Overview:
PREP<u>a</u>RE School Crisis Prevention and Intervention Training Curriculum

Please Note:

- This is a brief overview of the PREP<u>a</u>RE curriculum and is not an official PREP<u>a</u>RE training. To find out more about the PREP<u>a</u>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
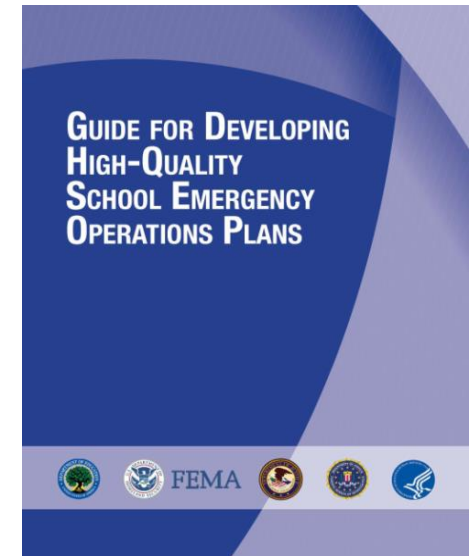
Sample of Current Policy and Law

- 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

© Kuosumo | Dreamstime.com

Sources: Bailey (2006); ESSA, (2015); U.S. Dept. of Education, Office for Civil Rights (2010); U.S. Dept. of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students (2013); The Council of State Governments (2014).
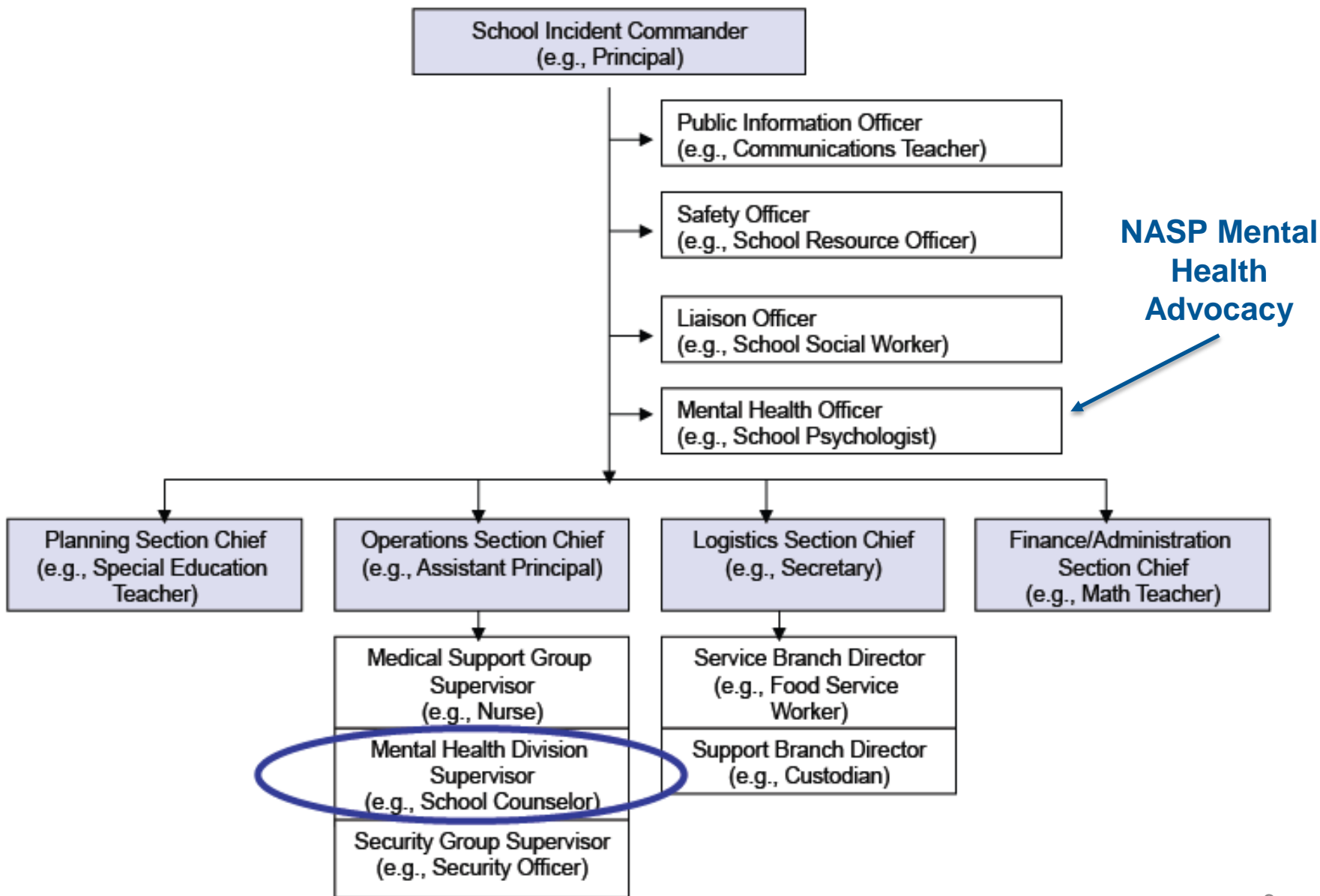
U.S. Department of Education Crisis Management Phases

