

# PREPaRE School Crisis Prevention and Intervention Training Curriculum

## *An Overview*

This is a brief overview of the PREPaRE curriculum and is not an official PREPaRE training. To find out more about the PREPaRE curriculum, visit

<http://www.nasponline.org/prepare/index.aspx>.

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.
- NCLB Federal legislation requires schools to have a crisis plan.
- Good crisis planning and preparation help mitigate traumatic impacts in event of a crisis.

***Comprehensive Safety = Physical and Psychological safety***

# Crisis Plans: Legislation

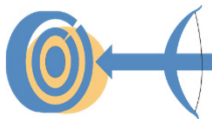
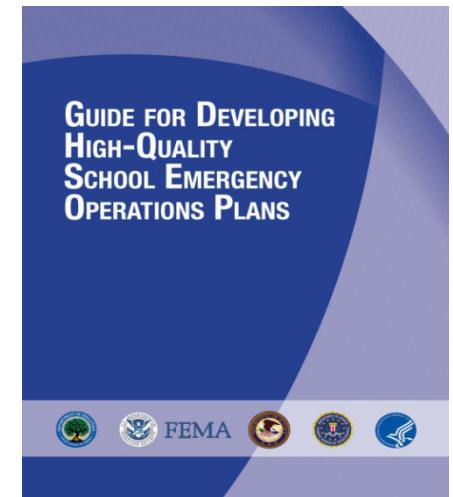


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- No Child Left Behind (NCLB)
  - Requires all schools to have a safety or school crisis plan
  - Schools must take reasonable actions to maintain order
  - Schools must provide care and supervision
- Forseeability
- Negligence (includes civil rights violations)
- State-level legislation regarding crisis planning and anti-bullying initiatives.

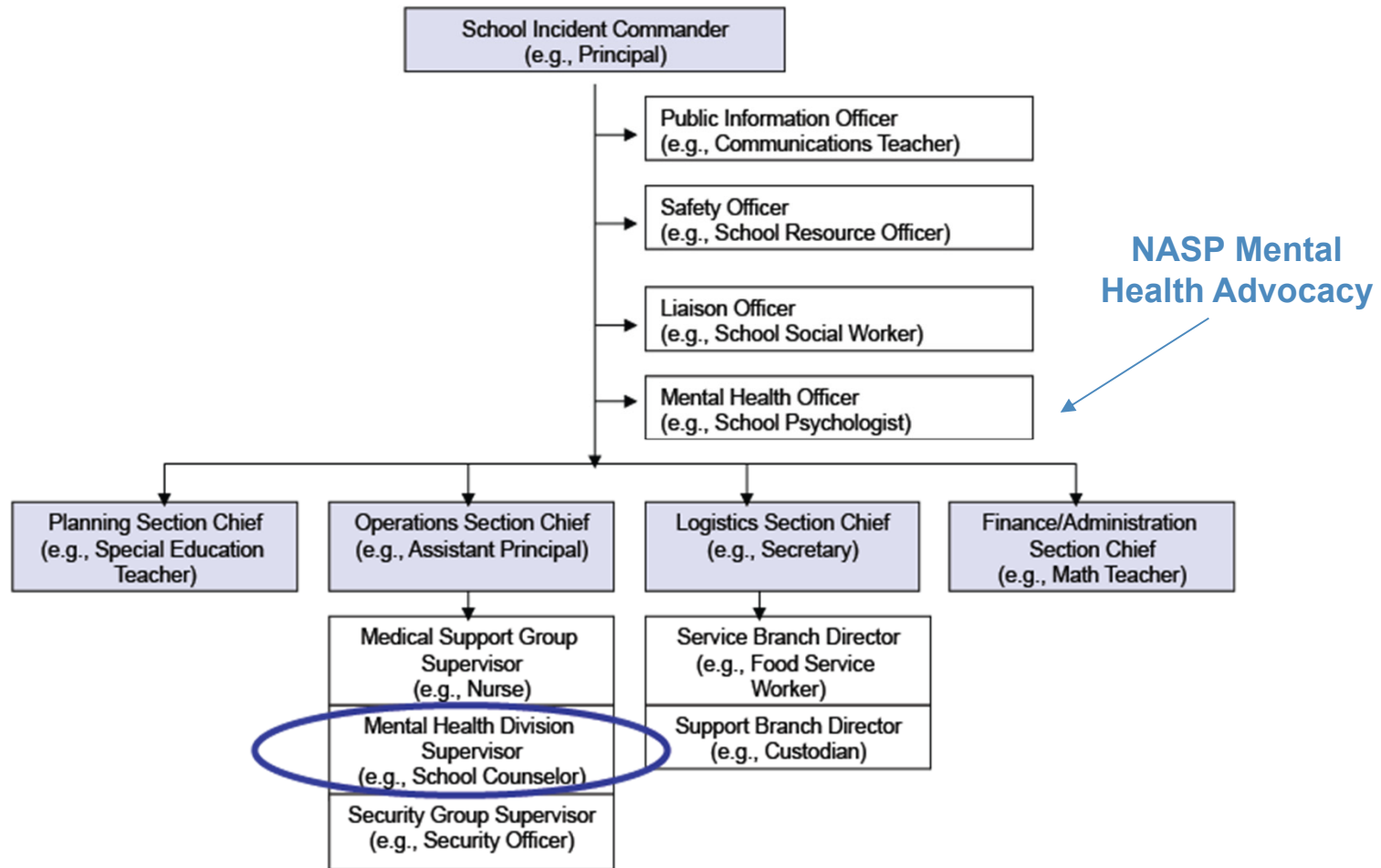
# U.S. Department of Education Crisis Management Phases

