

Overview: PREaRE School Crisis Prevention and Intervention Training Curriculum



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 Safety₂

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

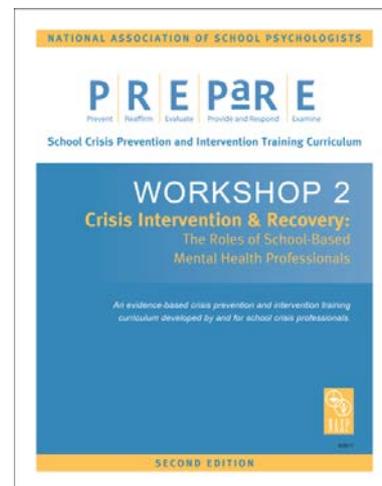
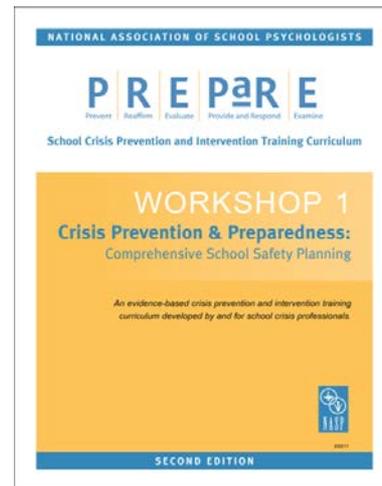
Workshops 1 and 2

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

- 6.5 contact hours

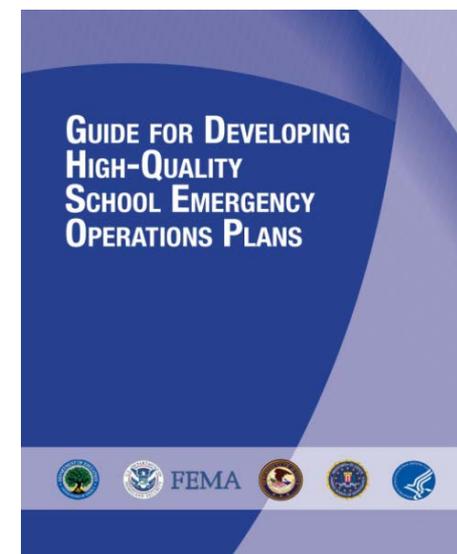
Workshop 2: Crisis Intervention and Recovery - Roles of School-Based Mental Health Professionals

- 13 contact hours



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)



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





Balancing Physical and Psychological Safety

*Physical **and** psychological safety are critical!*

Physical Safety

- Focused on the physical structures of the school environment

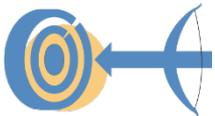
Psychological Safety

- Focused on the emotional and behavioral well-being of students and staff

Crisis Prevention Through Environmental Design

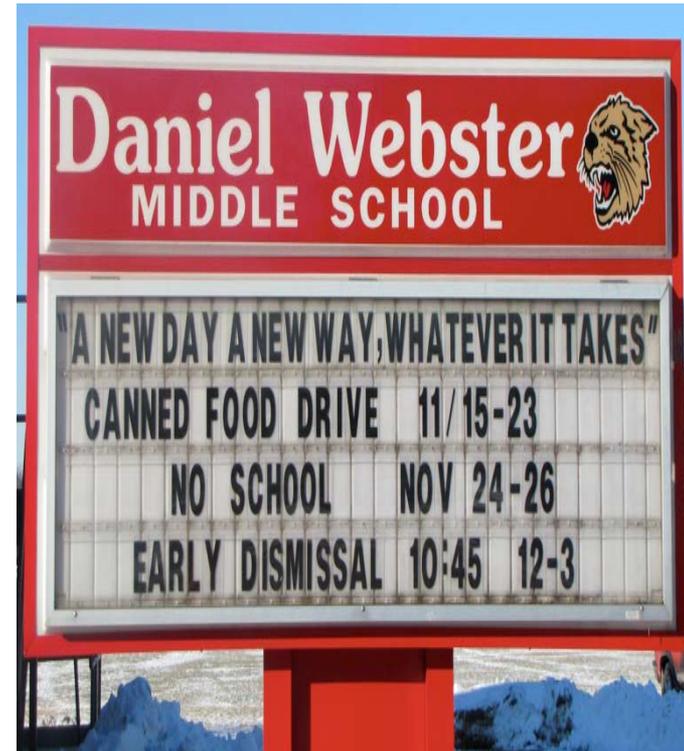
- ***Territoriality***
 - Murals demonstrating a positive learning environment and diversity of students and learning
 - Clear boundaries between school and community property
 - Large signs illustrating building locations and building names clearly marked
 - Frequently emptied trash receptacles and clean bathrooms
 - School grounds kept in good condition
 - Hallways and classrooms kept clean

