Specific Crisis Interventions

Adapted from Brock, S. E. et al. (2010). School crisis prevention and intervention. Bethesda, MD: NASP.

Prevent and Prepare for Psychological Trauma
Reaffirm Physical Health, and Ensure Perceptions of Security and Safety
Evaluate Psychological Trauma
Provide Interventions and Respond to Student Psychological Needs
1. Reestablish Social Support Systems
2. Psychosocial Education: Empower Survivors and Their Caregivers
3. Psychological Interventions
   i. Classroom-Based Crisis Intervention
   ii. Individual Crisis Intervention
   iii) Psychotherapeutic Treatments
Examine the Effectiveness of Crisis Prevention and Intervention

1. Reaffirm physical health
2. Ensure perceptions of safety
3. Evaluate psychological trauma
4. Make initial crisis intervention Rx decisions
5. Degree of psychological injury is reevaluated and more informed crisis intervention Rx decisions made

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Levels of School Crisis interventions

Social Support Defined
“… an individual’s perception that he or she is loved or cared for, esteemed, and valued by people in his or her social network, which enhances personal functioning, assists in coping adequately with stressors, and may buffer him or her from adverse outcomes.”

Source: Demaray et al. (2005, p. 691)

Reestablish Social Support Systems

Sources of Social Support for Children
1. Family
2. Formal (e.g., teachers, counselors)
3. Informal (e.g., friends, other adults
   • Influenced by developmental level
     ▪ Younger children (parents, grandparents)
     ▪ Adolescents (friends, romantic partners, extended family)
   – Influenced by culture

Sources: Cauce et al. (1992); Frey & Rothpletzberger (1996); Nickerson & Nagle (2005)
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Specific Crisis Interventions

### Reestablish Social Support Systems

**Specific Strategies**

1. Reunite students with primary caregivers
2. Reunite students with peers and teachers
3. Returning students to familiar environments and routines
4. Facilitate community connections
5. Empower caregivers with crisis recovery information

*Source: Brock and Jimerson (2004)*

<table>
<thead>
<tr>
<th>Reestablish Social Support Systems</th>
<th>Specific Strategy 1</th>
<th>Reunite Students With Primary Caregivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Priority should be given to reuniting younger children with their parents</td>
<td>1.</td>
<td></td>
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<tr>
<td>2. Requires accurate and up to date emergency contact information</td>
<td>2.</td>
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</table>

*Source: Brock and Jimerson (2004)*

<table>
<thead>
<tr>
<th>Reestablish Social Support Systems</th>
<th>Specific Strategy 2</th>
<th>Reunite Students With Peers and Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td></td>
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<tr>
<td>Children report friends as primary providers of emotional processing coping.</td>
<td>Teachers are also reported to be important social supports.</td>
<td></td>
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<tr>
<td>Consider the importance of peer relations during adolescence.</td>
<td>1. Provide structured/supervised opportunities for students to support each other.</td>
<td></td>
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</tbody>
</table>

*Sources: Barenbaum et al. (2004); Klingman (2001); Vernberg et al. (1996)*
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Reestablish Social Support Systems

Specific Strategy 3
Return Students to Familiar Environments & Routines
- Helps establish stability and continuity
- Associated with reductions in traumatic stress

Source: Barenbaum et al. (2004)

Reestablish Social Support Systems

Specific Strategy 4
Facilitate Community Connections
- Support a return to normal community routines and environments (including the reestablishment of customs, traditions, rituals, and social bonds).
- Reduced community disruption is associated with less traumatic stress.

Source: Joshi & Lewin (2004); Swick et al. (2002)

Reestablish Social Support Systems

Specific Strategy 5
Empower With Crisis Recovery Information
- Empower parents, teachers, and students with the information needed to be a productive social support provider (i.e., provide psychoeducation).

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Reestablish Social Support Systems

Other Strategies
1. Make get well or condolence cards for the victims and victims families
2. Provide caregiver training
3. Structure classroom discussions focusing on tolerance and caring for each other
4. Support communications between students and families and community agencies and organizations

Source: Brock et al. (2009)

Reestablish Social Support Systems

Limitations
1. Caregivers significantly affected by the crisis
   - Extremely violent and life-threatening crisis events (e.g., mass violence)
   - Chronic crisis exposure
2. Support sometimes not perceived as helpful
3. Presence of psychopathology

Source: Brock and Jimerson (2004)

Reestablish Social Support Systems

Small Group Discussion
- From the information just presented, identify ways that you might be able to facilitate the reestablishment of social support systems.
- What are some thoughts you have on how school crisis intervention can help to ensure the reestablishment of social supports?
- Discuss this in small groups and be prepared to share your conclusions in the larger group.
Crisis Psychoeducation Defined
The provision of direct instruction and/or the dissemination of information that helps crisis survivors and their caregivers in understanding, preparing for, and responding to the crisis event, and the problems and reactions it generates (both in oneself and among others).

