrators would be essential to facilitate buy-in and inform administrators about PREPaRE. Thus, the International PREPaRE workgroup developed a PowerPoint document that can be used as an Overview for Administrators.

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**Lessons Learned:**

**Graduate student perspectives on PREPaRE training**

By Nicole Hogan and Amanda Weinkauf
University of Wisconsin—River Falls

As part of School Psychology Awareness Week, the school psychology student group at the University of Wisconsin-River Falls sponsored the two day PREPaRE WS2 presented by curriculum co-author Dr. Melissa Reeves and PREPaRE workgroup member Dr. Scott Woitaszewski. Participants attending the workshop included school psychology graduate students, school counseling graduate students, professors from the Department of Counseling and School Psychology, and practicing school psychologists and school counselors from districts in the surrounding Twin Cities area. As practicum level graduate students, we were fortunate enough to take a break from our field experiences and courses to attend this comprehensive training experience. It was an amazing experience and has contributed to our understanding and

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International PREPaRE Curriculum
(Continued from Page 1)

Through initial collaborative efforts, the following common themes and considerations were identified to address cultural differences and needs:

Foundation based on ICS Model

The basis behind using the ICS model in the US is that all emergency support (fire, police, etc…) are trained using this model, so it is helpful for schools to also have a common infrastructure. Some countries are also influenced by the ICS model (e.g., UK and Canada), whereas other countries may either have their own infrastructure or may not have anything in place. Some countries also employ a similar system (e.g., Australasian Inter-Service Incident Management System in Australia; Coordinated Incident Management System in New Zealand). Consequently, the goal is not to suggest that all countries should use the ICS model (in their schools or elsewhere), but it may be a good model for those countries that currently do not have an infrastructure in place.

Cultural Differences

Jamaica (and other countries) is strongly influenced by their religious and spiritual beliefs, which affect teacher beliefs. For example, after a natural disaster people may wonder “did Jamaica deserve for this to happen?” or “did the Lord intend for this to happen?” In Japan, there is a different manual according to the specific crisis (dealing with earthquakes, suspicious intruders, suicide, etc…), with the ministry of education being more centralized and strong. Furthermore, in Japan, knives are a bigger issue than guns. The National Police Agency supports a community preventive system (e.g., buildings, houses, and convenience stores have “110” yellow stickers that notify children where they can seek help). Along these same lines, family collaboration is crucial in Japan. It is also important to consider with whom cooperation should occur to introduce the PREPaRE model in different countries (e.g., in Japan one either needs to cooperate with the ministry of education (top-down) or with school counselors (bottom-up). *It will be important to keep cultural considerations as general as possible within this curriculum, so that each example can be applied to various countries in the world. A separate sheet has been developed that allows each presenter to take into account unique considerations (e.g., cultural, traditional, and political) for their specific context.

Change Terminology

a) On handouts and handbook, instead of using 911 (more specific to US states and Canada), write “call emergency support” and include examples of numbers from different countries; b) Write out US-based acronyms referred to (e.g., OSEP = Office of Special Education

PREPaRE Research

Did you know we are unable to use about 50% of evaluation Scantron forms because of errors in completing them (e.g., not indicating date or pre- or post test)? Please make sure your participants take care to read and follow directions as the evaluation of our efforts is critical!
programs; FEMA = Federal Emergency Management Agency) so that they can be identified by all readers. Note that other countries have similar agencies (e.g., Office of Disaster Prevention Education Management (ODPEM) in Jamaica); c) Refer to general instead of US-based legislation, such as No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP). In the note section, write “in this area you would want to insert relevant legislative information in your country relative to [this point].” d) Along with the US Department of Education citations, also cite the department of education from other countries when applicable; e) change wording of specific terms used for special education plans (i.e., IEP process or 504 conference) and provide examples of terminology used in different countries (e.g., 504 plan in US, IEP in Jamaica, US, and Canada; etc…).

Role of Politics and Hierarchy

Important to take into account that the person giving the official statement following a crisis will vary across countries. It was also noted that in some countries the person who actually has the expertise in this area is not the person who makes the statement due to political/hierarchical reasons. For example, in Jamaica and Japan, the school administrator takes the lead when crises occur and there is often a communications person located at regional offices that provides the statement. In Japan, the prefectural authorities (Governor) and a school board (a superintendent of education) will collaborate with the school administrator.

