Overview
PREPare School Crisis Prevention and Intervention Training Curriculum

Please note:

• This is a brief overview of the PREP\textsubscript{a}RE curriculum and is not an official PREP\textsubscript{a}RE training. To find out more about the PREP\textsubscript{a}RE curriculum, visit
  • [http://www.nasponline.org/professional-development/prepare-training-curriculum](http://www.nasponline.org/professional-development/prepare-training-curriculum)
  • To schedule a training contact [prepare@naspweb.org](mailto: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
Policy and Law

• The Every Student Succeeds Act (ESSA)
  – requires state assistance to LEA’s to address bullying, harassment, 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

California Laws

- Education Code Section 32280-32289
  - Comprehensive school safety plans
- Assembly Bill No. 2246
  - An act to add Article 2.5 (commencing with Section 215) to Chapter 2 of Part 1 of Division 1 of Title 1 of the Education Code, relating to pupil health.
  - Pupil suicide prevention policies.
U.S. Department of Education Crisis Management Phases

• Presidential Policy Directive (PPD-8, 2011)
• Five Mission Areas
  – Prevention
  – Protection
  – Mitigation
  – Response
  – Recovery
  – National Incident Management System (NIMS)
    and the National Response Framework (NRF)
• Incident Command System (ICS)
School Incident Command System

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

<table>
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<tr>
<th>P</th>
<th>Prevent and prepare for psychological trauma</th>
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<tbody>
<tr>
<td>R</td>
<td>Reaffirm physical health and perceptions of security and safety</td>
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<tr>
<td>E</td>
<td>Evaluate psychological trauma risk</td>
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<tr>
<td>P</td>
<td>Provide interventions</td>
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<td>a</td>
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<td>Respond to psychological needs</td>
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<td>E</td>
<td>Examine the effectiveness of crisis prevention and intervention</td>
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Workshops 1 and 2

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

- 6.5 contact hours

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

- 13 contact hours

http://www.nasponline.org/professional-development/prepare-training-curriculum/prepare-workshops
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
- Duration
- Intensity
- Consequences

Risk Factors

- Exposure
- Vulnerability
- Threat Perceptions

Crisis Event

- Initial Crisis Reactions
- Common Reactions

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

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

Durable Crisis Reactions

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

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<tr>
<th>Indicated Crisis Interventions</th>
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<tr>
<td>Provided to those who were severely traumatized</td>
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<tr>
<td>Typically a minority of crisis survivors; however, depending upon the nature of the crisis can include a significant percentage</td>
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<th>Selected Crisis Interventions</th>
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<tr>
<td>Provided to those who were moderately to severely traumatized</td>
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<tr>
<td>Following highly traumatic crises, can include an entire school</td>
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<tr>
<th>Universal Crisis Interventions</th>
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<td>Provided to all students who were judged to have some risk of psychological trauma</td>
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<tr>
<td>Depending on the nature of the crisis, can include an entire school</td>
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- **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

- **Tier 2**
  - Individual Crisis Intervention
  - Classroom-Based Crisis Intervention
  - Student Psychoeducational Groups

- **Tier 3**
  - Psychotherapy
Examine the effectiveness of crisis prevention and intervention

• Three examination strategies:
  – Needs Assessment
  – Process Analysis
  – Outcome Evaluation
PREPαRE 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 PREPaaRE 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


- National Association of School Psychologists
  - [www.nasponline.org](http://www.nasponline.org)

- PREPâRE Webpage
  - [http://www.nasponline.org/professional-development/prepare-training-curriculum](http://www.nasponline.org/professional-development/prepare-training-curriculum)