

Overview: PREaRE School Crisis Prevention and Intervention Training Curriculum



Please Note:

- This is a brief overview of the PREPaRE curriculum and is not an official PREPaRE training. To find out more about the PREPaRE curriculum, visit www.nasponline.org/prepare.
- To schedule a training, contact prepare@naspweb.org.



Why Do Schools Need This Training?

- School crisis management is relatively unique and requires its own conceptual model.
- School climate and safety are associated with academic achievement.
- All schools will experience some level of crisis.
- Federal law, the Every Student Succeeds Act (ESSA), includes significant emphasis on comprehensive school safety.
- Good crisis planning and preparation help mitigate traumatic impacts in event of a crisis.

Comprehensive Safety = Physical and Psychological Safety₃

Sample of Current Policy and Law

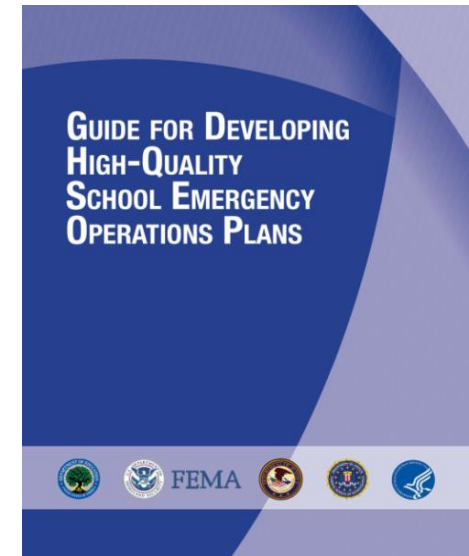
- The Every Student Succeeds Act (ESSA)
 - Requires state assistance to LEA's to address bullying, harassment, and discipline
 - Requires annual reporting of safety, climate, bullying, and harassment data
 - Authorizes funds that may be used to improve school safety, improve crisis planning, and response
- 33 states require every school and district to have a comprehensive school safety plan
 - Increased trend in the requirement of various emergency drills, including active shooter drills
- All 50 states and DC have bullying laws
 - Vary in scope and comprehensive nature



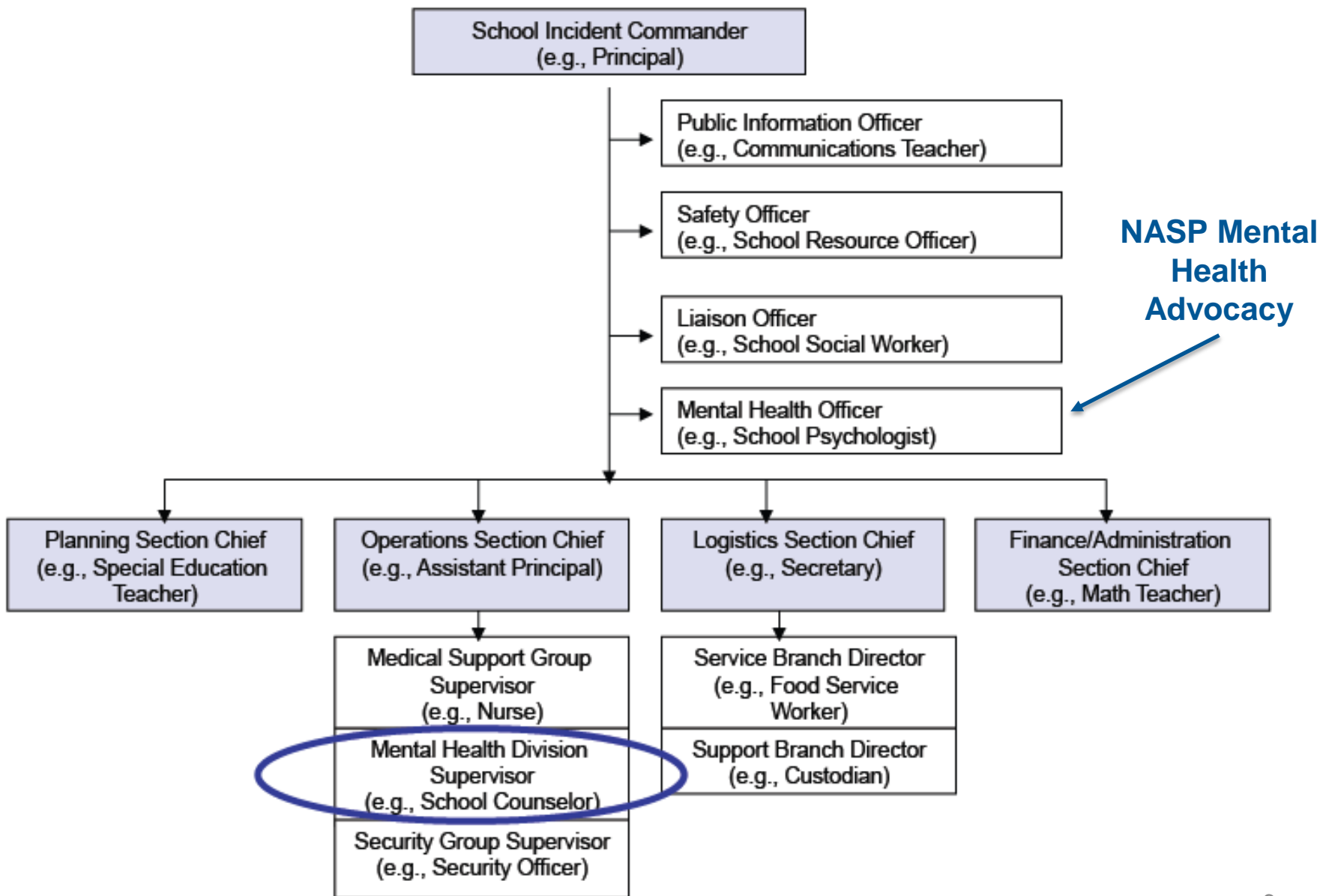
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U.S. Department of Education Crisis Management Phases