Sources: Crowe (2000); Crowe & Zahm (1994).



Participants will be able to identify three concepts related to Crime Prevention Through Environmental Design.

Crisis Prevention Through Environmental Design



Territoriality Example



School Crisis
Prevention and
Intervention
Training
Curriculum



WS1 Handout 6: School Building Vulnerability Assessment

Name of school _____ School district _____
Person(s) completing checklist _____ Date checklist completed _____

Purpose of this assessment

- To assess for potential hazards within and outside of a school building
- To review the strengths and weaknesses of a building's physical and psychological safety procedures
- To review emergency communication procedures in a school building

Instructions

This assessment should be conducted building-wide at least biannually: once at the beginning of the school year and once after any areas of concern have been addressed. Use the data from this assessment to determine what areas of strength and what areas of improvement your building has in terms of safety. It may be helpful to have at least two people work together to complete this form. This form should not be completed in isolation. Before filling out this form, the person(s) completing the assessment should conduct an internal and external building walkthrough to physically observe different areas of the building. Take this form with you when conducting your walkthrough so you can take notes during the process. You may also need to interview building administration and other staff to obtain additional data (such as building intervention programs and custodial cleaning schedule).

Materials needed to conduct the assessment

1. Clipboard
2. Pen
3. Highlighter
4. School Building Vulnerability Assessment handout
5. Blank paper
6. School disciplinary procedures
7. Camera and/or camcorder for documentation
8. School or district safety and crisis plans

I. Multihazard Building Survey

Please check risk level for each column: Frequency, Magnitude, Warning Time, Severity, and Risk Priority.

- **Frequency.** What is the probability that this type of hazard will occur in your building? If the hazard does occur, how frequently does it occur?
- **Magnitude.** If this hazard was to occur, what type of damage (physical and psychological) would it cause to your building?
- **Warning time.** If this hazard could possibly occur in your building, how much time would you have to prepare?
- **Severity.** How would this negatively affect critical functions of your building?
- **Risk priority.** Determine the risk of this type of hazard occurring in your community. Is there a high, medium, or low risk of this hazard occurring?

PREPaRE Conceptual Framework

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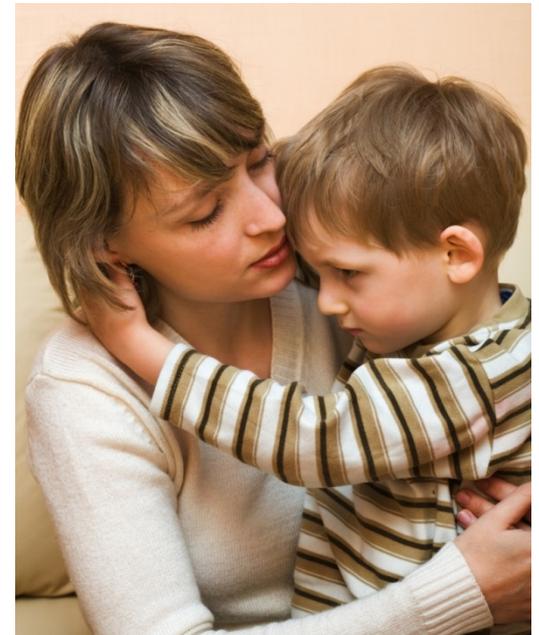
E **Evaluate** psychological trauma risk

