• Graduation cancelled due to suicide pact
• School bus/train crash kills 12
• Man with aids admits to trying to infect teenagers with the virus
• Explosion injures 3 while walking to school
• Second grader killed in drive-by
• Student succumbs to meningitis
• Teacher held at gunpoint by parent
• Teacher has a massive heart attack in class
Learn about the school you will be supporting:

• Have there been any previous adverse events at the school (e.g., threats, violence on campus, staff/student deaths, racism or conflicts with certain ethnic groups)?
• Have these adverse events occurred recently and/or frequently?
• Has the school had prior experience with any post-event interventions? If yes, did the administration/staff nd previous interventions helpful or disruptive?
• Have there been any recent events at the school and/or are there any groups functioning within the school community that explicitly promote the strength of the school or that serve as a protective factor for individuals?
• What is the current morale of the school staff and students, and the current “climate” of the school community as a whole?
• Are there any upcoming events at the school (e.g., dances, standardized testing, graduation, accreditation review, sporting events, anniversaries of past events) that might positively or negatively affect the recovery of the school community?
• Are there any recent changes to school staff (e.g., a new principal, reduction in nursing staff time) that may affect response/recovery efforts?
• What is the present relationship of the school to the community? What collaborative relationships, coalitions, and/or stakeholders exist that support the school?
• Are there any members of the school staff who have personal trauma histories that should be taken into consideration by those making decisions related to emergency response or recovery procedures?
Be aware of at-risk populations:

• Had direct exposure (e.g., exposed firsthand or experienced extreme life threat)
• Have been injured
• Have experienced the death or serious injury of a loved one
• Had a close personal relationship with any victim(s)
• Have a history of depression or suicidal thoughts or attempts
• Have a history of anxiety, shyness, or low self-confidence
• Have a history of risk-taking behavior
• Have experienced prior traumatic events and are at current risk, including:
  – Those exposed to community violence or domestic violence
  – Those with a history of abuse and/or neglect
  – War or other refugees or political asylees
  – Members of economically disadvantaged groups
  – Medically vulnerable individuals
  – Those from disaster-prone regions
Definitions

- **Critical Incident**: An incident that causes distress and/or impairment in functioning on an individual, group or organizational basis – often called a **crisis**

- **Crisis Management**: Containment and mitigation of an incident

- **Crisis Plan**: Policies and procedures, role definition and resources

- **Crisis Team**: People authorized to make decisions and provide leadership/guidance to those impacted

- **Crisis Response**: Specific crisis intervention strategies
The National Response Framework is a guide to how the Nation responds to all types of disasters and emergencies. It is built on scalable, flexible, and adaptable concepts identified in the National Incident Management System to align key roles and responsibilities across the Nation.
Emergency Support Functions (ESF)

#1 Transportation
#2 Communications
#3 Public Works and Engineering
#4 Firefighting
#5 Information and Planning
#6 Mass Care, Emergency Assistance, Temporary Housing, and Human Services
#7 Logistics
#8 Public health and Medical Services
#9 Search and Rescue
#10 Oil and Hazardous Materials Response
#11 Agriculture and Natural Resources
#12 Energy
#13 Public Safety and Security
#14 Superseded by National Disaster Recovery Framework
#15 External Affairs
New Federal Guidance
http://rems.ed.gov

GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS

K - 12

GUIDE FOR DEVELOPING HIGH-QUALITY EMERGENCY OPERATIONS PLANS FOR INSTITUTIONS OF HIGHER EDUCATION

Denver Seminary
The following is an example of the type of information that would be included in the plan to describe the broad roles and responsibilities of teachers during all emergencies.

- Teachers will be responsible for the supervision of students and shall remain with students until directed otherwise. Teachers’ responsibilities include:
  - directing students to inside or outside assembly areas according to instructions provided by the Incident Commander or designee;
  - accounting for students when class relocates to an outside or inside assembly area or evacuates to another location;
  - reporting missing students to the Incident Commander or designee;
  - obtaining first-aid services for injured students; and if trained and certified in first aid, rendering first aid, if necessary.
The planning team should consider the following when developing its goals, objectives, and courses of action:

- How to lock all exterior doors, and when it may or may not be safe to do so.
- How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action.
- What to do when a threat materializes inside the school.
- When to use the different variations of a lockdown (e.g., when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other school activities continue as normal).
The planning team should consider the following when developing its goals, objectives, and courses of action:

- What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).