Specific Strategies
1. Informational documents
2. Caregiver trainings
3. Classroom meetings
4. Student psychoeducational groups

Sources: Brock et al. (2009); Reeves et al. (2010)

Specific Strategy 1
Informational Bulletins, Flyers, and/or Handouts
- Designed to help students and caregivers:
  - Understand the crisis
  - Understand potential crisis effects
  - Identify resources to manage crisis problems
- See the NASP website for additional examples
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Specific Crisis Interventions

Psychoeducation

Specific Strategy 2
Caregiver Training Goals
Caregivers will acquire knowledge of:
1. Crisis facts
2. Common crisis reactions
3. Psychopathological crisis reactions and coping behaviors
   a) Caregivers know how to make crisis intervention referrals
   b) Caregivers who are having difficulty coping identified and offered assistance.
4. Strategies for responding to and managing crisis reactions
   a) Caregivers understand their crisis reactions will influence their children’s reactions.

Psychoeducation

Specific Strategy 2
Caregiver Training Elements
1. Introduce caregivers to the training (5 min.)
2. Provide crisis facts (10 min.)
3. Prepare caregivers for the reactions that may follow crisis exposure (15 min.)
4. Review techniques for responding to children’s crisis reactions (15 min.)

Psychoeducation

Specific Strategy 2
Caregiver Training
1. Introduce caregivers to the lesson
   - Approximate duration: 5 minutes
   - Goals
     – The purpose, process, and steps of the training are understood.
     – Group leaders are identified
Psychoeducation
Specific Strategy 2
Caregiver Training
2. Provide crisis facts.
   • Approximate duration: 10 minutes
   • Goals
     – Caregivers are provided with facts needed to help children understand the crisis
     – Caution about giving students unasked-for frightening event details

Psychoeducation
Specific Strategy 2
Caregiver Training
3. Prepare caregivers for reactions (in themselves & among children) that follow crisis exposure
   • Approximate duration: 15 minutes
   • Goals
     – Caregivers are prepared for common crisis reactions.
     – Common crisis reactions are normalized
     – Psychopathological reactions/coping strategies are identified

Psychoeducation
Specific Strategy 2
Caregiver Training
4. Review techniques for responding to crisis reactions
   • Approximate duration: 15 minutes
   • Goal
     • Coping strategies identified

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Specific Strategy 3
Classroom Meeting Goals

Students will
• Gain knowledge of crisis facts
• Have crisis related questions answered
• Begin to identify students in need of additional crisis intervention assistance

Specific Strategy 3
Classroom Meeting Elements

1. Introduce the meeting (5 min.)
2. Provide crisis facts (5 min.)
3. Answer student questions (5 min.)
4. Refer (as indicated) techniques for responding to children’s crisis reactions

Specific Strategy 3
Classroom Meetings

1. Introduce the meeting
   • Approximate duration: 5 minutes
   • Goals
     – Group purpose, steps, rules are understood
     – Share basic crisis facts
     – Acknowledgement of the event’s emotional impact
     – Acknowledgement the presence of rumors

Source: Adapted from Reeves et al. (2010)
Specific Strategy 3
Classroom Meetings

2. Provide crisis facts
   - Approximate duration: 5 minutes
   - Goal
     - Students have a developmentally appropriate understanding of the crisis event
   - Planning Section should develop a fact sheet for use during Classroom Meetings
   - Avoid providing unnecessary & frightening details

3. Answer student questions
   - Approximate duration: 5 minutes
   - Goals
     - Students gain cognitive mastery of the crisis
     - Crisis rumors are stopped
   - Crisis Intervention Specialist should write guidelines for how to answer anticipated questions
   - Don’t give unasked for frightening details
   - Let student questions be your guide