- 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)

GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS

FEMA

School Incident Command System (ICS)

School Incident Commander
(e.g., Principal)

Public Information Officer
(e.g., Communications Teacher)

Safety Officer
(e.g., School Resource Officer)

Liaison Officer
(e.g., School Social Worker)

Mental Health Officer
(e.g., School Psychologist)

NASP Mental Health Advocacy

Planning Section Chief
(e.g., Special Education Teacher)

Operations Section Chief
(e.g., Assistant Principal)

Logistics Section Chief
(e.g., Secretary)

Finance/Administration Section Chief
(e.g., Math Teacher)

Medical Support Group Supervisor
(e.g., Nurse)

Mental Health Division Supervisor
(e.g., School Counselor)

Security Group Supervisor
(e.g., Security Officer)

Service Branch Director
(e.g., Food Service Worker)

Support Branch Director
(e.g., Custodian)

6

Source: Federal Emergency Management Agency (FEMA; 2010, August); http://training.fema.gov/EMIWeb/IS/IS100SCA.asp

PREP<u>a</u>RE Conceptual Framework

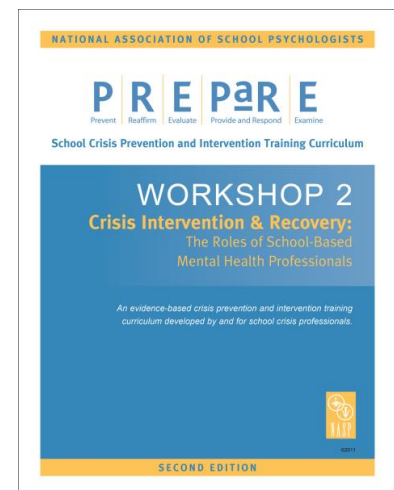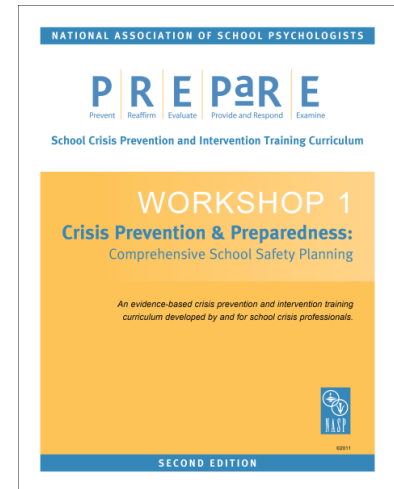|	
P	**Prevent** and prepare for psychological trauma
R	**Reaffirm** physical health and perceptions of security and safety
E	**Evaluate** psychological trauma risk
P **a** **R**	**Provide** interventions and **Respond** to psychological needs
E	**Examine** the effectiveness of crisis prevention and 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
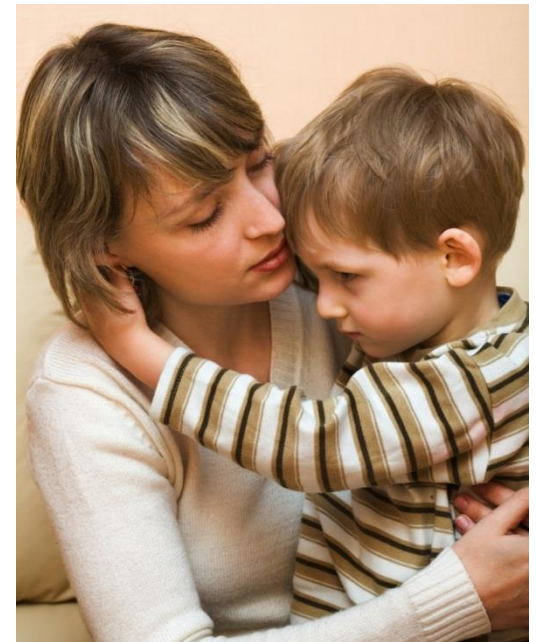
1. School Safety and Crisis Prevention
   a. Physical Safety
   b. Psychological Safety

