

## School Crisis Preparedness and Intervention: Exercises in Triage and Care

Presented by:  
Amber Nickels, MSW, LSW, Mental Health Specialist  
Kelley Schubert, MS, LPSC, School Counselor

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### Goals:

- introduce a 3 tiered model of school-based support strategies for students who have been exposed to a crisis
- identify appropriate level of support
- Interactive activities

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### Basic Assumptions of a Crisis

- Crisis event characteristics
- perceived as **extremely negative**
  - generate feelings of **helplessness, powerlessness, and/or entrapment**
  - may occur **suddenly, unexpectedly** and **without warning**

Slaikue, 1999The crisis state is: "...a temporary state of upset and disorganization, characterized chiefly by and individuals inability to cope with a particular situation using customary methods of problem solving..."

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### Variables that affect an event's traumatic potential

- a) type of disaster:
  - human caused v natural
  - intentional v accidental
- b) Event predictability, consequences, duration, and intensity
- c) interaction with the crisis event

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### What do we mean by interaction with the crisis event?

- What happened? (human/natural)
- Where victim was during the event?
- Who they knew at the time of the event
- How the individual views the event (i.e. threat perceptions)
- Preexisting personal vulnerabilities
- Personal reactions to the crisis

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### Turn and Talk



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Levels of School Mental Health Crisis Response

- 1) minimal
- 2) building-level
- 3) district-level
- 4) community or regional level

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A student commits suicide by hanging himself in a school restroom. Three students discover the body of the deceased and rush out to get help. Several curious students enter the restroom before an adult arrives to prevent further entry. Many see the body being removed from the school.

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A student falls and breaks his leg while playing kickball on the playground. Several students witness the event and there is a large group of students yelling for help. The school nurse calls 911 and an ambulance arrives at the school

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A disgruntled individual drives his pickup truck onto a local recreational soccer field while students are playing. Several children are badly injured (compound fractures, open wounds) and two parents are killed.

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A parent who volunteers in the library dies shortly after being diagnosed with cancer. While the individual did not volunteer for a couple weeks, students were exposed to the beginning stages of the illness.

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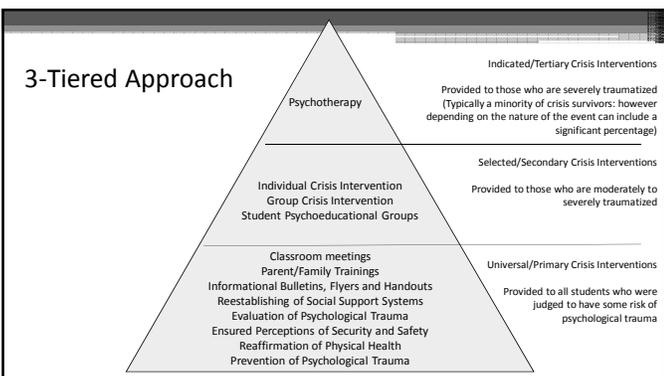
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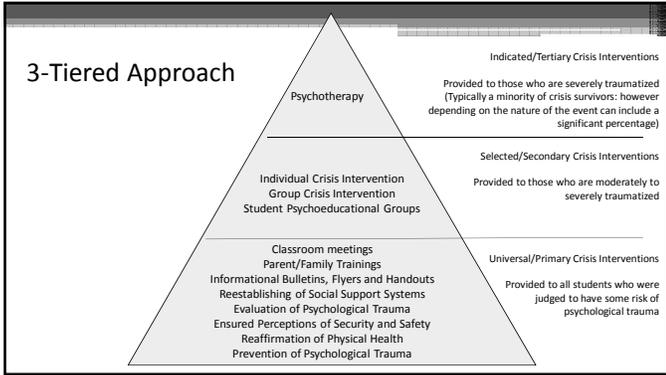
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### Psychoeducational group

Goals

- Crisis facts
- Identify and normalize common crisis reactions
  - Students know how to obtain crisis intervention
  - Students who are having difficulty coping are identified/provided support
- Strategies for managing stress reactions

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### Practice: Psychoeducational group

Given a scenario you will (4 minutes)

- 1. identify the elements of the crisis event and prepare a short message
- 2. identify stress management and relaxation techniques
- 3. identify support systems in your school
- 4. specify adaptive coping strategies