Empirically-Based Research

Please note that the current content of the PREPaRE curriculum draws largely upon US scholarship. Empirically-supported research from other countries is welcomed and embraced and any added research should have a conceptual foundation and be empirically supported.

Other Considerations

a) Materials included in First Aid kits across countries (as per handout “mental health response team go-kit”); b) How might a child’s developmental stage influence his/her response to crises?; c) Issue of who pays for PREPaRE workshops in each country. In the US, there has been school safety grants from the US government for which schools can apply. USAID may provide funding for PREPaRE workshops in different countries.

Once multiple international colleagues complete a review and provide comments on the current draft, the next steps will be to incorporate the feedback and then distribute to additional colleagues for further international review. This is an iterative process to be certain to include the perspectives, knowledge, and insights of leaders from around the world, in an effort to develop an international version of PREPaRE, suitable for use around the world. PREPaRE workgroup members will provide additional feedback and input before final product is completed.

“Empirically-supported research from other countries is welcomed and embraced...”
PREPaRE Trainer Update/Renewal Webinar: Now Available Online

**Deadline is June 30, 2012 to update your training to the 2nd Ed to remain a Trainer**

The archived version of the November 11 PREPaRE trainer update webinar is now available online: http://nasp.inreachce.com/search?q=prepare&x=0&y=0. This webinar is for those trainers who wish to be updated in the second edition curriculum. This update training is required in order for you to maintain your PREPaRE Trainer status.

**NOTE: We will not be selling original edition curriculum materials nor can you give the original workshops after June 30, 2012. We highly recommend you renew your status by June 30, 2012.**

Registering

All trainers have been preregistered for the NASP Online Learning Center, so you do not need to sign in as a new customer. (You will still need to register and pay for the webinars.) Please use the e-mail you have on file with NASP (by which you are receiving this newsletter), and if you do not know your password, click “Forgot Your Password” and it will be sent to you. If you are having trouble logging in, contact Molly Drake at mdrake@naspweb.org. Once purchased, you will have access to the webinar for up to 90 days. If you took the webinar on November 11, you will now have access to watch it again until February 28, 2012.

Prior to watching the webinar, you MUST contact Molly Drake, mdrake@naspweb.org, to obtain access to prewebinar materials. You need to read these materials before taking the webinar.

Cost

WS1 ToT webinar is $135 and WS2 ToT is $155. Costs include updated materials (second edition core workbooks and trainer handbooks) as well as the cost for the webinar.

*Please note: Those who took a ToT after December 1, 2010, need to e-mail Molly Drake, mdrake@naspweb.org, for verification and a coupon code for complimentary materials.*

Trainer Updates Available at the NASP 2012 Annual Convention

If you prefer to take the webinar renewal “in person,” they will be offered at the national convention in Philadelphia. The times for the update sessions are as follows:

- **SS20:** PREPaRE Workshop 1 Second Ed. Trainer Update, Thurs., Feb. 23, 7:30–9:30 a.m.
- **SS21:** PREPaRE Workshop 2 Second Ed. Trainer Update, Thurs., Feb. 23, 9:50–10:50 a.m.

*Please note: You MUST preregister and pay for these special sessions online separately from the convention registration process, by Friday, February 3, 2012. This is only open to convention registrants and includes a fee for materials which must be received by February 3, 2012. The cost for WS1 materials is $95 and the cost for WS2 is $135. These will be distributed to you when you attend the special session. Please e-mail Molly at mdrake@naspweb.org if you have questions. Again, online preregistration is required. There will be no on-site registrations.*
Plan Your PREPaRE Networking at the NASP 2012 Annual Convention

Please be aware of the following meetings when planning your schedule for the national convention. All trainers and workshop participants are welcome to attend.

