



CANYONS

SCHOOL DISTRICT

CRISIS RESPONSE MANUAL

Canyons School District's Crisis Response Manual serves as standard operating procedures for school crisis teams to refer to and use during and following traumatic incidents. A traumatic incident is any event in which a member of the school community experiences, or witnesses, actual or threatened harm, injury, or death, including, but not limited to: a natural disaster, physical assault, or student/staff death. Crisis response teams are responsible for helping school communities cope with the emotional and physical stress reactions and aftershocks. The manual contains guidelines, talking points, and resources for sharing with parents and guardians.

For more detailed information and resources, please refer to NASP PREPaRE materials that are provided during Canyons School District PREPaRE Crisis Response Training.

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PROCEDURES



General Crisis Response Intervention Checklist



- Contact your School Performance Director to inform them of the crisis and provide the known facts of the situation
- Collaborate with District Crisis Response Team Lead on crisis response plan
- Verify what the family is comfortable disclosing to the school community
- Notify the school crisis response team (administration, counselors, social workers, school psychologist, school nurse and/or school designee)
- Review duties of the Crisis Response Team
- Work with the Communications Department to prepare formal statements to faculty, students, and the community
- Convene emergency staff meetings to inform faculty and staff of crisis
- Identify students and staff most impacted by the crisis
- Assess the need for additional community resources
- Assign duties as needed (see pages 4-7)
- Provide support to students/staff as needed
- Find substitutes for classes as needed
- Provide debrief of crisis response
- Assess procedures and any changes for future crisis response
- Continue to follow up with students and staff as needed

Roles and Responsibilities of Crisis Responders

School Administration

Information Gathering

- Gather necessary information and clarify facts about the crisis. Contact your School Performance Director
- Collaborate with District Crisis Response Team Lead on crisis response plan
- Verify information, contact the police, the hospital and the family
- Make contact with the family to offer condolences, offer assistance, discuss what information they are comfortable disclosing to the school community, inquire about funeral arrangements and which friends might need additional support

Action Plan

- Notify the school crisis response team (administrators, counselors, social worker, school psychologist, school nurse and/or school designee) and necessary staff. If needed, arrange for substitute teachers and additional district supports
- Share verified facts with the team and determine an action plan
- Call the seminary and CTEC, if appropriate, or request assistance from School Performance Director
- Determine appropriate security and removal of student belongings to be given to the family, when appropriate
- If applicable, make sure the student(s)' name(s) are removed from the automated calling system
- Arrange for a safe space where students who are affected can come for counseling services
- Maintain normal school routine as much as possible

Notification Procedures

- Work with the Communications Department on statements for the public/press and a letter to be sent to the school community
- The Communications Department will notify appropriate schools if other siblings are involved
- Identify an administrative assistant to answer all calls regarding the crisis
 - If necessary, assist in preparing a statement to be read to callers. Limit information in regards to confidentiality and misinterpretation (Work with Communications Department)
- Refer media to Communications Department



School Administration

- Conduct a staff meeting before school to disseminate information and inform staff about the plan of action
- Send memo email to faculty and staff with verified information and what can be shared with their students
- If necessary, crisis response team can visit each classroom
 - Recommendation to go in pairs; one person to deliver the message and one person to watch for reactions from affected students
- Identify students who may be more acutely affected because of exposure to the crisis and have a crisis response team member check with them individually or in a small group
- Prepare parent letter and handouts (Work with Communications Department)

Debriefing

- Review events of the day. Plan for the following days
- Consider reactions of faculty/staff and crisis response team. Refer CSD employees to Blomquist Hale Counseling as needed. Counseling services are provided by Blomquist Hale for all employees and their families, at no charge
- Create a follow-up plan for at-risk students
- Contact parents of students who were seen by crisis response team

Funeral

- Announce funeral arrangements to staff when they become available
- Send a representative to viewing and funeral
 - Arrange for subs, if necessary for those staff who attend the funeral
- Arrange for support personnel at funeral, if necessary



Roles and Responsibilities of Crisis Responders

Crisis Response Team (School and District)