4. Refer (as indicated)
   - Conducted immediately after the group ends
   - Goals
     - Identify students at risk for traumatic stress
     - Identify students who have crisis reaction suggesting the need for additional crisis intervention
Seminar in Preventive Psychological Interventions:
Specific Crisis Interventions

Psychoeducation

Specific Strategy 4
Student Psychoeducational Group Goals
Students will acquire knowledge of:
1. Crisis facts (rumors are dispelled)
2. Common crisis reactions
3. Psychopathological crisis reactions and coping behaviors
   a) Students know how to obtain crisis intervention
   b) Students who have difficulty coping identified and provided crisis intervention
4. Strategies for managing stress reactions

Psychoeducation

Specific Strategy 4
Student Psychoeducational Group Elements
1. Introduce students to the lesson (5 min.)
2. Answer questions and dispel rumors (20 min.)
3. Prepare students for the reactions that may follow crisis exposure (15 min.)
4. Teach students how to manage crisis reactions (15 min.)
5. Close the lesson by making sure students have a crisis reactions management plan (5 min.)

Psychoeducation

Specific Strategy 4
Student Psychoeducational Group
1. Introduce students to the lesson.
   • Approximate duration: 5 minutes
   • Goals
     a) Group purpose, process, & steps understood.
     b) Facilitators identified.
     c) Ground rules are reviewed/established.

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Psychoeducation

Specific Strategy 4
Student Psychoeducational Group

2. Answer questions and dispel rumors.
   • Approximate duration: 20 minutes
   • Goals
     – Students gain cognitive mastery of the crisis.
     – Crisis rumors are stopped.
   • Don’t give unasked for frightening details
   • Let student questions be your guide

Psychoeducation

Specific Strategy 4
Student Psychoeducational Group

3. Prepare students for the reactions that follow crisis exposure
   • Approximate duration: 15 minutes
   • Goals
     – Students are prepared for common crisis reactions.
     – Common crisis reactions are normalized
     – Psychopathological reactions/coping strategies are identified

Psychoeducation

Specific Strategy 4
Student Psychoeducational Group

4. Teach students how to manage crisis reactions
   • Approximate duration: 15 minutes
   • Goals
     a) Teach stress management/relaxation techniques
     b) Identify existing supports
     c) Identify adaptive coping strategies
     d) Redirect away from maladaptive coping
Psychoeducation

Specific Strategy 4
Student Psychoeducational Group

5. Close the lesson by ensuring students have a crisis reactions management plan.
   • Approximate duration: 5 minutes
   • Goal
     • Students know how to take care of themselves and obtain assistance.

Limitations

1. Not sufficient for the more severely traumatized
2. Must be paired with other psychological interventions and professional mental health treatment
3. Limited research

Sources: Amstadter et al. (2007); Howard & Gouliitz (2004); Lukens & McFarlane (2004); Oflaz et al. (2008)

Small Group Discussion

• From the information just presented identify ways that you might be able to provide psychoeducation
• Discuss this in small groups and be prepared to share your conclusions in the larger group

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Psychological Interventions

Psychological Crisis Interventions Defined

a) Active and direct attempts to facilitate adaptive coping and directly respond to symptoms of traumatic stress
b) Aim at reestablishing immediate coping (not necessarily crisis resolution)
c) Designed to help students cope with crisis-generated problems, or from which they can access more intensive psychotherapeutic treatment

Psychological Interventions

Specific Strategies

1. Immediate Classroom-Based (or group) Crisis Intervention
2. Immediate Individual Crisis Intervention
3. Long Term Psychotherapeutic Treatment Interventions

- How can these interventions be counterproductive?
- When is parental permission required/not required for these interventions?
- Are there limits to what the school-based mental health professional can and should do?

Psychological Interventions

Specific Strategy 1

Classroom-Based Crisis Intervention (CCI)

1. Explores individual experiences and reactions
2. Help students feel less alone/more connected to classmates, and to normalize experiences/reactions
3. Recognizes the need for/advantage of groups
4. Is a psychological triage tool
5. Similar to "debriefing"
6. Has cautions/limitations

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Psychological Interventions

Specific Strategy 1
Classroom-Based Crisis Intervention

Indications
1. Students who are secondary or vicarious crisis survivors
2. Offered as a part of a comprehensive crisis intervention program.
3. Offered as a more involved (i.e., longer) crisis intervention
4. Used in a group setting with individuals similarly exposed to a common crisis event

