



Alignment Between the PREPaRE School Crisis Training Curriculum and U.S. Government Recommendations Outlined in the *Guide for Developing High Quality School Emergency Operations Plans (K-12)*

This document outlines how the PREPaRE School Crisis Prevention and Intervention Curriculum, published by the National Association of School Psychologists, aligns with the guidance provided by the U.S. Department of Education in regards to developing emergency operations plans. PREPaRE workshops are a cost-effective way to provide quality staff development that addresses the newly released government guidelines and recommendations. In addition, each PREPaRE workshop has a trainer-of-trainer (ToT) component to help schools with long-term sustainability of skills.

PREPaRE Workshop #1: Prevention and Preparedness: Comprehensive School Safety Planning (2nd Ed.)

This one-day workshop teaches participants how to establish and sustain comprehensive school safety and crisis prevention and preparedness efforts. Presenting research-based strategies, this workshop connects ongoing school safety, positive school climate, and crisis preparedness; emphasizes the unique needs and functions of school teams; describes the steps involved in developing these teams; and outlines a model that integrates school personnel and community provider roles. The PREPaRE model builds on existing personnel, resources and programs, and can be adapted to individual school needs and size. Finally, the workshop explores how to prepare for school crises by developing, exercising, and evaluating safety and crisis plans. This workshop is an excellent course for mental health, educational and safety professionals working at all grade levels charged with establishing a safe school climate and responding to crises. (Participant Materials: Spiral bound workbook and CD including presentation slides and 47 handouts to support comprehensive safety and crisis planning and preparedness efforts.)

PREPaRE Workshop #2: Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals (2nd Ed.)

This two-day workshop provides school-based mental health professionals and other school crisis intervention team members with the knowledge necessary to meet the mental health needs of students and staff following a school-associated crisis event. With updated research and crisis intervention strategies, this workshop teaches participants how to prevent and prepare for psychological trauma; reaffirm both the physical health of members of the school community and students' perceptions that they are safe and secure; evaluate the degree of psychological trauma; respond to the psychological needs of members of the school community; and examine the effectiveness of school crisis intervention and recovery efforts. This workshop is an excellent course for all school-based mental health professionals and other professionals who provide mental health crisis intervention services. (Participant Materials: Spiral bound workbook and CD including presentation slides and 40 handouts to support crisis intervention and recovery efforts.)

This document refers to the following sources:

Reeves, M., Nickerson, Conolly-Wilson, C., Susan, M., Lazzaro, B., Jimerson, S., & Pesce, R (2011). *WS1: PREPaRE: Crisis Prevention and Preparedness (2nd Ed) - Comprehensive School Safety Planning*. National Association of School Psychologists, Bethesda, MD. <http://www.nasponline.org/prepare/index.aspx>

Brock, S. (2011). *WS2: PREPaRE: Crisis Intervention & Recovery (2nd Ed): The Roles of the School-Based Mental Health Professional*. National Association of School Psychologists, Bethesda, MD. <http://www.nasponline.org/prepare/index.aspx>

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High Quality School Emergency Operations Plans (K-12)*, Washington, DC, 2013. <http://www2.ed.gov/about/offices/list/oese/oshs/rems-k-12-guide.pdf> or <http://rems.ed.gov/EOPGuides>

For additional information regarding the PREPaRE curriculum and/or to schedule a PREPaRE trainings, visit www.nasponline.org/prepare.

At-A-Glance

Comparison of Content Covered in *A Guide for Developing High Quality School Emergency Operations Plans (K-12)* and PREPaRE Crisis Prevention & Intervention Curriculum

