Handout 1
Variables that Determine the Traumatizing Potential of a Crisis Event

Practice Activity

♦ In small groups of 3 to 4 identify a hypothetical crisis event that you feel would require each of the 4 levels of crisis response just identified (i.e., "Minimal," "Building-Level," "District-Level," and "Community" or "Regional-Level Response."

♦ Specify the specific crisis event characteristics (i.e., "type of disaster," "source of physical threat and/or injury," and "presence of fatalities") that you feel generates the specific crisis response level.

♦ Record your discussion below and be prepared to share your comments with the large group.

Minimal-Level Crisis Response Example

    Type of Disaster _____

    Source of Physical Threat and/or Injury _____

    Presence of Fatalities _____

Building-Level Crisis Response Example

    Type of Disaster _____

    Source of Physical Threat and/or Injury _____

    Presence of Fatalities _____

District-Level Crisis Response Example

    Type of Disaster _____

    Source of Physical Threat and/or Injury _____

    Presence of Fatalities _____

Community- or Regional-Level Crisis Response Example

    Type of Disaster _____

    Source of Physical Threat and/or Injury _____

    Presence of Fatalities _____

Handout 2
Checklist for Determining Levels of Risk for Psychological Trauma

Low Risk	Moderate Risk	High Risk
Physical Proximity ☐ Out of vicinity of crisis site	***Physical Proximity*** ☐ Present on crisis site	***Physical Proximity*** ☐ Crisis victim or eye witness
Emotional Proximity ☐ Did not know victims(s)	***Emotional Proximity*** ☐ Friend of victims(s) ☐ Acquaintance of victims(s)	***Emotional Proximity*** ☐ Relative of victim(s) ☐ Best friend of victim(s)
Internal Vulnerabilities ☐ Active coping style ☐ Mentally healthy ☐ Good self regulation of emotion ☐ High developmental level ☐ No prior trauma history	***Internal Vulnerabilities*** ☐ No clear coping style ☐ Questions exist about pre-crisis mental health ☐ Some difficulties with self regulation of emotion ☐ At times appears immature ☐ Prior trauma history	***Internal Vulnerabilities*** ☐ Avoidance coping style ☐ Pre-existing mental illness ☐ Poor self regulation of emotion ☐ Low developmental level ☐ Significant prior trauma history
External Vulnerabilities ☐ Living with intact nuclear family members ☐ Good parent/child relationship ☐ Good family functioning ☐ No parental traumatic stress ☐ Adequate financial resources ☐ Good social resources	***External Vulnerabilities*** ☐ Living with some nuclear members ☐ Parent/child relationship at times stressed ☐ Family functioning at times challenged ☐ Some parental traumatic stress ☐ Financial resources at times challenged ☐ Social resources/relations at times challenged	***External Vulnerabilities*** ☐ Not living with any nuclear family members ☐ Poor parent/child relationship ☐ Poor family functioning ☐ Significant parental traumatic stress ☐ Inadequate financial resources ☐ Poor or absent social resources
Threat Perceptions ☐ Crisis not viewed as threatening	***Threat Perceptions*** ☐ Crisis viewed as dangerous, but not a life threat	***Threat Perceptions*** ☐ Crisis viewed as life threatening
Crisis Reactions ☐ Only a few common crisis reactions displayed. ☐ Coping is adaptive	***Crisis Reactions*** ☐ Many common crisis reactions displayed ☐ Coping is tentative	***Crisis Reactions*** ☐ Mental health referral indicators displayed ☐ Coping is absent or maladaptive
Total:	Total:	Total:

Comments:

Handout 3
Traumatic Stress Screening Measures

Measure	Author	Age Group	Admin. Time	Availability
Trauma Symptom Checklist for Children	Briere (1996)	7-16 years	20-30 min.	www.parinc.com
Child PTSD Symptom Scale	Foa (2002)	8-15 years	15 min.	foa@mail.med.upenn.edu
Parent Report of Posttraumatic Symptoms	Greenwald & Rubin (1999)	Grades 4-8	15 min.	http://www.sidran.org/catalog/crops.html
Child Report of Posttraumatic Symptoms	Greenwald & Rubin (1999)	Grades 4-8	15 min.	http://www.sidran.org/catalog/crops.html
Children's Reactions to Traumatic Events Scale	Jones (2002)	8-12 years	5 min.	rtjones@vt.edu
Children's PTSD Inventory	Saigh (2004)	6-18 years	15-20 min.	www.PsychCorp.com
Pediatric Emotional Distress Scale	Saylor (2002)	2-10 years	5-10 min.	conway.saylor@citadel.edu
UCLA PTSD Reaction Index for DSM-IV	Steinberg et al. (n.d.)	7-adult years	20 min.	rpynoos@mednet.ucla.edu

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Handout 4
Primary Evaluation of Psychological Trauma Practice Activity
(Adapted from Brock, Sandoval, & Lewis, *Preparing for Crises in the Schools,* pp. 317-320)

Crisis Situation 1: A local gang, in response to the physical beating of a fellow gang member by a student at your high school, has come on campus. A fight breaks out in the student parking lot between the gang and the student's friends. A 15-year-old gang member is hospitalized with a stab wound, and one of your students is killed by a gunshot wound to the head. The principal was in the immediate area and tried to intervene; she was hospitalized with serious stab wounds and is not expected to live.