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### Scenario

- You work at a Middle School
- It is Monday on Friday evening the community experienced a flash flood.
- Floodwaters receded quickly, property damage occurred to some homes and businesses, school is undamaged
- Several students sustained non-fatal injuries
- Rumors exist about student fatalities
- Some students witnessed animals caught in the floodwater current

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### Interactive practice

- In groups of 5 (10 minutes)  
Person 1 = report crisis message    Person 2 = identify management tech  
Person 3 = identify support systems    Person 4 = share adaptive coping  
Person 5 = summarize/offer additional ideas

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### Report out -

- What seemed tricky; what seemed easy
- Remind students
  - They have shared a common experience and are displaying common reactions to an abnormal circumstance
  - It might be some time before some individuals can put the event in the past but efforts to be positive about the future are important
  - Symptoms of needed more support

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**Individual Crisis Intervention**

- Establish psychological contact
- Verify readiness to proceed
- Identify/Prioritize Crisis Problems
- Address Crisis Problems
- Evaluate & Conclude

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**Individual Crisis Demonstration and Practice Part 1**

Establish Psychological Contact  
 Verify readiness to being problem identification and solving

What do you see here that helped to establish psychological contact?

- Introduction
- Asking permission to talk
- Clarifying Limits of confidentiality
- Pausing to listen
- Arm around shoulder
- Empathy
- Make sure student is ready to problem solve
- Ensure basic needs met

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**Your turn to practice**

Establish Psychological Contact  
 Verify readiness to being problem identification and solving

- Turn to a neighbor (group of 2 or 3 is preferred)
- One person is counselor and one person is the student

Your scenario:

- Bus filled with students was struck by a semi (semi driver had a heart attack)
- Several students with non-fatal injuries
- Bus driver significantly injured: head trauma

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**Individual Crisis Demonstration and Practice Part 2**

Identify and Prioritize Crisis Problem

How did counselor identify and prioritize problems and what were they?  
Were there indicators of resiliency?

- Asking for crisis story – don't push for excessive details
- Explore problems generated by the crisis event
  - Rank/order problems (immediate v future)
- Identify resources
- No significant lethality

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Identify and Prioritize Crisis Problem

**Your turn to practice**

- Turn to a neighbor (group of 2 or 3 is preferred)
- One person is counselor and one person is the student – consider switching roles

Your scenario:

- Bus filled with students was struck by a semi (semi driver had a heart attack)
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**Individual Crisis Demonstration and Practice Part 3**

Address Crisis Generated Problems

How did the counselor address crisis-generated problems

- How to spend recess time is the immediate problem.
- Asked about coping attempts already used (avoided playground, hid in bathroom)
- Facilitated by asking to look at the playground
- Proposed by saying "I think it is safe to go out on the playground."
- No lethality...therefore was "facilitative"
- Did not go out onto playground with child...child was able to act on his own if not, intervener would have been very directive

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Address Crisis Generated Problems

**Your turn to practice**

- Turn to a neighbor (group of 2 or 3 is preferred)
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**Individual Crisis Demonstration and Practice Part 4**

Evaluate and Conclude

What did the counselor do that was consistent with what we know about evaluating and concluding a crisis intervention?

- Obtained last name and teacher’s name
- Contract for reconnection established
- Immediate needs have been met
- Able to walk back onto the playground
- Later needs identified
- Once session is reported to Lead MH professional the intervention is over

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Evaluate and Conclude

**Your turn to practice**

- Turn to a neighbor (group of 2 or 3 is preferred)
- One person is counselor and one person is the student – consider switching roles

Your scenario:

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### Resources to support your learning

- SAMHSA – Substance Abuse and Mental Health Services Administration
- NCTSN-National Child Traumatic Stress Network
- FEMA-Federal Emergency Management Agency
- UCLA Mental Health Project
- NASP – National Association of School Psychologists

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New Albany Public Local Schools  
Edgar Brannon High

**Private Practitioner Referral Questionnaire**

Please print or provide us with information that will help us make more appropriate referrals to you and your colleagues. Please complete as much of the questionnaire as possible and return it in the attached self-addressed envelope.