Guide for Developing High Quality School Emergency Operations Plans (K-12)	P Prevent	R Reaffirm	E Evaluate	P a R Provide and Respond	E Examine
Introduction and Purpose	WS1: Prevention and Preparedness: Comprehensive School Safety Planning <ul style="list-style-type: none"> Alignment across all phases of crisis management M--PHAT Approach(Multi-Phase, Hazard, Agency, and Tiered) Addressing physical and psychological safety 				
Planning Principles	WS1: Prevention and Preparedness: Comprehensive School Safety Planning <ul style="list-style-type: none"> Plan importance and guiding principles <ul style="list-style-type: none"> Comprehensive Safety Plan - Purpose and Goals Crisis Plans – Importance, Development, Implementation 				
The Planning Process <ol style="list-style-type: none"> Form a Collaborative Planning Team Understand the Situation Determine Goals and Objectives Plan Development Plan Preparation, Review, and Approval Plan Implementation and Maintenance 	WS1: Prevention and Preparedness: Comprehensive School Safety Planning <ul style="list-style-type: none"> Examination Strategies – Needs Assessment, Process Assessment, Outcome Evaluation Forming Collaborative Safety Teams Vulnerability Assessments – Physical and Psychological safety, Threat and Suicide Assessments Using data to identify immediate priorities Comprehensive Safety Plan-Purpose and Goals School Emergency Protocols and Drills Cultural and Special Needs Considerations Continuity of Operations Plan Exercising and Evaluating Plans School Crisis Plan Development and Implementation Alignment with the Incident Command System Crisis Team Response Plans and Components Evacuation, Accountability, Communication, Reunification Mini-Plans Crime Prevention Through Environmental Design Positive/Safe School Climate, Developing School Resilience and School Connectedness, Establishing Safe Schools Threat Assessment and Suicide Risk Assessment 				
Plan Content <ul style="list-style-type: none"> The Basic Plan Functional Annexes Content Threat-and Hazard Specific Annexes 	WS2: Crisis Intervention and Recovery: The Roles of School Based Mental Health Professionals <ul style="list-style-type: none"> Evaluate Psychological Trauma Risk <ul style="list-style-type: none"> Assessment Variables: Crisis Exposure, Personal Vulnerabilities, Threat Perceptions, Crisis Reactions, Developmental and Cultural Variations Relationships between Psychological Triage & Crisis Interventions Levels of Crisis Interventions – Universal, Selected, and Indicated (short and long-term) <ul style="list-style-type: none"> Naturally Occurring Support Systems, Classroom/Group-Based and Individual Crisis Intervention Protocols, Psychotherapeutic Interventions. Care for the Caregiver 				

DETAILED COMPARISON

Key Concepts/Guidelines from <i>Guide for Developing High Quality School Emergency Operations Plans (K-12)</i>		PREPaRE Curriculum Indicates WS1: Crisis Prevention & Preparedness Workshop Content <i>Indicates WS2: Crisis Intervention & Recovery Workshop Content</i>		
Concept/Guidelines	Page #	PREPaRE Concepts and Language That Address U.S. Dept. of Ed concept/guidelines	Workshop ppt slide #	Workshop Handouts/Resources (H#)
INTRODUCTION & PURPOSE Presidential Policy Directive 8 (PPD 8)	1-3	WS1: Phases of Crisis Management <i>WS2: Relationship Between Phases of a Crisis, the PREPaRE Model and Levels of Prevention</i>	16-18 24	<i>WS2-H4: Relationship Between Phases of a Crisis, the PREPaRE Model and Levels of Prevention (WS2)</i>
PLANNING PRINCIPLES	4	WS1: Plan Importance and Guiding Principles	48-49; 66-69	WS1-H 4: Comprehensive School Safety Plan Checklist WS1-H5: Model of Comprehensive Safety Plan WS1-H 33: Guiding Principles for Plan Development WS1-H 34: Planning Questionnaires for Schools
THE PLANNING PROCESS	5-23	WS1: Examination Strategies: Needs Assessment, Process Analysis and Outcome Evaluation <i>WS2: Examination Strategies: needs assessment, process analysis and outcome evaluation</i>	91	WS1-H22: Evaluating Crisis Plan Preparedness (Needs Assessment) WS1-H 45: Checklist: Evaluating the Crisis Response (Process Analysis) WS1-H 46: Examining Immediate Response and Longer-Term Recovery Efforts (Outcome Evaluation) <i>WS2: Process Analysis</i> <i>WS2-H 33: Questionnaire</i> <i>WS2-H34: Interview Questions</i> <i>WS2: Outcome Evaluation</i> <i>WS2-H35 & H36: Crisis Response Outcomes</i> <i>WS2-H37: Evaluation Questionnaire</i> <i>WS2-H38: Teacher Survey</i>
Step 1: Forming a Collaborative Team	5	WS1: Safety Teams (referred to as Planning Teams in gov. guide)	44-47	WS1-H 2: District Safety Team Core Functions & Members WS1-H 3: School Safety Team Core Functions & Members WS1-H 31: Advocacy Tips for School Personnel for Crisis Planning
Step 2: Understand the Situation	7	WS1: Vulnerability Assessment addressing both physical and psychological safety; threat and suicide assessment	38; 51-52	WS1-H6: School Building Vulnerability Assessment WS1-H 28 & H29: Suicide and Threat Assessment
Step 3: Determine the Goals and Objectives	12	WS1: Using vulnerability assessment data, identify most immediate priorities to address WS1: Comprehensive Safety and Crisis Plan Goals	51-52 49, 68	WS1-H 6 Vulnerability Assessment activity WS1-H4: Comprehensive School Safety Plan Checklist WS1-H 33: Guiding Principles for Plan Development WS1-H 34: Planning Questionnaires for Schools
Step 4: Plan Development (Identifying Courses of Action)	14	WS1: Emergency Protocols & Emergency Drills and Exercises WS1: Cultural Considerations & Special Needs Consideration	71-72 83-85	WS1-H 13: Emergency Protocols, Drills, Exercises, and Procedures WS1-H 35 School Emergency Protocol Exercises and Drills Supplemental handout: Conducting Crisis Exercises and Drills: Guidelines for Schools http://www.nasponline.org/resources/crisis_safety/drills_guidance.pdf