- Presidential Policy Directive (PPD-8, 2011)
- Five Mission Areas
 - Prevention
 - Protection
 - Mitigation
 - Response
 - Recovery
- U.S. Department of Homeland Security (2008)
 - National Incident Management System (NIMS) and the National Response Framework (NRF)
 - Incident Command System (ICS)



School Incident Command System (ICS)



PREPaRE Conceptual Framework

P **Prevent** and prepare for psychological trauma

R **Reaffirm** physical health and perceptions of security and safety

E **Evaluate** psychological trauma risk

P **Provide** interventions
and
R **Respond** to psychological needs

E **Examine** the effectiveness of crisis prevention and intervention

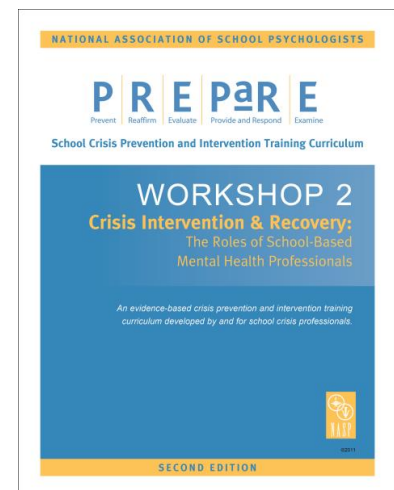
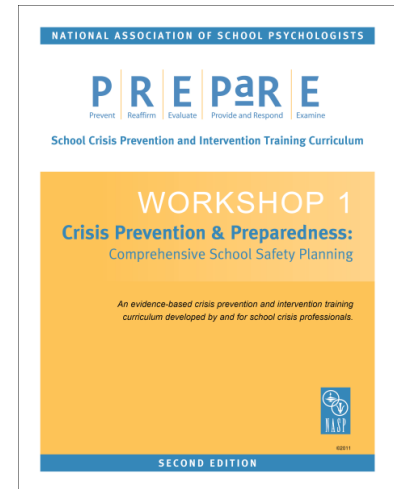
Workshops 1 and 2

Workshop 1: Crisis Prevention and Preparedness - Comprehensive School Safety Planning