Contraindications
1. Inclusion of physically injured/acute trauma victims
2. Stand alone and/or brief crisis intervention
3. As an individual crisis intervention
4. With individuals exposed to different crises
5. With groups that are historically hurtful or non-supportive
6. When witness credibility is a concern

Goals
1. Improved immediate coping
   a) Facts understood/rumors dispelled
   b) Experiences/reactions understood and normalized.
   c) Feel more connected to peers give common experiences and reactions
   d) Psychopathological reactions/maladaptive coping identified (secondary triage) and self-referral procedures taught
   e) Gain strategies for managing stress and addressing crisis problems

Source: Brock et al. (2009)
Psychological Interventions

Specific Strategy 1
Classroom-Based Crisis Intervention

General Considerations
1. Who should participate
2. CCI group size
3. Where to offer CCI
4. When to offer CCI
5. CCI providers
6. Role of the teacher
7. Follow-up
8. Parental permission
9. Limits of confidentiality

Sources: Brock & Jimerson (2004); Brock et al. (2009)

<table>
<thead>
<tr>
<th>Psychological Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Strategy 1</td>
</tr>
<tr>
<td>Classroom-Based Crisis Intervention</td>
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<tr>
<td>Elements</td>
</tr>
<tr>
<td>1. Introduction (10-15 min.)</td>
</tr>
<tr>
<td>2. Provide crisis facts/dispel rumors (30 min.)</td>
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<tr>
<td>3. Share crisis stories (30-60 min.)</td>
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<td>4. Identify crisis reactions (30 min.)</td>
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<td>5. Empower students (60 min.)</td>
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<tr>
<td>6. Close (30 min.)</td>
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</table>

Sources: Brock (2002c); Brock et al. (2009)

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Specific Crisis Interventions

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Psychological Interventions
Specific Strategy 1
Classroom-Based Crisis Intervention

2. Provide Facts/Dispel Rumors
   - Approximate duration: 30 minutes
   - Goals
     - Students gain cognitive mastery of the crisis
     - Crisis rumors are stopped
   - Strategies
     - Questions and answers
     - Carefully selected/screened media presentations
     - Don’t give unasked for frightening details
     - Let student questions be your guide

Sources: Brock (2002c); Brock et al. (2009)

Psychological Interventions
Specific Strategy 1
Classroom-Based Crisis Intervention

3. Sharing Stories
   - Approximate duration: 30 to 60 minutes
   - Goals
     - Students share crisis experiences
     - Commonalities are identified (normalized)
   - Strategies
     - Ask for volunteers
     - Give each student a chance to share.
     - Account for developmental level

Sources: Brock (2002c); Brock et al. (2009)

Psychological Interventions
Specific Strategy 1
Classroom-Based Crisis Intervention

4. Identify Reactions
   - Approximate duration: 30 minutes
   - Goals
     - Students share their crisis reactions and commonalities are identified (normalized).
   - Strategies
     - Teach common crisis reactions.
     - Give each student a chance to share

NOTE: Mention self-referral procedures

Sources: Brock (2002c); Brock et al. (2009)
Seminar in Preventive Psychological Interventions: Specific Crisis Interventions

Psychological Interventions
Specific Strategy 1
Classroom-Based Crisis Intervention
5. Empowerment
  – Approximate duration: 60 minutes
  – Goals
  • Identify coping strategies/take action
  – Strategies
  • Teach stress management
  • Identify accessible supports

Sources: Brock (2002c); Brock et al. (2009)

Psychological Interventions
Specific Strategy 1
Classroom-Based Crisis Intervention
6. Close
  – Approximate duration: 30 minutes
  – Goal
  • Students begin to look forward
  – Strategies
  • Prepare students for funeral attendance
  • Supervise memorial development
  • Create cards and write letters
  • Decide what to do with deceased’s belongings
  • Summarize what has been learned

NOTE: Reiterate self-referral procedures

Sources: Brock (2002c); Brock et al. (2009)

Psychological Interventions
Specific Strategy 1
Classroom-Based Crisis Intervention Follow-Up Activities
  a) Communicate with families
  b) Continue to be visible
  c) Continue psychological triage
  d) Debrief the session & support each other

Sources: Brock (2002c); Brock et al. (2009)

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Seminar in Preventive Psychological Interventions:
Specific Crisis Interventions

**Psychological Interventions**

**Specific Strategy 1**

**Classroom-Based Crisis Intervention Demonstration**

A school community has just experienced a crisis event. On Friday evening a flash flood devastated the area surrounding the school. Although flood waters quickly receded, significant property damage was done. While the school was undamaged and there were no fatalities, there were several injuries. One of the injured was a student in this 6th grade classroom (a sprained ankle). It is Monday morning and the classroom teacher and the crisis intervention team enter the room as class is about to start.