Step 5: Plan Preparation, Review, and Approval	16	WS1: Comprehensive Safety Plans WS1: Crisis Response Plans WS1: Continuity of Operations Plan (COOP)	48-50 75-80 76	WS1-H 4: Comprehensive School Safety Plan Checklist WS1-H 14: Crisis Team Response Plan Components WS1-H 15: Essential Elements of a Release and Reunification Plan WS1-H 16: Crisis Team/Administrator Emergency Response Go-Kit WS1-H 17: School Staff Response Plan Components WS1-H 37: Classroom Go-Kit WS1-H 38: Mental Health Response Team Go-Kit WS1-H 39: Essential Elements of a Communication Plan WS1-H 40: Sample MOU WS1-H 41: Readiness and Emergency Management Preparedness Template WS1-H 42: Sample Crisis Intervention Team Manual WS1-H 43: Illinois Crisis Plan Template WS1-H 44: Levels of Crisis Interventions WS1-H 36: Sample COOP
Step 6: Plan Implementation and Maintenance	20	WS1: Exercising and Evaluating Plans	70-74	WS1-H 13: Emergency Protocols, Drills, Exercises, and Procedures WS1-H 35: School Emergency Protocol Exercises and Drills WS1-H 41: Readiness and Emergency Management Preparedness Template
PLAN CONTENT	23-36	WS1: Crisis Plans	65-80	WS1-H: 13-17 (see above) WS1-H: 33-44 (see above)
The Basic Plan: Introductory Material, Purpose and Situation Overview, Concept of Operations	23-25	WS1: Crisis Plans (Legislation, Importance)	65-66	
Organization and Assignment of Responsibilities	25-26	WS1 Guiding Principles: Plan Development and Implementation WS1: Incident Command Structure (ICS)	68-69 54-62	WS1-H 33: Guiding Principles for Plan Development WS1-H 34: Planning Questionnaires for Schools WS1-H 7: School Incident Command Structure WS1-H 8: School Incident Command Structure Roles and Responsibilities WS1-H 9: Essential Duties of ICS Members Serving on Safety Teams WS1-H 10: Operations Section of ICS
Direction, Control, and Coordination; Information Collection, Analysis and Dissemination	26	WS1: School Crisis Plan WS1: Incident Command Structure (ICS)	70,72,80 54-62	WS1-H 17: School Staff Response Plan Components WS1-H 35: School Emergency Drills and Exercises WS1-H 7-10 (see above)
Training and Exercises	27	WS1: Exercising and Evaluating Plans WS1: School Emergency Drills and Exercises	70, 72-74	WS1-H 35: School Emergency Protocol Exercises and Drills
Administration, Finance, and Logistics	27	WS1: Incident Command Structure (ICS) WS1: COOP	54-62 76	WS1-H 7-10 (see above) WS1-H 36: Sample COOP
Plan Development and Maintenance	27-28	WS1: Exercising and Evaluating Plans WS1: Planning and Preparedness Components	70, 76, 78	WS1-H 14: Crisis Team Response Plan Components WS1-H 36: Sample COOP