- 6.5 contact hours

Workshop 2: Crisis Intervention and Recovery - Roles of School-Based Mental Health Professionals

- 13 contact hours



Prevent and Prepare for Psychological Trauma

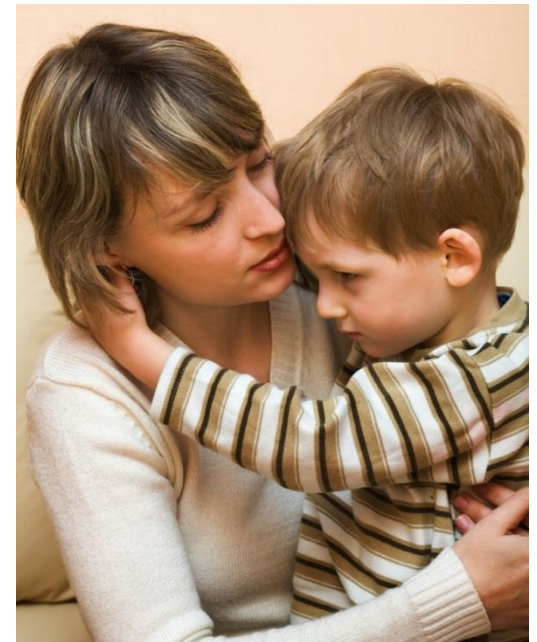
1. School Safety and Crisis Prevention
 - a. Physical Safety
 - b. Psychological Safety

2. Crisis Preparedness
 - a. Comprehensive Safety Teams and Plans
 - b. Crisis Teams and Plans
 - c. Special Considerations



Reaffirm Physical Health and Perceptions of Security and Safety

- Reaffirm objective physical health and safety
- Reaffirm perceptions of safety and security