P **Provide** interventions
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E **Examine** the effectiveness of crisis prevention and intervention

Reaffirm Physical Health and Perceptions of Security and Safety

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

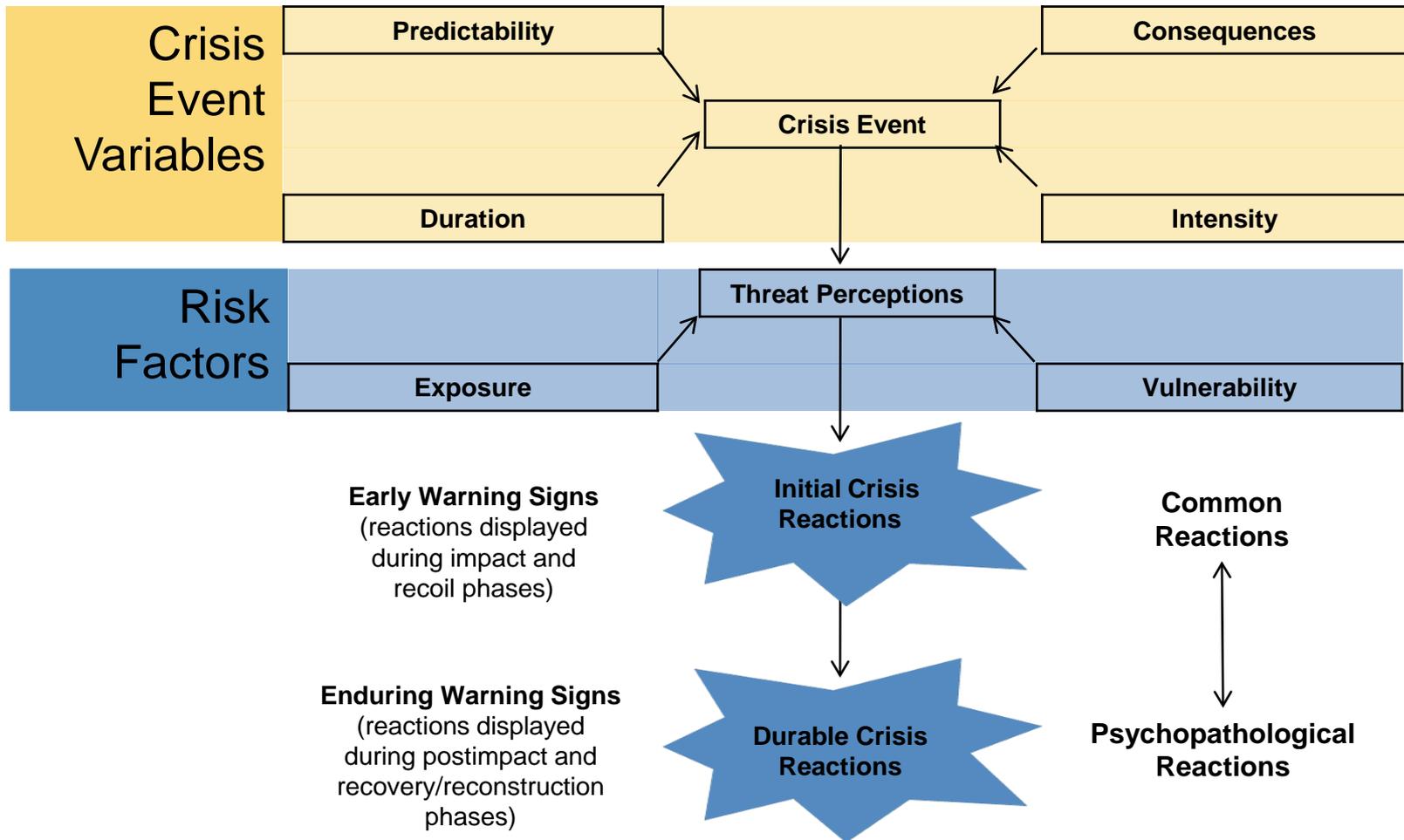


Evaluate Psychological Trauma

- 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



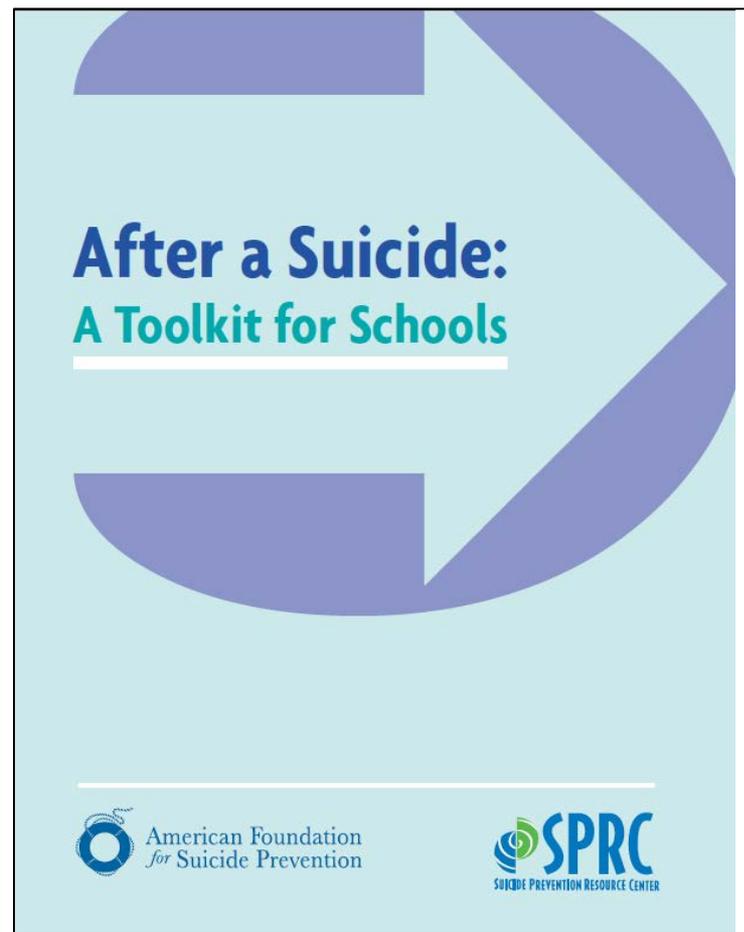


Provide Interventions and Respond to Student Psychological Needs

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

Suicide Postvention Outline

1. Verify the death
2. Mobilize the Crisis Team
2. Assess impact & determine response
4. Notify affected school staff members
5. Contact the deceased's family
6. Determine what to share
7. Determine how to inform others
 - Staff, students, parents
8. Identify crisis intervention priorities
9. Faculty planning session
10. Provide crisis intervention services
11. Ongoing daily planning sessions
12. Memorials
13. Social Media
14. Debrief



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 ($M=4.6$)

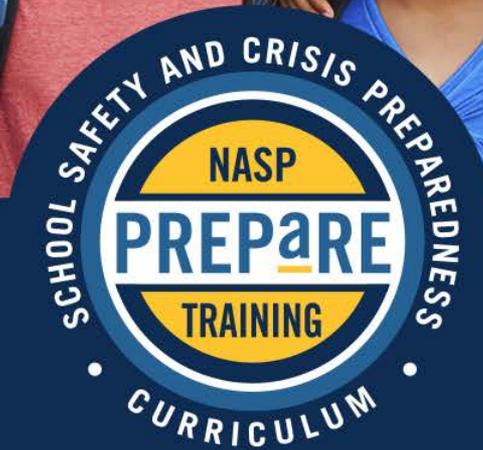


What PREPaRE Can Do For Your Schools?

- 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>
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Thank you!