Functional Annexes Content		Gov't uses the term "annex"; WS1 uses the term "mini-plan" - both are speaking of the same concept: annex=mini-plan		
Evacuation Annex	28	WS1: Evacuation Mini-Plan	76	WS1-H 14: Crisis Team Response Plan Components WS1-H 36: Sample COOP
Lockdown Annex	29	WS1: Emergency Protocols	71, 76	WS1-H 13: Emergency Protocols, Drills, Exercises, and Procedures WS1-H 14: Crisis Team Response Plan Components WS1-H 36: Sample COOP
Shelter-in Place Annex	29-30	WS1: Emergency Protocols	71	WS1-H 13: Emergency Protocols, Drills, Exercises, and Procedures
Accounting for All Person Annex	30	WS1: Accountability Mini-Plan	76	WS1-H 14: Crisis Team Response Plan Components WS1-H 15: Essential Elements of a Release and Reunification Plan WS1-H 36: Sample COOP
Communications and Warning Annex	30	WS1: Communications Mini-Plan	76	WS1-H 39: Essential Elements of A Communication Plan
Family Reunification Annex	31	WS1: Reunification Mini-Plan	76	WS1-H 15: Essential Elements of a Release and Reunification Plan
Continuity of Operations (COOP) Annex	32-33	WS1: COOP	76	WS1-H 36: Sample COOP
Recovery Annex	33	WS1: Recovery Plan <i>WS2: Provide Interventions and Respond to Psychological Needs</i>	78	WS1-H 44: Levels of Crisis Interventions <i>WS2-H 17: Relationships Between Psychological Triage and Crisis Interventions</i>
Public Health, Medical, and Mental Health Annex	34	WS1: Collaboration WS1: Memorandum of Understanding	39-40 77	WS1-H 40: Sample MOU
Security Annex	35	WS1: CPTED (Crime Prevention Through Environmental Design)	22-29	
Threat –and Hazard Specific Annexes	35-36	WS1: Overview of School Crisis Models WS1: Comprehensive Safety Teams and Plans WS1: Using vulnerability assessment data, identify most immediate priorities to address	18, 50 38;51-52,	WS1-H 5: Model of a Comprehensive Safety Plan WS1-H 6: School Building Vulnerability Assessment WS1-H 13: Emergency Protocols, Drills, Exercises, and Procedures
A CLOSER LOOK	37-67			
Information Sharing				
FERPA	39-50	WS1: Crisis Plan Legislation	65	
HIPPA	51-52	WS1: Crisis Plan Legislation	65	
Psychological First Aid for Schools (PFA-S) Training School Staff	52-53	<i>WS2: Assessment Variables: Crisis Exposure, Personal Vulnerabilities, Threat Perceptions, Crisis Reactions, Developmental and Cultural Variations</i> <i>WS2: Evaluate Psychological Trauma Risk</i> <i>WS2: Provide Interventions and Respond to Psychological Needs</i>	<i>43-65</i> <i>44-48; 52; 54-64; 68-69; 71-76 85-120; 122- 146; 153-158</i>	<i>WS2-H 6: Identifying and Responding to Emotionally Overwhelmed Students</i> <i>WS2-H 7: Personal Vulnerability to Psychological Trauma Subsequent to Crisis Event Exposure</i> <i>WS2-H 8: Warning Signs of Traumatic Stress</i> <i>WS2-H 9: Psychological Trauma Risk Checklist</i> <i>WS2-H 10: Conducting Psychological Triage: Levels of Triage</i> <i>WS2-H 11: Private Practitioner Referral Questionnaire</i> <i>WS2-H 12: Primary Risk Screening</i> <i>WS2-H 13: School Crisis Intervention Referral Form</i> <i>WS2-H 14: Traumatic Stress Screening Tools</i> <i>WS2-H 15: Psychological Triage Summary Tool</i>