**IG01: Crisis Management in the Schools Interest Group Networking Session**, Wednesday, February 22, 2:00–3:20 p.m., Lowes Philadelphia Hotel, Congress A (Level 4)

**MT14: PREPaRE Trainer Networking Meeting**: Wed., Feb. 22, 3:30–4:50 p.m., Lowes Philadelphia Hotel, Congress A (Level 4)

Additionally, you are welcome to observe the second edition core workshops, which are scheduled as follows:

**WS47**: PREPaRE Workshop 1: Prevention and Preparedness: Comprehensive School Safety Planning (2nd edition), Thurs., Feb. 23, 7:30 a.m.–3:30 p.m., Courtyard by Marriott Philadelphia Downtown, Grand Ballroom III/IV (Level 1)

**WS67**: PREPaRE Workshop 2: Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals (2nd edition), Fri. & Sat., Feb. 24–25, 8:30 a.m.–3:30 p.m., Courtyard by Marriott Philadelphia Downtown, Grand Ballroom III/IV (Level 1)

Additional Spring and Summer Workshop Opportunities

*Training of Trainers (ToT) Workshops 1 & 2, 2nd Edition*
April 13–14, 2012, Chicago, IL
Registration is available online: [http://www.nasponline.org/prepare/tot-registration.aspx](http://www.nasponline.org/prepare/tot-registration.aspx)

*2012 NASP Summer Conference*
Workshops 1 & 2 and ToTs 1 & 2, 2nd Edition
*registration information coming soon via e-mail for Minneapolis registration

**IMPORTANT: The ToT Ordering Process Has Changed**

The process for ordering ToT materials has changed in an effort to eliminate confusion between the previous and 2nd edition materials. ALL sponsors interested in hosting a ToT and ordering materials need to contact Molly Drake, mdrake@naspweb.org, prior to placing an order. The ToT order forms are no longer available online and will only be available through Molly Drake.

**Helpful Reminders From the NASP Office**

- Orders cannot be processed without an order form filled out in its entirety and a form of payment (i.e., no orders can be fulfilled with just a purchase order or just an order form).
- Please be cognizant of the 4 week order deadline, particularly as 2nd edition materials are not housed in NASP offices, rush delivery becomes more complicated and costly.
- Keep in touch with your sponsor organizations to be sure they are ordering the correct materials, the correct quantity, and within the timeline requested.
The PREPaRE Workgroup is comprised of practicing school psychologists and university trainers with first-hand experiences in responding to a variety of crisis events. Workgroup members volunteer their time to complete various tasks that help develop, support, and sustain local, national, and international dissemination of the PREPaRE curriculum. The workgroup is always open to feedback and new ideas to further help PREPaRE Trainers and school districts implement crisis prevention through recovery efforts and maintain long-term sustainability of safe schools and crisis initiatives. Feel free to contact us with your thoughts and ideas!

The following news and notes reflect updates from or about PREPaRE workgroup members.

**Best Practices in School Crisis Prevention and Intervention 2nd Edition to be released by NASP**

Steve Brock (Workgroup Co-Chair) & Shane Jimerson (Workgroup Member) are co-editors for the second edition of *Best Practices in School Crisis Prevention and Intervention* (to be published by NASP in 2012). Various PREPaRE workgroup members and several PREPaRE trainers have co-authored the following chapters to be included in the 2nd Edition:

- Promoting Healthy Families (*Scott Woitaszewski, Todd Savage*)
- Promoting Social Supports (*Michelle Demaray*)
- Promoting Emotion-Related Regulation (*Shelley Hart*)
- Preparing for Comprehensive School Crisis Response (*Melissa Reeves, Christina Conolly-Wilson, Rosario Pesce, Brian Lazzaro*)
- Preparing for School Crisis Intervention (*Stephen Brock*)
- Social Media and Crisis Intervention (*Stephen Brock*)
- Providing the Comprehensive School Crisis Response (*Melissa Reeves, Christina Conolly-Wilson, Rosario Pesce, Brian Lazzaro, Amanda Nickerson, Shane Jimerson, Ted Feinberg, Richard Lieberman*)
- Developmental Considerations in Crisis Intervention (*Shane Jimerson*)
- War and Terrorism (*Sara Castro-Olivo*)
- Sudden and Unexpected Death (*Shane Jimerson*)
- Student Suicide (*Shelley Hart*)
- Health Crises (*Shane Jimerson*)
- Economic Crises (*Stephen Brock*)
- Natural Disasters (*Shane Jimerson*)
- Research Needs for Crisis Prevention (*Amanda Nickerson*)
- Research Needs for Crisis Intervention (*Amanda Nickerson*)