- How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.

- How to move students when the primary route is unusable.

- How to locate and move students who are not with a teacher or staff member.
The planning team should consider the following when developing its goals, objectives, and courses of action:

- How staff will determine who is in attendance at the assembly area.
- What to do when a student, staff member, or guest cannot be located.
- How staff will report to the assembly supervisor.
- How and when students will be dismissed or released.
FAMILY UNIFICATION ANNEX

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.
- How to verify that an adult is authorized to take custody of a student.
- How to facilitate communication between the parent check-in and the student assembly and reunion areas.
- How to ensure students do not leave on their own.
- How to protect the privacy of students and parents from the media.
- How to reduce confusion during the reunification process.
- How frequently families will be updated.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, parents, and guardians.
The planning team should consider the following when developing its goals, objectives, and courses of action:

- **Academic recovery**
  - When the school should be closed and reopened, and who has the authority to do so.
  - What temporary space(s) the school may use if school buildings cannot be immediately reopened.
  - How to provide alternate educational programming in the event that students cannot physically reconvene.

- **Physical recovery**
  - How to document school assets, including physically accessible facilities, in case of damage.
  - Which personnel have expert knowledge of the schools’ assets, and how and where they will access records to verify current assets after disaster strikes.
  - How the school will work with utility and insurance companies before an emergency to support a quicker recovery.
RECOVERY ANNEX

The planning team should consider the following when developing its goals, objectives, and courses of action:

Fiscal recovery

- How district leadership will be included (e.g., superintendent, chief business officer, personnel director, and risk manager).
- How staff will receive timely and factual information regarding returning to work.
- What sources the school may access for emergency relief funding.

Psychological and emotional recovery

- Who will serve as the team leader.
- Where counseling and psychological first aid will be provided.
- How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling.
- Who will provide trained counselors.
Psychological First Aid Core Actions:

- **Contact and Engagement**
  - Goal: To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner

- **Safety and Comfort**
  - Goal: To enhance immediate and ongoing safety, and provide physical and emotional comfort

- **Stabilization (if needed)**
  - Goal: To calm and orient emotionally overwhelmed or disoriented students and staff

- **Information Gathering: Current Needs and Concerns**
  - Goal: To identify immediate needs and concerns, gather additional information, and tailor *Psychological First Aid for Schools* interventions to meet these needs

- **Practical Assistance**
  - Goal: To offer practical help to students and staff in addressing immediate needs and concerns

- **Connection with Social Supports**
  - Goal: To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources

- **Information on Coping**
  - Goal: To provide information about stress reactions and coping to reduce distress and promote adaptive functioning

- **Linkage with Collaborative Services**
  - Goal: To link students and staff with available services needed at the time or in the future
FIGHT - FLIGHT - FREEZE
What’s really happening when we go into "Survival Mode"

Learning/Thinking Brain
(Prefrontal Cortex)
The logical smart part of your brain goes "off line"

Limbic System
Lower Brain Functions "Take over!"
Post Traumatic Growth

Nietzsche: “If it doesn’t kill me, it makes me stronger.”

- After crisis or traumatic events, some people become stronger and more engaged in life
- See new opportunities
- Have positive changes in relationships
- Have increased send of one’s own strength
- Have a greater appreciation for life
- Experience a deepening of spiritual life
Helping Children Cope with Disaster

As the school year begins, we would like to offer all school personnel (including educators, administrators, counselors, and support staff) the opportunity to use our many resources for schools.

Our resources were created to highlight issues related to trauma, to explain how trauma can affect children and adolescents, and to help schools support students and families who have been impacted by trauma. The materials range from basic informational fact sheets to webinars describing interventions for trauma in schools. They cover a variety of trauma types, applicable for youth from the preschool to high school years.