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
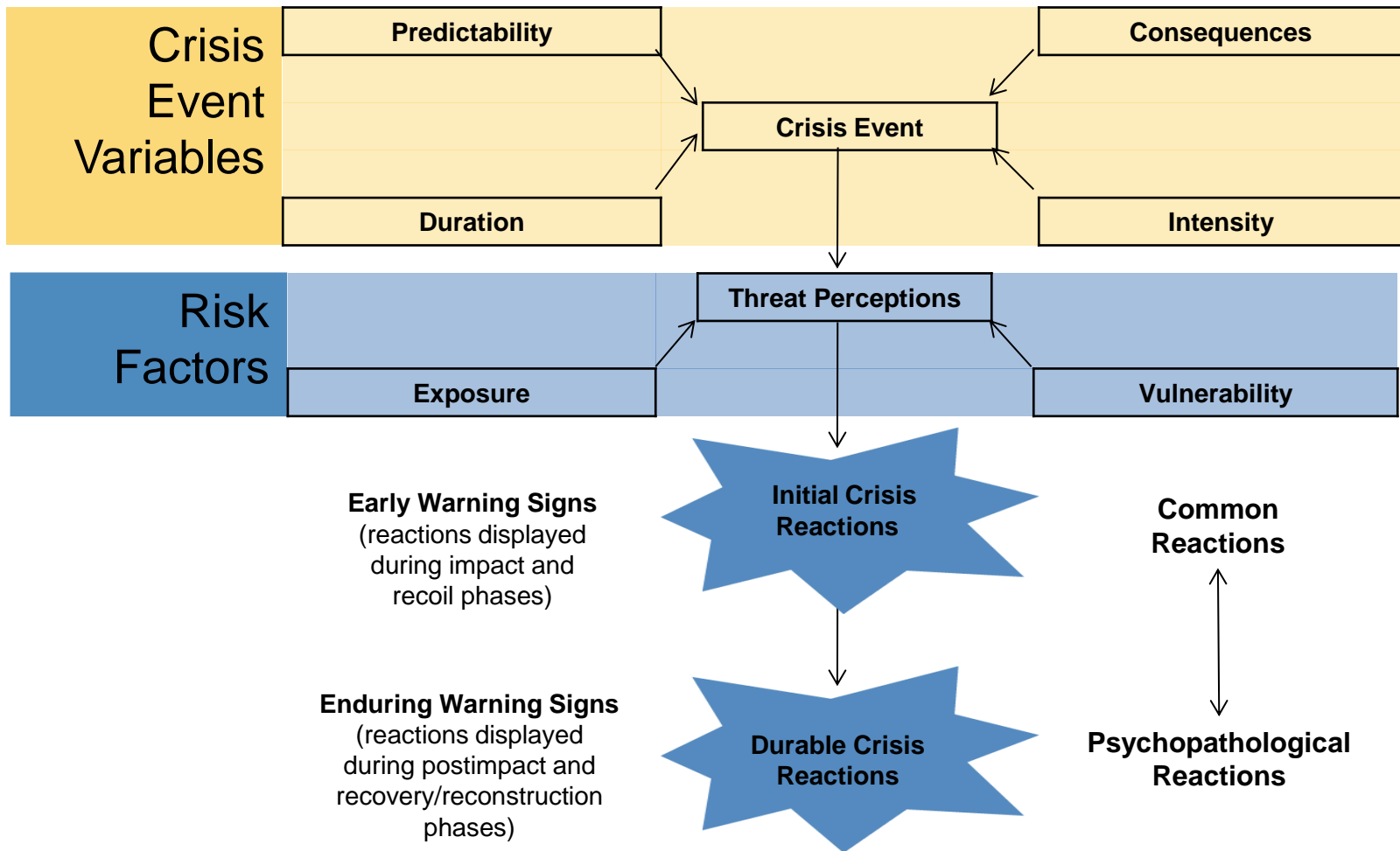- Reaffirm perceptions of safety and security

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

Crisis Event Variables

Predictability		Consequences
	Crisis Event	
Duration		Intensity

Risk Factors

Threat Perceptions

Exposure		Vulnerability

Initial Crisis Reactions

Early Warning Signs
(reactions displayed during impact and recoil phases)