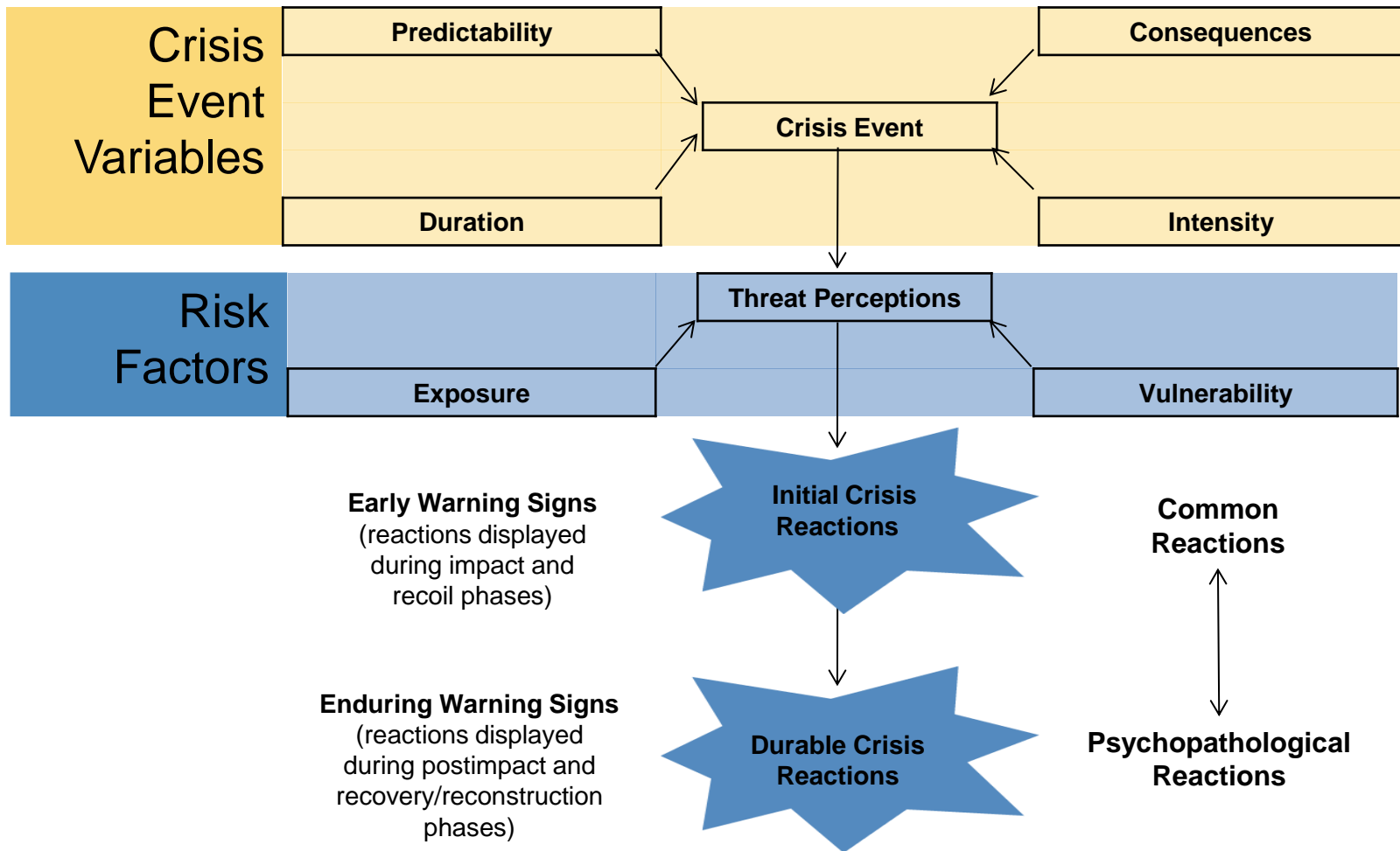


Evaluate Psychological Trauma

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



Evaluate Psychological Trauma

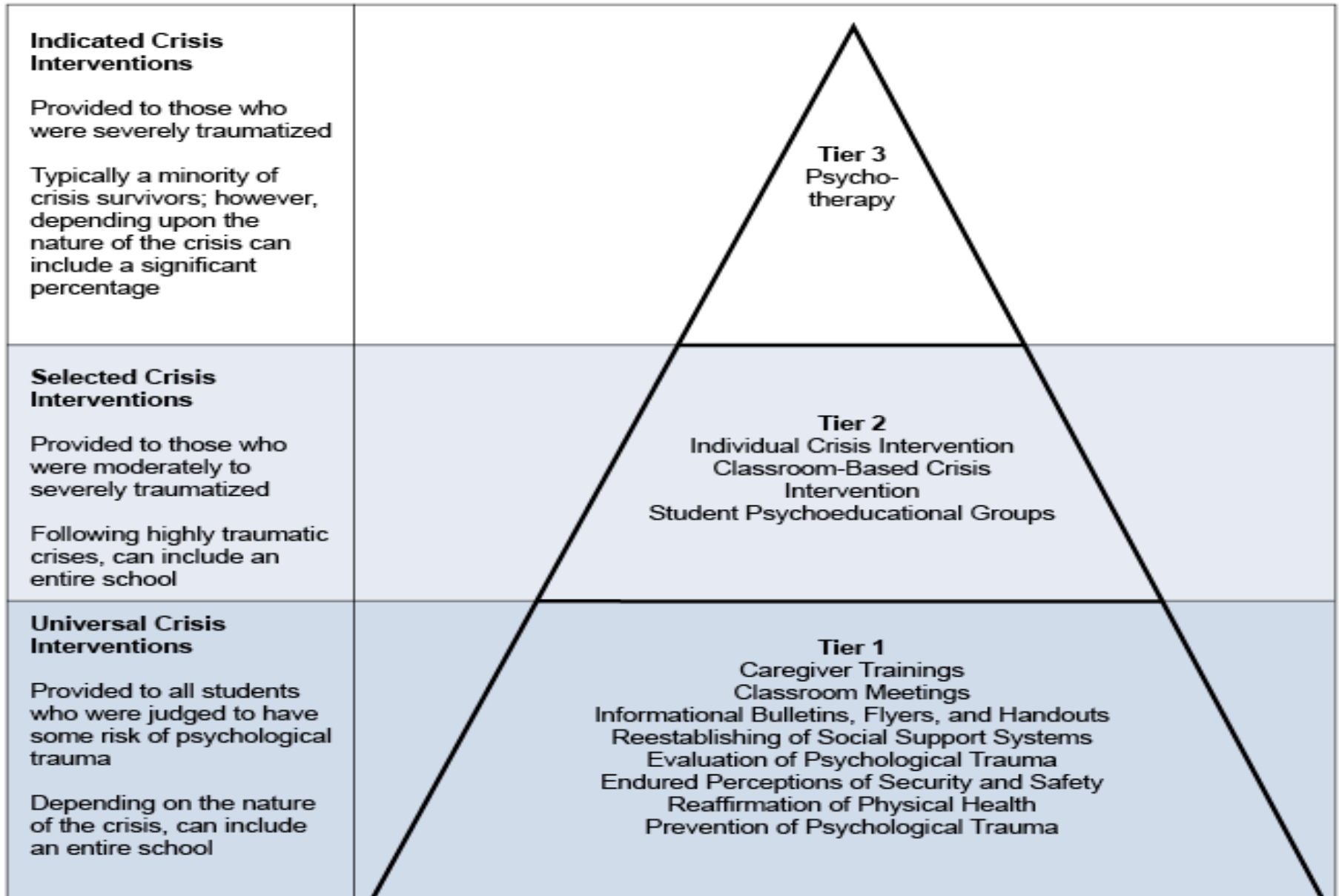




Provide Interventions and Respond to Student Psychological Needs

1. Reestablish Social Support Systems
2. Psychoeducation:
 - Empower Survivors, Caregivers, and Teachers
 - Informational documents
 - Caregiver trainings
 - Classroom meetings
 - Student psychoeducational groups
3. Psychological Interventions
 - Classroom-Based Crisis Intervention
 - Individual Crisis Intervention
 - Psychotherapeutic Treatments

Levels of School Crisis Interventions



Examine the Effectiveness of Crisis Prevention and Intervention

- Three examination strategies:
 - Needs Assessment
 - Process Analysis
 - Outcome Evaluation



PREPaRE Training: Evaluation Data

Knowledge, Attitudes, & Satisfaction

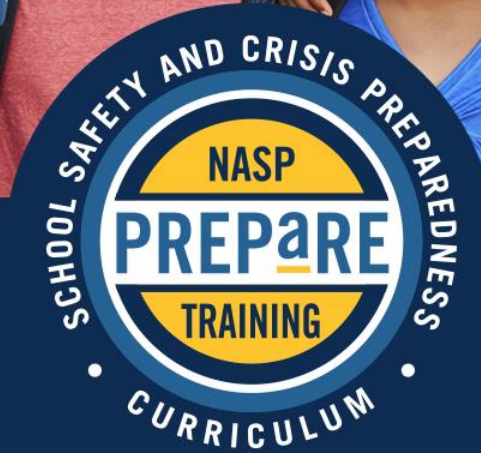
- Participants consistently experience:
 - *significant gains in knowledge*
 - *significant improvements in attitudes toward crisis prevention and intervention.*
- Workshop 1 participants report:
 - Feeling more knowledgeable about school crisis prevention
 - More confidence and enthusiasm in collaborating with others to develop school safety and crisis response management plans.
- Workshop 2 participants report:
 - Less anxiety and fear in responding to school crises
 - More confidence in ability to respond as part of a crisis team
- Participant Satisfaction (5 point scale)
 - High across Workshop 1 ($M=4.5$) and Workshop 2 ($M=4.6$)

What PREPaRE Can Do For Your Schools?

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

References

- Brock, S.E., Nickerson, A.B., Reeves, M.A., Conolly, C.N., Jimerson, S. R., Pesce, R.C., & Lazzaro, B.R. (2016). *School crisis prevention & intervention (2nd Ed): The PREPaRE model*. Bethesda, MD. National Association of School Psychologists.
 - <https://www.nasponline.org/resources-and-publications/books-and-products>
- National Association of School Psychologists
 - www.nasponline.org
- PREPaRE Webpage
 - <http://www.nasponline.org/prepare>



Thank you!