- Presidential Policy Directive (PPD-8) – signed 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)



–Participants will be able to identify the five missions areas of crisis management.

# School Incident Command System



# Conceptual Framework

|                                  |                                                                              |
|----------------------------------|------------------------------------------------------------------------------|
| <b>P</b>                         | <b>Prevent</b> and prepare for psychological trauma                          |
| <b>R</b>                         | <b>Reaffirm</b> physical health and perceptions of security and safety       |
| <b>E</b>                         | <b>Evaluate</b> psychological trauma risk                                    |
| <b>P</b><br><b>a</b><br><b>R</b> | <b>Provide</b> interventions<br>and<br><b>Respond</b> to psychological needs |
| <b>E</b>                         | <b>Examine</b> the effectiveness of crisis prevention and intervention       |

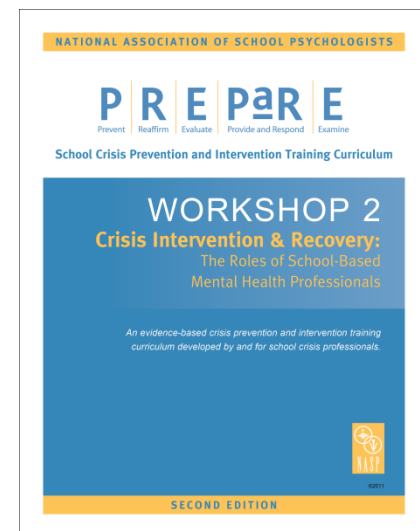
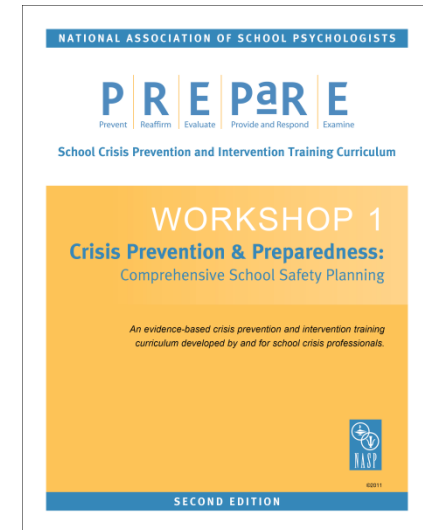
# Workshops 1 and 2

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

- 6.5 contact hours

## Workshop 2: Crisis Intervention and Recovery - The roles of the school-based mental health professionals

- 13 contact hours



<http://www.nasponline.org/prepare/index.aspx>

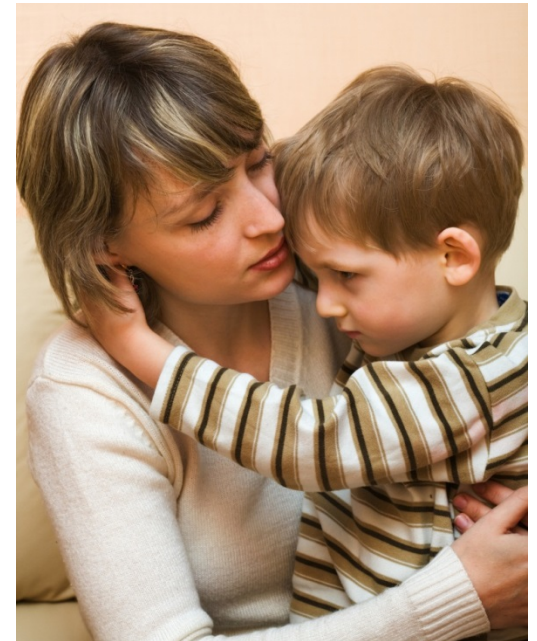
# Prevent and Prepare for Psychological Trauma