**Seeking Articles Regarding PREPaRE Implementation**

A few years ago we began the practice of submitting articles written by PREPaRE trainers to the NASP *Communiqué*. We would very much like to continue to this practice. 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 at brock_s@sbcglobal.net. PREPaRE workgroup members may be available to work with you on such an article (and even be a coauthor if you would find that helpful).
Evaluation of PREPaRE Workshops

Amanda Nickerson (Workgroup Member) and Michelle Sirwacki (School Psychology Graduate Student, State University of New York, University at Buffalo) are in the process of analyzing workshop evaluation data from the past few years. Preliminary analyses show that workshop participant satisfaction is high for both workshops. Workshop 1 participants had a significant increase in knowledge from pre-test to post-test. An exploration of the influence of demographics revealed one significance difference, with working professionals gaining significantly more knowledge than graduate students. For Workshop 2 there was a significant increase in both knowledge and attitude from the pre-test to the post-test. Those participants with 1-5 years working experience made greater knowledge gains than those with 0 years of experience. In terms of attitude change, participants with 0 years of experience averaged significantly greater gains than all others, while those with 1-5 years in their current profession averaged a larger increase in attitudes than participants with 6 or more years of experience. Furthermore, those with more hours of training prior to the workshop had smaller gains in attitudes.

Additional analyses are ongoing. A proposal to present a poster session regarding the results has been submitted for the APA 2012 conference and a summary article will be developed to share with PREPaRE Trainers and posted on the NASP PREPaRE website.

Research Participants Needed!

A doctoral student, who previously conducted a follow-up study with PREPaRE participants, is proposing to focus her dissertation research on examining the comprehensiveness of school crisis plans. She will be looking for schools that have made changes to their crisis plans after taking a PREPaRE workshop to submit a copy of their crisis plan to be included in the research. If your district has done so, please look for future communications from us as your participation is greatly appreciated!!!

Major Goal for 2012-2013: Support to Trainers!!!

Trainer and Sponsor Survey: Christina Conolly-Wilson, Ross Pesce, and Ted Feinberg (PREPaRE workgroup members) are currently working on a letter to all workshop trainers and previous workshop sponsors. Within this letter will be a link to complete a survey through Survey Monkey to solicit feedback on how their use of PREPaRE has impacted their work settings and communities, satisfaction about being a PREPaRE trainer or sponsor of a PREPaRE workshop, and feedback regarding general questions and implementation of PREPaRE concepts. The letter will also provide direct contact information for workgroup members who can provide additional support and guidance to PREPaRE Trainers and districts regarding maintaining trainer status, referrals for additional PREPaRE trainings, questions regarding crisis topics/situations, and next steps for ongoing implementation of concepts learned in workshops. Be on the lookout for this letter and survey and please complete it as soon as you receive. Your information is valuable and lets us know how to best support you and districts!!!

Need clarification on workshop content?:

Did you ever have a question or need clarification regarding topics within the curriculum? If so, please contact Christina Conolly-Wilson, a member of the PREPaRE workgroup and also Crisis Intervention Coordinator for the Waukegan Public Schools. One of her primary responsibilities on
knowledge of crisis prevention, preparedness, interventions and recovery. As novices in the field of the school psychology, our knowledge of and experience with crisis situations is limited. This training opportunity provided us a stronger foundation of multi-tiered prevention and intervention approaches. Additionally, we developed a better understanding of the roles and responsibilities of school based mental health professionals in crisis situations.

During the training experience, it became more evident the content of this training was closely aligned with several of the NASP graduate education training domains, specifically NASP Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills and NASP Domain 6: Preventative and Responsive Services. The overarching theme of the PREPaRE curriculum focuses on the importance of a proactive approach within a multitiered prevention and intervention model. Furthermore, its emphasis on evidence-based approaches provides knowledge and understanding of effectively responding to a crisis situation. By utilizing the evidence-based strategies suggested in the PREPaRE curriculum, school based mental health professionals are better able to foster resiliency within today’s children and youth. As graduate students, we believe this training assists graduate programs and graduate students to meet these important graduate education training domains.