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Office Location: \_\_\_\_\_ License(s): \_\_\_\_\_  
Phone number(s): \_\_\_\_\_ License number(s): \_\_\_\_\_

**Training and Experience**

1. What degrees do you hold? \_\_\_\_\_
2. What schools did you attend? \_\_\_\_\_
3. How long have you been in practice? \_\_\_\_\_
4. What other types of special training do you have? \_\_\_\_\_

**Professional Questions**

5. What special populations do you serve? \_\_\_\_\_
6. What government agencies do you offer? \_\_\_\_\_
7. How do you consider a therapeutic relationship? \_\_\_\_\_
8. Do you offer a sliding fee scale? \_\_\_\_\_
9. What are your current best clinical practices? If available, \_\_\_\_\_

**Licensure**

10. Are you currently taking new referrals? \_\_\_\_\_
11. How do you work with self? \_\_\_\_\_
12. Do you work evenings? \_\_\_\_\_
13. Do you work weekends or holidays? \_\_\_\_\_
14. Do you have a waiting list? \_\_\_\_\_
15. From how long to how long a wait before the first session? \_\_\_\_\_

**Therapeutic Issues**

16. With which of the following populations do you feel you are best trained to work? (check all that apply)  
 Children \_\_\_\_\_ Adolescents \_\_\_\_\_ Adults \_\_\_\_\_ Seniors \_\_\_\_\_  
If you check children and adolescents, please indicate your preferred ages, grade level and IEP/504.  
 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

**16. Which of the following issues and/or areas do you consider to be your specialty? (check all that apply)**

Substance abuse	Child abuse	Child protection	Child psychology
Family structure	Child therapy	Attention deficit disorder	Child psychiatry
Adopt issues	Child assessment	Child assessment	Child assessment
Developmental issues	Child assessment	Child assessment	Child assessment
Special abuse	Child assessment	Child assessment	Child assessment
Decision making	Family communication	Self-esteem and self-concept	Child assessment
Depression	Behavior analysis	Child assessment	Child assessment
Trauma	PTSD	Assault	

**17. Which of the following therapeutic techniques do you employ? (check all that apply)**

Behavior modification	Relaxation	Humanism
CBT	Client centered	Cognitive behavioral
ACT	Behavioral	Structuring
Play therapy	Group/individual/behavior	Group/individual/behavior
Cognitive restructuring	Psychodynamic	Supportive group therapy

**18. What special programs or services do you offer?** \_\_\_\_\_

**19. Do you conduct group therapy?** \_\_\_\_\_

**20. Do you offer special language services? (if applicable)** \_\_\_\_\_

**21. Do you offer special language services? (if applicable)** \_\_\_\_\_

**22. Do you offer special language services? (if applicable)** \_\_\_\_\_

**23. Do you have members working with specific ethnic and cultural groups?** \_\_\_\_\_

**24. If yes, specify the groups:** \_\_\_\_\_

**25. When asked what patients to you, what information do you find most helpful?** \_\_\_\_\_

**26. What kind of arrangements for assistance do you make with your clients when they are experiencing a crisis during work hours?** \_\_\_\_\_

**27. How long are your sessions?** \_\_\_\_\_

**28. How long are your sessions?** \_\_\_\_\_

**29. How long are your sessions?** \_\_\_\_\_

**30. How long are your sessions?** \_\_\_\_\_

**31. How long are your sessions?** \_\_\_\_\_

**32. How long are your sessions?** \_\_\_\_\_

**33. How long are your sessions?** \_\_\_\_\_

**34. How long are your sessions?** \_\_\_\_\_

**35. How long are your sessions?** \_\_\_\_\_

**36. How long are your sessions?** \_\_\_\_\_

**37. Please list any other information that may help us make more appropriate referrals to you:** \_\_\_\_\_

Note: Referral Questionnaire adapted from School Crisis Prevention and Intervention: The PROPHET Model (page 153-155) by G. F. Birk et al., 2006. Reprinted with permission.

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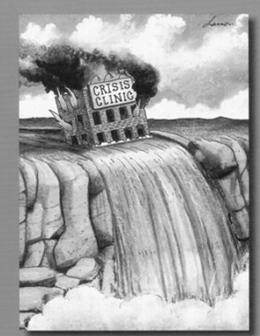
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Thank you for coming.

Amber Nickels  
nickels.1@napls.us

Kelley Schubert  
schubert.1@napls.us

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