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

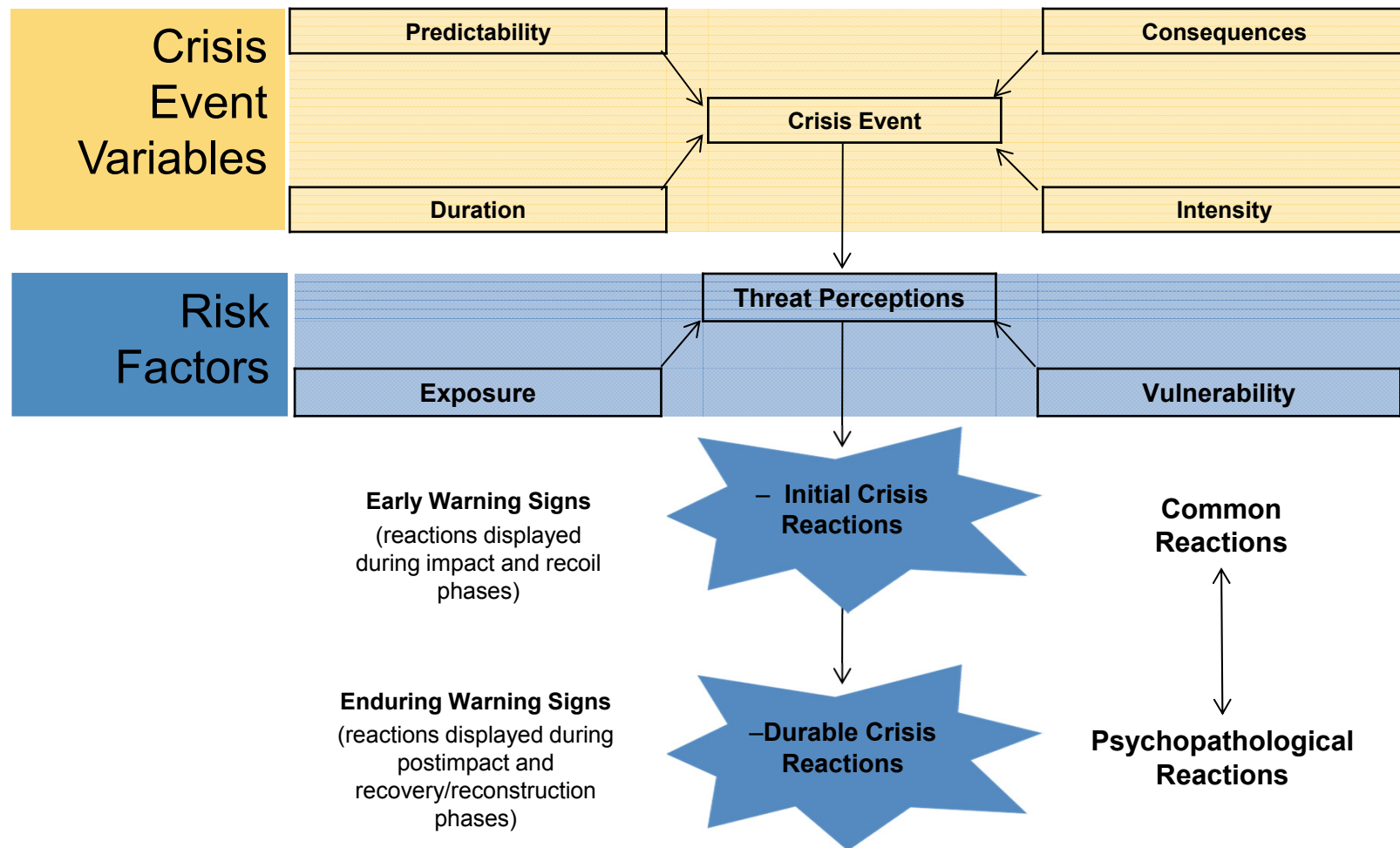


# Evaluate Psychological Trauma

- Rationale for Assessing Psychological Trauma
  - Unique Consequences of Crisis Intervention
- Assessment Variables
  - Risk Factors
  - Warning Signs
- Conducting Psychological Triage
  - Primary
  - Secondary
  - Tertiary