Some educational and mental health professionals may believe the content of the PREPaRE curriculum is, perhaps, too heavy for graduate students who often lack practical field experience to grasp the true understanding of a crisis response team. We feel, after completing this training, we are more confident in our ability to get involved with and contribute to a crisis response team. It is true, graduate students may find the curriculum to be too concentrated at times; but, in our opinions, the benefit of gaining a general understanding of how to respond in a crisis situation and understanding what role a school psychologist can play far exceeds the overwhelming fears associated with a lack of training. Moreover, given discussion that included the diverse backgrounds of other participants, we were able to gain an understanding of

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**Tips to Securing Support for PREPaRE Trainings**

- Approach a university training program (e.g., school psychology, school counseling) and offer to present PREPaRE during a winter or summer extension session.
- If you are in small county, pair with other counties or area education agencies to provide a PREPaRE training. The cost could be shared and it will establish a positive connection and support.
- If you have a district that has not created or needs a radical change in crisis plan, suggest that PREPaRE will provide guidance to teams so that they do not need to reinvent the wheel.
real life experiences and practical applications of how the PREPaRE model fits within a variety of schools. By hearing current practicing professionals share their personal crisis events that occurred in their schools, it really brought the curriculum to life. Furthermore, as we enter the field, we not only have the basic understanding of crisis prevention and preparedness, but also, we now have the materials needed to establish an effective crisis response plan within a school environment.

With a focus on prevention, the PREPaRE curriculum aligns itself within a school-wide preventative approach highlighting the importance of addressing student mental health, academic, and behavioral issues. We appreciated how the curriculum provided examples of the different levels of intervention necessary to address student needs in a crisis situation, as well as time allotted for problem solving and role playing, further enhancing our understanding. As advocates for promoting student health and wellness, we recognize the value of a preventative approach and appreciated PREPaRE’s emphasis on addressing the impact on student learning and the importance of coping skills during a crisis situation. Moving forward, as we enter internship, we recognize there are still gaps in our comprehensive understanding of crisis prevention and preparedness, but we definitely feel far more confident and “PREPaREd!”

### PREPaRE Workgroup Updates
(Continued from Page 6)

the PREPaRE workgroup is to assist trainers with questions that he or she may have in regard to topics that are within the PREPaRE curriculum. If either you or training attendees ask a question that you do not have the answer to or you want some additional clarification about a topic, please feel free to email her at econolly@wps60.org and she can answer your questions.

### Outreach to Professional Groups

**Administrator and Key Stakeholder PREPaRE PowerPoint:** Shane Jimerson and Melinda Susan (PREPaRE Workgroup Members) are taking the lead on developing a PREPaRE overview PowerPoint for administrators. This will be a 15-20 minute overview of the PREPaRE curriculum that highlights how it can benefit administrators and districts. The goal is to help Trainers to gather support for bringing PREPaRE to individual districts and key stakeholder groups. Once this PowerPoint if finalized, it will be posted on the NASP PREPaRE Trainer Community for all Trainers to access.

**Conference Proposals:** The PREPaRE workgroup wants to bring awareness of PREPaRE to other key stakeholder groups in hopes they will want to offer local PREPaRE trainings. We are in the preliminary stages of requesting information from different agencies/professional groups in hopes of either conducting PREPaRE workshops or presenting an overview of PREPaRE at their conference. Request for information is being solicited from the following: National School Safety Conference, Georgia Emergency Management Agency School Safety Conference, Texas School Administrator

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School Safety Conference, National Conference on Education, National Association of Elementary School Principals, National Association of Secondary School Principals, National School Board Association, National Association of School Social Workers, and the American School Counselor Association. If you have other conferences/professional groups we should reach out to, please let us know!

Outreach to Early Career Psychologists

Melissa Reeves (PREPaRE Workgroup Chair), Scott Woitaszewski (PREPaRE Workgroup Member) and Aaron Feinberg (PREPaRE Trainer) have been invited to serve on a panel at the NASP National Convention in Philadelphia discussing school crisis prevention and intervention. The panel is for early career school psychologists with the focus being on best practices in school crisis prevention and intervention and to also highlight the PREPaRE curriculum.

New Workgroup Member

Scott Woitaszewski joined the PREPaRE workgroup in the Fall of 2011 after completing the updated Training of the Trainers workshops in Walnut Creek, California. He is Director and Associate Professor in the School Psychology Program at the University of Wisconsin—River Falls. Scott has practiced as a school psychologist in Minnesota and has published and presented on the topic of crisis prevention and intervention. As a member of the PREPaRE workgroup, Scott will be responsible for organizing and editing the PREPaRE newsletter.