Source: Brock et al. (2001)

**Psychological Interventions**

**Specific Strategy 2**

**Individual Crisis Intervention (ICI)**

1. Addresses the immediate needs
2. Not psychotherapy
3. Does not require crisis resolution
   - Establishes momentum leading to crisis resolution
4. A “first-aid” response

Sources: Brymer et al. (2006); Hobfoll et al. (2007); Ruzek et al. (2007)

**Psychological Interventions**

**Specific Strategy 2**

**Immediate Individual Crisis Intervention Goals**

1. Reestablish immediate coping
   a) Ensure safety, provide physical/emotional support, & contain distress
   b) Identify crisis problems
   c) Support adaptive coping & begin the problem solving
   d) Assess trauma risk & link to helping resources

Sources: Brymer et al. (2006); Litz et al. (2002); Phipps & Byrne (2003); Ruzek et al. (2007); Slaikeu, 1990; Wilson et al. (2000)
Seminar in Preventive Psychological Interventions: Specific Crisis Interventions

**Psychological Interventions**

**Specific Strategy 2**

**Individual Crisis Intervention General Considerations**

1. Participants
2. Location
3. Timing
4. Providers
5. Follow-up
6. Parental permission

Source: Brock et al. (2009)

**Psychological Interventions**

**Specific Strategy 2**

**Individual Crisis Intervention Elements**

1. Establish Psychological Contact
   a) Introduction
      • Introduce self, discuss confidentiality, & ask about basic needs
   b) Empathy
      • Identify crisis facts & feelings
   c) Respect
      • Pause to listen & don’t dominate conversation
      • Don’t try to smooth things over
   d) Warmth
      • Nonverbal communication consistent with verbal messages
      • Physical contact used as indicated

2. Verify Readiness to Proceed
3. Identify and Prioritize Crisis Problems
4. Address Crisis Problems
5. Evaluate & Conclude
Psychological Interventions
Specific Strategy 2
Individual Crisis Intervention Elements
2. Verify emotional readiness to identify/solve problems
   ■ If not, stabilize the student

Source: Brymer et al. (2006)

Psychological Interventions
Specific Strategy 2
Individual Crisis Intervention Elements
3. Identify & prioritize crisis problems
   a) Ask for the “crisis story”
      – Don’t press for unnecessary detail (take what they give you)
   b) Explore crisis problems
      – Prioritize (issues of physical health/safety come first)
      – Identify personal/social problem solving resources
      – Assess lethality

Psychological Interventions
Specific Strategy 2
Individual Crisis Intervention Elements
4. Address crisis problems
   a) Survivors do as much as they can by themselves
   b) Ask about coping attempts already made
   c) Facilitate exploration of coping strategies
   d) Propose coping strategies
      ■ Facilitate if lethality is low and student is capable of action
      ■ Direct if lethality is high or student is not capable of acting
Seminar in Preventive Psychological Interventions:
Specific Crisis Interventions

### Psychological Interventions

**Specific Strategy 2**

#### Individual Crisis Intervention Elements

5. **Evaluate and conclude the session**
   a) Secure identifying information including
   b) Ensure access to social support
   c) Contract for recontact/follow-up
   d) Assess if immediate coping has been restored, support has been obtained, and lethality reduced
   - If so, the ICI is concluded, if not, recycle the process
   - Express hope and optimism

---

**Psychological Interventions**

**Specific Strategy 2**

#### Individual Crisis Intervention Demonstration

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.

As the script is read, look for examples of ICI elements.

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**Psychological Interventions**

**Specific Intervention 2**

#### Individual Crisis Intervention Role-Play

While walking to school yesterday, a student who attends one of your middle schools was shot and killed. You are now counseling an 8th grader (Taylor) who was best friends with the student (Juan) who died. It is the day after the shooting, and Taylor is refusing to come to school. You are talking to him/her at his/her house.

How might you establish rapport with Taylor?
Psychological Interventions

Specific Strategy 2
Individual Crisis Intervention Role-Play
You have established rapport with Taylor; his/her basic needs are currently met; and he/she is willing to talk to you. What is your next step?
How might you identify and prioritize Taylor’s problems?