Level of Response Required:

Minimal Response	Site-Level Response	District-Level Response	Regional-Level Response

Justification:

Crisis Intervention Treatment Priorities:

Which students and/or staff members will need to be seen immediately?

Justification:

Which students and/or staff members will need to be seen as soon as possible, but not right away?

Justification:

Which students and/or staff may not need to be provided crisis intervention at all?

Justification:

Crisis Situation 2: A very popular sixth-grade teacher at an elementary school was supervising his students on a field trip to a local lake. He tragically drowns after hitting his head on a rock while trying to rescue one of the students who had fallen into the lake.

Level of Response Required:

Minimal Response	Site-Level Response	District-Level Response	Regional-Level Response

Justification:

Crisis Intervention Treatment Priorities:

Which students and/or staff members will need to be seen immediately?

Justification:

Which students and/or staff members will need to be seen as soon as possible, but not right away?

Justification:

Which students and/or staff may not need to be provided crisis intervention at all?

Justification:

Crisis Situation 3: An irate father has come on to your elementary school site at 8:30 a.m.; a half hour after school has started. He heads to his kindergarten-age daughter's classroom without checking in with the office. The father enters the classroom and begins to hit his daughter. As the astounded class and the teacher watch, he severely beats her. Leaving the girl unconscious, he storms out the door and drives off in his pick-up truck. The event took place in less than 5 minutes.

Level of Response Required:

Minimal Response	Site-Level Response	District-Level Response	Regional-Level Response

Justification:

Crisis Intervention Treatment Priorities:

Which students and/or staff members will need to be seen immediately?

Justification:

Which students and/or staff members will need to be seen as soon as possible, but not right away?

Justification:

Which students and/or staff may not need to be provided crisis intervention at all?

Justification:

Crisis Situation 4: A third-grade teacher is presenting a lesson to her students. She has just soundly reprimanded students for continuing to talk out; in fact, she is still very upset. Suddenly, she turns pale, clutches her chest and keels over in front of 29 horrified children. Two frightened children run to the office, sobbing the news. The teacher is taken by ambulance to the nearest hospital, where it is discovered that she has suffered a massive heart attack. She never regains consciousness and succumbs the next morning.

Level of Response Required:

Minimal Response	Site-Level Response	District-Level Response	Regional-Level Response

Justification:

Crisis Intervention Treatment Priorities:

Which students and/or staff members will need to be seen immediately?

Justification:

Which students and/or staff members will need to be seen as soon as possible, but not right away?

Justification:

Handout 5
A Sample Individual Psychological First Aid Dialogue

This crisis situation begins with an intermediate grade student, Chris, crying in a corner of a schoolyard, just out of view of the playground. Two days earlier, Chris had witnessed a schoolyard shooting.

Establish Rapport

Counselor:	Hi. I'm Mr./Ms. Sanchez. What's your name?
Chris:	Chris.
Counselor:	Are you cold Chris? Can I get you a jacket?
Chris:	No, I'm OK.
Counselor:	Chris, I'm here to try and help the kids at your school deal with the shooting. You look sad; can you tell me what's wrong?
Chris:	(Through tears Chris says:) I'm scared.
Counselor:	I think I know why, but could you tell me why you're scared?
Chris:	I'm afraid of being shot.
Counselor:	It is frightening to be shot at. (The counselor places an arm around Chris' shoulder.) I understand why you are crying. Would it be O.K. if we talked? I would like to help.
Chris:	(Chris stops crying and looks at the counselor.) O.K.
Counselor:	Chris, before we talk about the shooting is there anything you need right now? Are you sure you don't need your jacket (it is a cold January day). Are you thirsty or hungry?
Chris:	Yes, I guess I would like to get my jacket.
	(As Chris and Mr./Ms. Sanchez go to get the jacket it becomes clear that Chris is able to begin the problem solving process. Chris is responsive to questioning and while very scared, appears to have his/her emotions under control.)

Identify and Prioritize Crisis Problem

Counselor:	Do you think you could tell me about what happened to you the other day?
Chris:	Yes. I was standing right over there (Chris looks around the corner and points to the kickball field). I was waiting my turn when the shooting started. At first I didn't know what was happening. Then I saw all the kids screaming and falling to the ground. My friend Sam was bleeding from the foot. (Chris begins to cry again.)
Counselor:	That was real scary. So the reason you are not going on the playground is that your are afraid, right?
Chris:	Yes.
Counselor:	You know you're not alone. A lot of kids feel the same way you do. Before now, have you told anyone about being afraid to go out to play?
Chris:	No.
Counselor:	Are there people who you can talk to?
Chris:	Yes. I would like to talk to Sam.
Counselor:	Sam was bleeding from the foot, right?
Chris:	Yes, and I really need to see Sam. Is Sam OK? Can I talk to her?
Counselor:	So you are also worried about your friend, right?
Chris:	Yes.
Counselor:	I don't know Sam, but I can find out how she is doing right after recess? For now, however, we need to decide what we are going to do about recess. We need to make sure you are safe and we can't do that if you hide during recess. Is there anyone else who might be able to help you not be scared of the playground?
Chris:	My mom, my teacher, my other friends - (pause) - and you? (Chris looks up at the counselor as the crying begins to subside again.)
Counselor:	Yes, I think I can help. Before the shooting what was the playground like for you?

