

1. Is there a “profile” of a school shooter?
2. Define primary, secondary, and tertiary prevention.
3. Identify the crisis situations to which “duty to warn” apply.
4. Know the U.S. Secret Service Report offers 10 key findings about targeted school violence.
5. Know the predictors of youth violence discussed by Professor Brock (i.e., CPR).
6. When it comes to violence risk assessment a students “appearance” (or a profile) should direct our attention. What should direct our actions?
7. What are the five basic elements of the Incident Command System within the Standardized Emergency Management System?
8. Where in the Incident Command System would the school psychologist typically be placed?
9. What are the crisis event variables that serve to make some crisis events more traumatic than others?
10. What are the three primary (or core) symptoms of PTSD?
11. What is the rationale for psychological triage (fill in the blanks)?
12. What kinds of individual crisis experiences are most likely to generate psychological trauma and are thus considered important psychological triage variables?
13. Describe the initial crisis reactions that are considered to be the indicators/predictors of more severe psychological trauma (e.g., that are associated with PTSD)?
14. Why is it important to re-establish social support systems following crises?
15. List specific techniques for re-establishing social support systems.
16. What is the goal of psycho-education in crisis intervention?
17. List specific psycho-educational crisis intervention strategies.
18. What are the goals of the crisis intervention referred to as a student psycho-educational group?
19. What are the goals of caregiver trainings in crisis intervention?
20. What are the contraindications of **group** crisis intervention?
21. What is the goal and what are the subgoals of individual crisis intervention.
22. Offer examples of approaches to primary suicide prevention.
23. List three risk factors for suicidal ideation and behavior.
24. Offer examples of suicide warning signs.
25. Provide a model (or a template) for how you should ask if a student is having thoughts of suicide.
26. Within the context of a suicide risk assessment what does “CPR++” stand for?
27. When asking a student if he or she has a current plan for attempting suicide, what specific questions should you ask?
28. What does it mean if a student’s suicide risk is classified as low?
29. What would be the appropriate referral actions for a student who is classified as being at low risk for suicide?
30. What does it mean if a student’s suicide risk is classified as high?
31. What would be the appropriate referral actions for a student who is classified as being at high risk for suicide?
32. Identify the three factors that make suicide postvention a special form of crisis intervention.
33. What are the five most important risk factors for imitative suicidal behavior?
34. Offer some examples of memorials, which while appropriate in some circumstances, would not be recommended following a suicide.
38. Offer some examples of memorial activities that would be appropriate following a suicide.