Common Reactions

Durable Crisis Reactions

Enduring Warning Signs
(reactions displayed during postimpact and recovery/reconstruction phases)
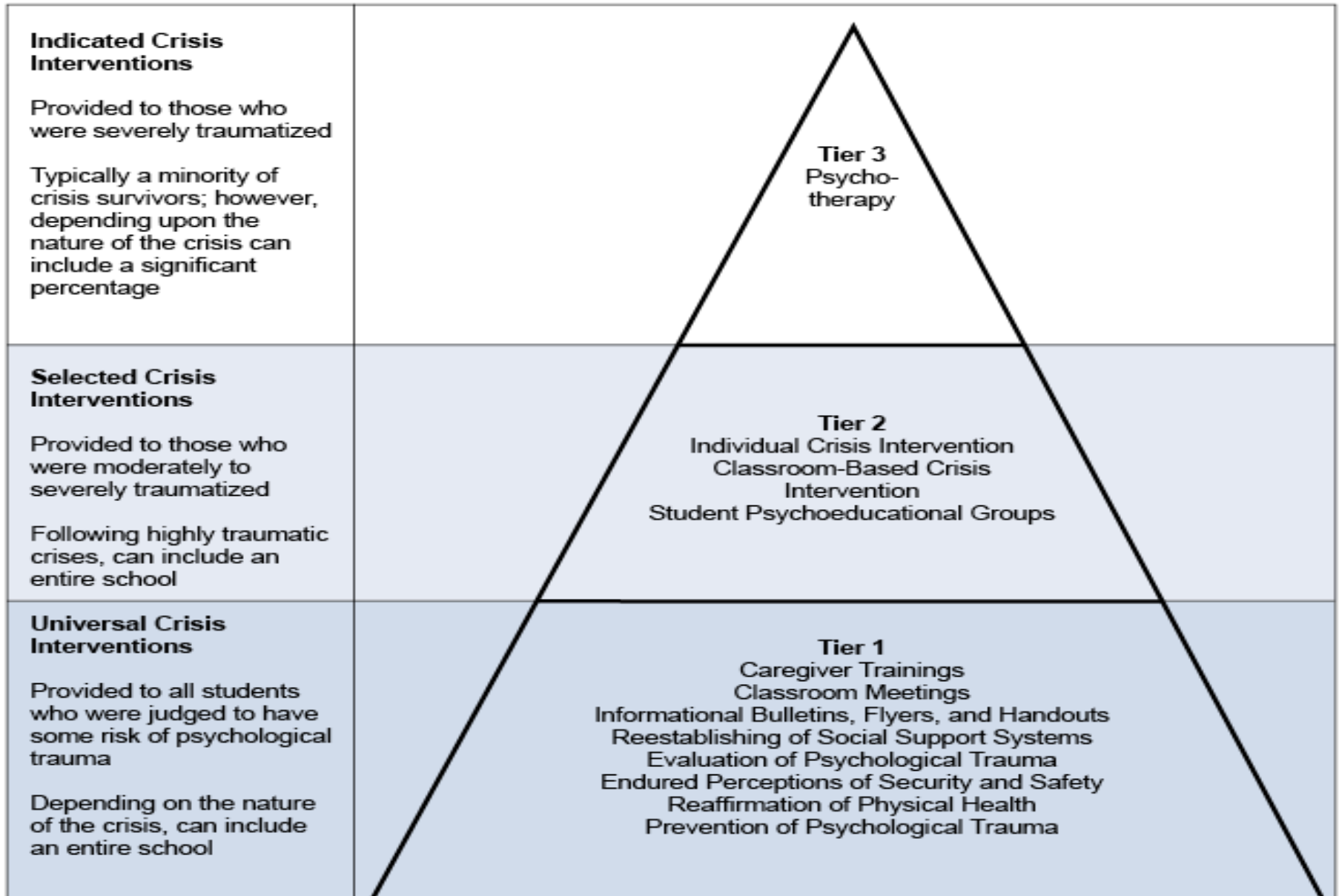
Psychopathological Reactions

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

Indicated Crisis Interventions

Provided to those who were severely traumatized

Typically a minority of crisis survivors; however, depending upon the nature of the crisis can include a significant percentage

Selected Crisis Interventions

Provided to those who were moderately to severely traumatized

Following highly traumatic crises, can include an entire school

Universal Crisis Interventions

Provided to all students who were judged to have some risk of psychological trauma

Depending on the nature of the crisis, can include an entire school

Tier 3
Psycho-therapy

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

PREPaRE Training: Evaluation Data
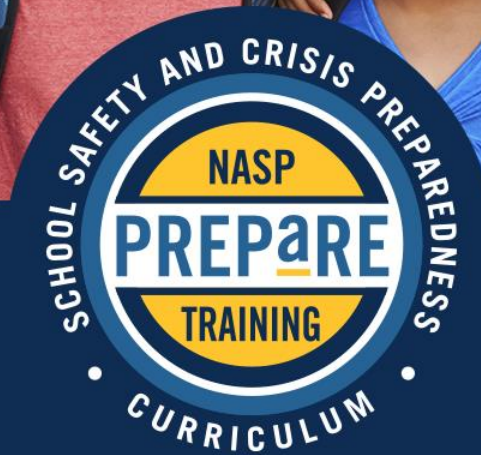## Knowledge, Attitudes, & Satisfaction

- 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 PREP<u>a</u>RE 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!