

***Crisis Response Organization:
Prepare, Respond, Recover & Re-engage:***

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2020-2021 STOP Threat Assessment Grant Recipient;
National Association of School Psychologists
Coordinator Elect, Grief Support and Crisis Management
in
Schools Interest Group]*

Resources:

The "I Love You Guys" Foundation

National Association of School Psychologists: School Safety and Crisis Preparedness

Colorado School Safety Resource Center (CSSRC)



Prepare: P.R.E.PaR.E., Standard Response Protocol; Standard Reunification Method, Incident Command Structure(s)

- Building Level Crisis Team Established (Roles Differentiated between Crisis Mental Health Triage [*NASP PREPaRE*], and Standard Response Protocol & Standard Reunification Method [*I Love You Guys SRP/SRM*])
- Building Level Incident Command Structure Assigned (Roles Differentiated between Crisis Mental Health Triage [*NASP PREPaRE*], and Standard Response Protocol & Standard Reunification Method [*I Love You Guys SRP/SRM*])
- Building Level Threat Assessment Team Established
- Certified and Classified Staff trained in all areas of *I Love You Guys Standard Response Protocol: Hold, Secure [Lockout], Lockdown, Evacuate, Shelter*
- Roles of Each Building Staff Member (Certified & Classified) Clearly Assigned/Defined/Trained, *I Love You Guys Standard Response Protocol*
- School-wide Exercise Completed/District/School-wide Tabletop Completed
- School-based Mental Health Staff Trained in *PREPaRE Curriculum, Workshop 1 & Workshop 2 (Third Edition)*
- Roles of Each Staff Member Clearly Defined/Assigned/Trained
- Certified and Classified Staff trained in all areas of *I Love You Guys Standard Reunification Method*
- School-wide Exercise Completed
- MOU's completed with supporting communicating agencies

Upon learning of a crisis: Response Plan

- Identify type of crisis:
- Call 9-1-1, assess security needs, secure safety, if necessary:
- Document medical and transport activities & times:
- Assemble crisis team:
- Verify the facts information/identify a family liaison:
- Consider consultation with law enforcement in case any interaction could interfere with an ongoing investigation; gather victim belongings if necessary:
- Identify type of emergency response needed (i.e., grief, trauma, or both): Activate appropriate crisis response protocol (*Standard Response Protocol: Hold, Secure [Lockout], Lockdown; Evacuate [Standard Reunification Method], Shelter*):
- Notify district administration (*Mental Health and Safety Coordinator; Threat Assessment Team Lead; Suicide Assessment Team Lead*):
 - Notify staff and prepare written announcement (script) of facts: staff to relay facts to students: Notify students (Additionally, notify of before and after school meetings the first day of crisis response):

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- Notify other schools/organizations that might be impacted i.e. feeder schools, clubs, other organizations, etc.:
- Notify parents and community; Activate PIO to communicate with community and the media:
- Communicate with family of impacted students and staff:
- Write statement for phone inquiries:
- Identify and develop communication to parents/guardians (i.e., letter, website, email):
- Provide immediate crisis interventions to ensure physical safety measures:
 - Secure building:
 - Move students away from physical harm, scenes, and images (protect senses/minimize trauma):
 - Transportation needs:
 - Building considerations:
- Account for safety of all students and staff: Binders/Reunification Cards located _____
- Identify needed supplies and materials:
- Once physical safety is established, begin implementation of immediate psychological support (emotional support for victims and others affected):
- Begin initial psychological triage and assessment to identify crisis exposure:
- Compile list of possible at-risk students:
 - Use Psychological Triage Summary Sheet*
- Organize a Safe Room including those to staff it, supplies, and handouts:
- Assess need for outside help: other district personnel, substitutes, community partners, etc.:
- Make contact to activate district or community crisis teams, if appropriate:
- Activate release and reunification plan, if needed (*Standard Reunification Method*): Binders & reunification cards located _____.
- Conduct *staff meeting* at the end of the day to share an update and preview of the following day, if possible (provide updates and gather information on additional at-risk students and staff):
- Hold a *crisis team* meeting to debrief immediate crisis intervention and plan for next day and near future:
- Devise a plan of action for the present and next few days:

Recovery Plan

- Conduct ongoing psychological triage to assess impact of trauma and effectiveness of interventions:
- Provide crisis interventions, as deemed appropriate by psychological triage process:
- Psychoeducational groups: student and caregiver:
- Individual crisis intervention and psychological first-aid:
- Classroom-based crisis intervention and group psychological first-aid:
- Intensive mental health interventions (i.e., referral to outside agency): Rotate crisis interveners, if needed because of fatigue (assess Safe Room staff): Communicate with staff, parents, and community regarding the physical and

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psychological supports being conducted and those that will be offered, feeling and reactions to expect, and how to access support services:

- Collaborate with stakeholders and community support agencies:
- Restore physical safety (i.e., establish police presence, staff visibility, parent volunteers):
- Restore psychological safety (i.e., continue to offer the continuum of crisis intervention services as long as needed):
- Plan for memorial activities (establish guidelines and parameters if necessary):
- Send parent letter reinforcing safety measures being implemented and support being offered:
- Have follow-up resources identified and available, include these in notification to parents:
- Modify school schedule, if needed:
- Provide substitute teachers for impacted staff:
- Return to structure and routine as soon as feasible:
- Provide care-for-the-caregiver support:
- Plan for long-term needs (mental health interventions, implications of anniversary dates, other significant events):
- Prepare plans for follow up: rest of the week, day of the funeral, interventions necessary beyond the Safe Room remembering needs of at-risk students, general student population and ALL staff.:
- Conduct crisis team debriefing, and complete after-incident evaluation:
- Hold regular crisis team meetings to discuss effectiveness of crisis interventions and recovery process:
- Evaluate crisis response and modify plan accordingly:
- Evaluate standard response protocol and standard reunification method and modify accordingly:
- Track expenditures and submit reimbursement, if appropriate:
- Visit family (as appropriate/per permissions):

Review of Response & Re-engage Procedures

- Debrief using Checklist: 'Evaluating the Crisis Response-After-Incident Report':
- Create and share Google Spreadsheet to track response to student mental health need & combine with Safe Room Student Sign-in Sheet:
- Staff Feedback and Areas for Reform (Accountability)
- Transformational Statements Communicated to Staff
- Intervention Evaluation Summary:
 - Gather Artifacts
 - Psychological Triage Summary Sheet/List; Psychopathology Referral Sheet/List
 - Maladaptive Coping Sheet/List
 - Attendance Rates
 - School Behavior
 - Student Academic Functioning