Overview:
PREPare School Crisis Prevention and Intervention Training Curriculum

Please Note:

• This is a brief overview of the PREPäre RE curriculum and is not an official PREPäre RE training. To find out more about the PREPäre RE 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 Safety
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

U.S. Department of Education Crisis Management Phases

• Presidential Policy Directive (PPD-8, 2011)
• Five Mission Areas
  – Prevention
  – Protection
  – Mitigation
  – Response
  – Recovery
  – National Incident Management System (NIMS) and the National Response Framework (NRF)
• Incident Command System (ICS)
School Incident Command System (ICS)

Source: Federal Emergency Management Agency (FEMA; 2010, August); http://training.fema.gov/EMIWeb/IS/IS100SCA.asp
## PREP_{a}RE Conceptual Framework

<table>
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<tr>
<th>P</th>
<th><strong>Prevent</strong> and prepare for psychological trauma</th>
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<tbody>
<tr>
<td>R</td>
<td><strong>Reaffirm</strong> physical health and perceptions of security and safety</td>
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<tr>
<td>E</td>
<td><strong>Evaluate</strong> psychological trauma risk</td>
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<td>P</td>
<td><strong>Provide</strong> interventions and <strong>Respond</strong> to psychological needs</td>
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<td>E</td>
<td><strong>Examine</strong> the effectiveness of crisis prevention and intervention</td>
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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

www.nasponline.org/professional-development/prepare-training-curriculum/prepare-workshops
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

**Crisis Event Variables**
- Predictability
- Duration

**Risk Factors**
- Threat Perceptions
  - Exposure
  - Vulnerability

**Consequences**
- Intensity

**Common Reactions**
- Psychopathological Reactions

**Initial Crisis Reactions**
- Early Warning Signs
  - (reactions displayed during impact and recoil phases)
- Enduring Warning Signs
  - (reactions displayed during postimpact and recovery/reconstruction phases)

**Durable Crisis Reactions**
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

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<tr>
<th>Indicated Crisis Interventions</th>
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<td>Provided to those who were severely traumatized</td>
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<tr>
<td>Typically a minority of crisis survivors; however, depending upon the nature of the crisis can include a significant percentage</td>
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<th>Selected Crisis Interventions</th>
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<td>Provided to those who were moderately to severely traumatized</td>
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<tr>
<td>Following highly traumatic crises, can include an entire school</td>
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<th>Universal Crisis Interventions</th>
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<td>Provided to all students who were judged to have some risk of psychological trauma</td>
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<tr>
<td>Depending on the nature of the crisis, can include an entire school</td>
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Tier 3  
Psychotherapy

Tier 2  
Individual Crisis Intervention  
Classroom-Based Crisis Intervention  
Student Psychoeducational Groups

Tier 1  
Caregiver Trainings  
Classroom Meetings  
Informational Bulletins, Flyers, and Handouts  
Reestablishing of Social Support Systems  
Evaluation of Psychological Trauma  
Endured Perceptions of Security and Safety  
Reaffirmation of Physical Health  
Prevention of Psychological Trauma
Examine the Effectiveness of Crisis Prevention and Intervention

• Three examination strategies:
  – Needs Assessment
  – Process Analysis
  – Outcome Evaluation
PREPаRE 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 PREPâRE 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


• National Association of School Psychologists
  – www.nasponline.org

• PREPARE Webpage
  – http://www.nasponline.org/prepare
Thank you!