Psychological Interventions
Specific Strategy 2
Individual Crisis Intervention Role-Play
You have identified that Taylor is fearful of walking to school and that he/she is feeling very alone. Even if he/she was not afraid, with Juan gone, Taylor sees no reason to go to school. What is your next step?
How might you help Taylor address his/her problems?

Psychological Interventions
Specific Strategy 2
Individual Crisis Intervention Role-Play
Taylor’s initial strategy to cope with being afraid of going to school is to kill the person whom he/she thought murdered his friend Juan.
What is your next step?
In assisting Taylor to take concrete action, we will need to be very directive.
Psychological Interventions

Specific Strategy 2
Individual Crisis Intervention Role-Play (NEXT WEEK)

1. Divide into groups of 4.
2. Divide into pairs and decide who will fill the roles of person-in-crisis and crisis intervener.
3. Each pair will develop their own crisis situation. The situation chosen should be one that the pair feels will allow them to demonstrate the entire psychological first-aid model.
4. After the role-playing concludes, the crisis intervener shares what he/she was trying to accomplish. Then the person-in-crisis shares what he/she experienced. Finally observers report what they saw.

Psychological Interventions

Specific Strategy 3
Psychotherapeutic Treatments Referrals

1. Knowing when to refer
2. Consider the nature of the crisis event
3. Knowing where to refer
4. Making the referral
5. Follow-up

Psychological Interventions

Specific Strategy 3
Psychotherapeutic Treatments: Trauma Focused Therapies

1. Trauma-focused psychotherapies should be considered first-line treatments for children and adolescents with PTSD.
   • These therapies should...
     a) Directly address children’s traumatic experiences
     b) Include parents in treatment in some manner as important agents of change
     c) Focus not only on symptoms improvement but also on enhancing functioning, resiliency, and/or developmental trajectory.

Source: Cohen et al. (2010, pp. 421-422)
Seminar in Preventive Psychological Interventions:
Specific Crisis Interventions

**Psychological Interventions**

**Specific Strategy 3**

**Psychotherapeutic Treatments: Cognitive–Behavioral Therapies**

1. Imaginal and In Vivo Exposure
2. Eye-Movement Desensitization and Reprocessing (EMDR)
3. Anxiety Management Training
4. Cognitive–Behavioral Intervention for Trauma in Schools (CBITS; group delivered)
5. Parent Training

*Sources: Brock et al. (2009); Cohen et al. (2010)*

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**Psychological Interventions**

**Specific Strategy 3**

**Psychotherapeutic Treatments: Psychopharmacological Treatments**

1. Used in combination with ongoing psychotherapy
2. Most appropriate for youth who do not respond to psychosocial interventions
3. Tailored to the needs and symptoms of the individual

*Source: Brock et al. (2009); Cohen et al. (2010)*

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**Psychological Interventions**

**Specific Strategy 3**

**Psychotherapeutic Treatment Interventions**

“Overall, there is growing evidence that a variety of CBT programs are effective in treating youth with PTSD ... Practically, this suggests that psychologists treating children with PTSD can use cognitive–behavioral interventions and be on solid ground in using these approaches.”

*Source: Feeny et al. (2004, p. 473)*

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Psychological Interventions

Specific Strategy 3
Psychotherapeutic Treatment Interventions

"In sum, cognitive behavioral approaches to the treatment of PTSD, anxiety, depression, and other trauma-related symptoms have been quite efficacious with children exposed to various forms of trauma."


Activity
Matching psychological trauma risk to the appropriate crisis intervention

Divide into small groups and 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 intervention that you feel provides the best match for individuals with the given risk classification.

The P R E P R E Model

Prevent and Prepare for Psychological Trauma
Reaffirm Physical Health, and Ensure Perceptions of Security and Safety
Evaluate Psychological Trauma
Provide Interventions and Respond to Student Psychological Needs
Examine the Effectiveness of Crisis Prevention and Intervention
- Evaluating and Concluding the School Crisis Intervention

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Examining Effectiveness

Specific Strategies
1. Needs Assessment
2. Process Analysis
3. Outcome Evaluation

Next Meeting
- Read:
  - McNally et al. (2003)
  - Brymer et al. (2006, July)
- Turn in:
  - Psychological First Aid Scripts
- Activity:
  - Psychological First Aid Role
    Plays/Observations