Chris:	Fun. I was great at kickball. My friends and I would always play right there (Chris again looks around the corner and points to the kickball field.)
Counselor:	Where are your friends now?
Chris:	Right there. (Chris points to a group of eight children playing kickball field.) Except Sam. Sam's at home. Sam's foot was bleeding. I miss Sam. Sam is my best friend. Can I talk to Sam?

Address Crisis Problems

Counselor:	We can look into talking to Sam after recess. But for now what can we do about your recess time. What have you done so far about being scared to play?
Chris:	I've hid here or in the restroom. Once I stayed in class with my teacher.
Counselor:	Look out on the playground and tell me what you see.
Chris:	(Chris looks around the corner and at the playground.) Kids are playing.
Counselor:	Are they having fun?
Chris:	Yes. (A tentative smile briefly flashes across Chris' face.)
Counselor:	Who are those people over there and there? (The counselor points in the direction of the two police officers that have been temporarily assigned to the school after the shooting.)
Chris:	Police.
Counselor:	I think that it is safe to go out on the playground today. And your friends look like they can still have fun playing kickball. Do you think that anyone will hurt you on the playground today?
Chris:	No.
Counselor:	So if it's safe and still fun, why not try going out and playing again.
Chris:	But I'm still scared. (Chris' eyes become teary.)
Counselor:	O.K. Let's see what we can do to help you not be scared. What if your friends helped you? What if I stayed on the playground and watched you?
Chris:	That might help. (Chris' tears subside.)
Counselor:	I'll go talk to your friends and see what I can do about getting them to include you in their kickball game. (The counselor approaches Chris' friends and explains the problem to them. They readily agree to invite Chris to play. One member of the group walks over to Chris and says…)
Friend:	Chris, kickball is still fun. Will you please come and play with us?
Chris:	O.K. (The friend puts an arm on Chris' shoulder and begins to walk toward the playground.)

Review Progress

Counselor:	Before you go Chris, can you give me your last name and your classroom? I'd like to be able to check up on you to make sure you are O.K.
Chris:	Sure. My last name is Smith, and I'm in Mrs. Wong's classroom.
Counselor:	I'll be standing right over there. (The counselor points to an area just off the playground within view of the kickball field.) I'll be there during the rest of today's recess. When the bell rings in a few minutes come over and see me and we can look into how Sam is doing.
Chris:	O.K. (Chris has stopped crying and is smiling as s/he walks with the group of friends out onto the playground.)

Note. Compilation of several playground conversations following the Stockton Schoolyard shooting in January 1989.

Handout 6
Immediate Interventions:
Individual Psychological First Aid Coding Sheet

Crisis Situation: _____

Establish Rapport
1. Introduction _____
   _____
2. Ready to problem solve _____
   _____
3. Empathy _____
   _____
4. Respect _____
   _____
5. Warmth _____
   _____

Identify and Prioritize Crisis Problems
Apparently unsolvable problem(s) _____
   _____
1. Immediate Issues _____
   _____
2. Future Concerns _____
   _____

Address Crisis Problems
1. *ASK*: Coping attempts already made _____
   _____
2. *FACILITATE*: Identify additional coping strategies _____
   _____
3. *PROPOSE*: Direct to specific coping strategies _____
   _____
4. Level of lethality _____
   a. Facilitative actions _____
      _____
   b. Directive actions _____
      _____
5. Person in crisis does as much as they can by themselves? _____
   _____

Review Progress
1. Identifying information _____
2. Follow-up procedures _____
3. Contract for re-contact _____

Handout 7
Matching Psychological Trauma Risk to the
Appropriate Crisis Intervention

Practice Activity

Divide into small groups and making use of Handout 5 (*Checklist for Determining Levels of Risk for Psychological Trauma*) discuss the essential features of individuals in each of the three different psychological trauma risk classifications (low risk, moderate risk, high risk). Then among the crisis interventions just discussed specify the crisis interventions that you feel provide the best match for individuals with the given risk classification. Record your thoughts on this worksheet and be prepared to share your thoughts with the large group.

1. LR = Low Risk for Psychological Trauma (i.e., students who are likely to recover from crisis exposure more or less independently).
   Appropriate crisis interventions: _____

   _____

   _____

   _____

   _____

2. MR = Moderate Risk for Psychological Trauma (i.e., students who may require some support and guidance to recover from crisis exposure, but will not likely develop significant psychopathology such as PTSD).
   Appropriate crisis interventions: _____

   _____

   _____

   _____

   _____

3. HR = High Risk for Psychological Trauma (i.e., student who are not expected to recover from their crisis exposure without significant support, and may develop a psychopathology such as PTSD).
   Appropriate crisis interventions: _____

   _____

   _____

   _____

   _____

Handout 8
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