				<p><i>WS2-H 17: Relationships Between Psychological Triage and Crisis Interventions</i></p> <p><i>WS2-H 18: Levels of School Crisis Interventions</i></p> <p><i>WS2-H 19: Sample Psychoeducational Information Document</i></p> <p><i>WS2-H 20: Links to Guidance on Responding to Children’s Crisis Reactions</i></p> <p><i>WS2-H 21: Sample Classroom Meeting Script & Outline</i></p> <p><i>WS2-H 22: Stress Management Resources and Adaptive Coping Strategies</i></p> <p><i>WS2-H 23: Lesson Plan for Use When Conducting Student Psychoeducational Group</i></p> <p><i>WS2-H 24: Passive Consent Form Template for Classroom Crisis Intervention</i></p> <p><i>WS2-H 25: Elements of Individual Crisis Intervention</i></p> <p><i>WS2-H 26: Delivery of Individual Crisis Intervention</i></p> <p><i>WS2-H 27: Suggestions for Stabilizing the Emotionally Overwhelmed Student</i></p> <p><i>WS2-H 28: Possible Questions to Ask When Identifying Crisis Problems</i></p> <p><i>WS2-H 29: Possible Questions to Ask When Assessing Lethality</i></p>
School Climate and Emergencies				
Conduct Comprehensive Needs Assessment	53-55	WS1: Crisis Preparedness – Comprehensive Safety Teams and Plans	44-52	WS1-H 4 Comprehensive School Safety Plan Checklist, WS1-H 6 School Building Vulnerability Assessment
Use Multi-Tiered Interventions and Supports	55-56	WS1: School Safety and Crisis Prevention – Psychological Safety	31-38	WS1-H 26: Relationship Between Mental Health and Academic Achievement WS1-H 27: Establish Safe Schools
Promote Social and Emotional Competencies	56	WS1: School Safety and Crisis Prevention – Psychological Safety to include: Positive Behavior Supports, Social-Emotional Learning, School Connectedness, Resiliency, Selecting Prevention Programs, Strategies to improve climate, safety, and resilience	31-38	WS1-H 25: Components of a Positive/Safe School Climate WS1-H 1: Developing School Resilience and School Connectedness WS1-H 26: Relationship Between Mental Health and Academic Achievement WS1-H 27: Resources for Establishing Safe Schools
Active Shooter Situations	57-58	WS1: Emergency Protocols & Emergency Drills and Exercises	71-72	WS1-H 13: Emergency Protocols, Drills, Exercises, and Procedures WS1-H 5: School Emergency Protocol Exercises and Drills
Planning and Sharing Info with First Responders		WS1: Comprehensive Safety Plans	48-50	WS1-H 4: Comprehensive School Safety Plan Checklist
		WS1: Crisis Response Plans	75-80	WS1-H 14: Crisis Team Response Plan Checklist WS1-H 36: Sample COOP
		WS1: Continuity of Operations Plan (COOP)	76	
		WS1: Collaboration	39-40	WS1-H 30: Local, State, and National Collaborative Partners and Resources

Exercises	58	WS1: Emergency Protocols & Emergency Drills and Exercises	71-72	WS1-H 13: Emergency Protocols, Drills, Exercises, and Procedures Supplemental handout titled: Conducting Crisis Exercises and Drills: Guidelines for Schools http://www.nasponline.org/resources/crisis_safety/drills_guidance.pdf
Preventing an Active Shooter Situation	59-61	WS1: CPTED (Crime Prevention Through Environmental Design) WS1: School Safety and Crisis Prevention – Physical Safety WS1: School Safety and Crisis Prevention – Psychological Safety	22-29 38	WS1-H 28: Suicide Risk Assessment WS1-H 29: Threat Assessment
Threat Assessment Teams	62-63	WS1: School Safety and Crisis Prevention – Psychological Safety	38	WS1-H 28: Suicide Risk Assessment WS1-H 29: Threat Assessment
Responding to an Active Shooter Situation	63-66	WS1: Emergency Protocols & Emergency Drills and Exercises	71-72	WS1-H 13: Emergency Protocols, Drills, Exercises, and Procedures
Interacting with First Responders	66	WS1: Incident Command Structure (ICS) WS1: Level of Response and ICS Roles Activity WS1: Collaboration	54-62 63 39-40	WS1-H 12: Level of Response and ICS Roles Activity Worksheet WS1-H 30: Local, State, and National Collaborative Partners and Resources
After an Active Shooter Incident	66-67	WS1: Crisis Teams and Plans WS1: Special Considerations	54-64; 75-80 83-88	
Unique Content in Dept of Ed Guidance		Unique Content in PREPaRE		
Topics NOT Covered in PREPaRE WS1 which are covered by gov't guidelines: <ul style="list-style-type: none"> A distinctly sequential approach to the Planning Process 		Topics Covered in PREPaRE WS1 NOT covered by gov't guidelines: <ul style="list-style-type: none"> Basic Assumptions: crisis theory & crisis event characteristics Strong emphasis on balancing physical and psychological safety How to manage technology and use to help with information dissemination and psychological triage Communicating with the Media Memorials 		
		Topics Covered in PREPaRE WS2 NOT covered by gov't guidelines: <ul style="list-style-type: none"> <i>Basic Assumptions: crisis theory & crisis event characteristics</i> <i>Crisis variables</i> <i>Strong emphasis on balancing physical and psychological safety</i> <i>Conducting psychological triage</i> <i>Providing a multi-tiered level of interventions based upon demonstrated need</i> <i>Care-for-the-caregiver</i> <i>Providing and teaching a specific protocols to follow regarding crisis intervention (it is NOT a one-size fits all approach to response)</i> 		

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