Our resources are easily accessible on the NCTSN website and the NCTSN Learning Center for Child and Adolescent Trauma.

These resources are free and can be downloaded at any time!

www.NCTSN.org • August 2018
Valuable Resources

- National Child Traumatic Stress Network
  - nctsn.org
  - NCTSN.back_to_school_resource
  - Print materials, webinars, videos

- FEMA / American Red Cross

- Crisis Plumbline
  - www.crisisplumbline.com
    - Chaplain Resources
Crisis Intervention

Objectives

- Stabilize situation
- Mitigate impact
- Mobilize resources
- Normalize reactions
- Restore to adaptive function

From Critical Incident Stress Management, Dr. Jeffrey Mitchell
6 Core Elements of CISM

- Strategic Planning
- Informational Groups
- Interactive Groups
- Assessment/Triage
- Individual/PFA
- Resilience
Strategic Planning Formula

**Threat** - What is the focus of the intervention plan, e.g., car accident, suicide, student death, hurricane, bioterrorism, earthquake, etc.?

**Themes** – Resiliency and vulnerability factors.

**Target** – What groups or individuals will most likely need assistance/support (level of impact)?
Strategic Planning Formula

- **Type** – What specific types of interventions will be needed, e.g. CMB, Defusings, CISD (debriefings), etc.?
- **Timing** – When will each of the interventions be implemented so as to be most effective?
- **Team** – What resources will it take to provide the right interventions at the right time?
### Strategic Planning

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6-3
CISM Core Components for Children

- Pre-incident education and training
- Crisis Management Briefings (CMB)
- 1:1’s – Individual crisis intervention
- Defusings
- Debriefings (CISD)
- Follow-up and Referrals
Important Intervention Concepts

- Use a calm, reassuring approach to the child
- Maintain structure or provide structure
- Provide information
- Avoid an authoritarian approach
- Avoid a confrontational approach
- Provide:
  - Acceptance
  - Validation
  - Supportive presence
CISM Defusings for Children and/or Their Families

- Short group meeting that is response driven
- Purpose is to mitigate symptoms of stress
- Triage for further support
- Plan for continuum of care
- May be helpful as an ongoing process (repeat as needed)
- Not intended to provide “closure”

From: CISM Applications with Children
Clarified Phase Progression of a CISD

**COGNITIVE**

- Introduction
- Brief Situation Review
- First Impressions of the Incident
- Aspect causing most personal distress

**AFFECTIVE**

- Signals of Distress
- Stress Management and Recovery Process
- Summary
Guidelines for group discussions:

• Tailor the discussion to the shared needs and concerns of the group.
• Focus the discussion on problem solving and applying coping strategies to immediate issues.
• Allow only one person at a time to speak.
• Answer questions honestly, but limit the information to what the students and staff can handle and tolerate.
• Do not let discussions about concerns lapse into complaints.
• Redirect the discussion if it turns to descriptions of gruesome or disturbing details of the emergency. If an answer might be upsetting, tell the individual that at this time the information would not be helpful to everyone, but that you can discuss it privately later.
• If an individual needs further support, offer to meet with him/her after the group discussion.
Goals for Children’s Debriefing

- Sharing of a traumatic experience
- Provides a structured discussion with a group who experienced the same event
- Provides an opportunity to develop an understanding of the event
- Normalize and validate reactions
- Teach stress management
- Provides an opportunity for assessment and follow up

From: CISM Applications with Children
Intervention Considerations (Johnson, Ertl 2002)

- Preschool-Kindergarten → 15-30 minutes → teacher leads
- Lower Elementary → 30-60 minutes → teacher leads
- Upper Elementary → 30-60 minutes → MHP/teacher 50/50
- Middle School → 45-90 minutes → MHP/teacher 50/50
- High School → 1-2 hours → MGP leads/teacher assists
Resources

• Readiness and Emergency Management for Schools
  • www.rems.ed.gov
• National Child Traumatic Stress Network Schools
  • https://www.nctsn.org/trauma-informed-care/trauma-informed-systems/schools/nctsn-resources
• Substance Abuse and Mental Health Services Administration
  • SAMHSA.gov