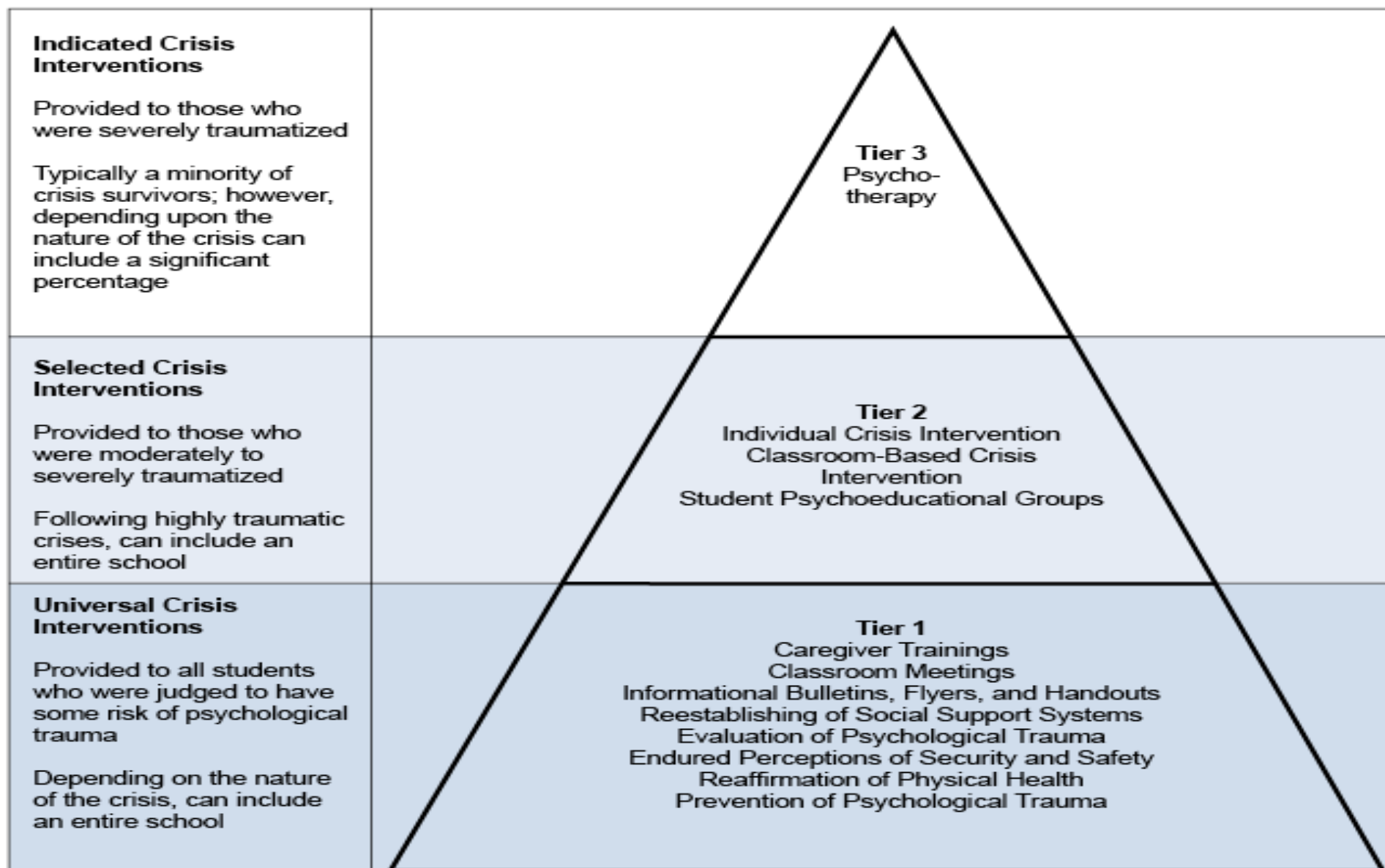
# Evaluate Psychological Trauma



## **Provide Interventions and Respond to Student Psychological Needs**

1. Reestablish Social Support Systems
2. Psychoeducation:
  - a. Empower Survivors, Caregivers, and Teachers
3. Psychological Interventions
  - a. Classroom-Based Crisis Intervention
  - b. Individual Crisis Intervention
  - c. Psychotherapeutic Treatments

## Levels of School Crisis interventions



## Examine the effectiveness of crisis prevention and intervention

- Three examination strategies:
  - Needs assessment
  - Process Analysis
  - Outcome Evaluation



# 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

- PREPaRE Webpage
  - <http://www.nasponline.org/prepare/index.aspx>
- National Association of School Psychologists
  - <http://www.nasponline.org/>
- Brock, S.E., Nickerson, A.B., Reeves, M.A., Jimerson, S. R., Lieberman, R.A, & Feinberg, T.A. (2009). *School crisis prevention & intervention: The PREPaRE model*. Bethesda, MD. National Association of School Psychologists.
  - <http://www.nasponline.org/publications/booksproducts/prepare.aspx>