- Communicate with school administration to determine facts and needs
- Review the School Administration roles and responsibilities
- Organize a plan of action
- Assign team members to specific roles and responsibilities
- Reschedule pending activities to accommodate crisis response
- Assist in creating documents for communication to students, parents, and the school community
 - Help to dispel rumors
 - Do Not make school-wide announcements about the crisis at the end of the school day when there is no time to provide services and support
 - Consider staff phone tree, email, individual/staff meeting to notify staff
 - If possible, notify some students (close friends) and staff prior to the entire student body
 - Provide a brief, accurate description of death, information on funeral arrangements, and condolences
- Help in identifying staff and close friends of the deceased and how they are impacted
- Help in identifying students and staff indirectly impacted, including siblings and friends at other schools
- Gather materials and follow procedures to help with classroom visits, small group counseling, and individual counseling
- Arrange for a crisis room; counseling office, library, etc.
- Keep a log of all students you meet with and who may need additional support
- Contact parents for any students met with by the crisis response team
- Identify social media accounts that may need attention or monitoring
- Communicate follow-up needs of faculty and students to school personnel
- Following the crisis, debrief crisis response with the administration and crisis response team

Administrative Assistants and Office Staff

- Obtain facts and direction from administration
- Remove student from calling list and any notifications
 - Withdraw student as instructed by the administration
- Be prepared with talking points for phone calls and questions (Provided by administration and Communications Department)
 - Listen to parents
 - Express empathy
 - Only verify the facts that are authorized to be released
 - Dispel myths and rumors
 - Do not sensationalize crisis
 - Do not confirm death by suicide. Use term “unexpected death of a student.”
 - Reassure what is being done for the students
- Act as a liaison for students needing further supports:
 - Requesting counseling services
 - Wanting to check out of school
 - Needing parental contact
- Record information regarding students on a log. Share information with administration, counselors, and/or crisis response team as necessary
- Organize any food and water for crisis response team and admin

School Based Counseling Team

-
- Meet with admin and crisis response team to understand the facts regarding the crisis incident and plan of action
 - Clear schedule as necessary
 - Be available for crisis response responsibilities, including classroom visits, group counseling, and individual counseling
 - Attend staff meeting
 - Conduct crisis counseling for students
 - Assess further needs of students and school
 - Contact parents of students met with
 - Debrief crisis response with administration and team
 - Follow-up with students as needed
-

Teachers and Staff

(Behavior Assistants, Mentors, Safety Advocates, Custodial, Nutrition, etc.)

- Attend staff meeting
- Understand facts and plan of action
- Dispel rumors
- Help identify students needing support
- Monitor classrooms and hallways for signs of distressed students
- Refer students to the counseling center. Do not let a student walk to the counseling center alone (i.e. walk the student to the counseling center, call an administrator or counselor to walk with the student, etc.)
- Adjust instruction & planned assessments, if necessary
- Work with crisis response team and administration to coordinate follow-up activities

GUIDELINES



Crisis Response: Communication Guidelines

Communication with Students and Parents

- Under no circumstances should schools use an intercom system or large assemblies to convey information about crises
 - When necessary, information should be written in a prepared statement that can be read to individual classrooms by school personnel (i.e. teacher, counselor, nurse, administrator, social worker, psychologist)
 - A basic template of a prepared written classroom script can be found in PREPaRE Workshop 2 Handouts. Also, see “Example Scripts” section, pg. 13
 - Work with the Communications Department to send a message home to guardians when necessary
-

Deciding Who Should Communicate with Students

- A person familiar to the students should be present
 - A mental health professional should assist or lead the discussion when necessary
 - Two adults should be in the room when delivering the message; one to convey the message to students, and one to watch for adverse student reactions
-

Sharing Facts with Students

- Use brief and simple explanations
 - Use developmentally appropriate language
 - Allow students to ask questions in order to dispel misunderstandings and clarify facts
 - Avoid using euphemisms (i.e. “went to sleep and did not wake up”)
 - Balance information with reassurance about what is being done to keep students safe
-

Communicating with Students Close to the Event

- Consider using the following approaches as necessary (More information can be found in PREPaRE Workshop 2)
 - Group based crisis intervention
 - Classroom based crisis intervention
 - Individual based crisis intervention
 - Referrals to outside agencies by Wellness Staff
-

Answering Students’ Questions

- Provide only verified facts
 - Don’t minimize or ignore the truth
 - Use developmentally appropriate language
 - Expect to repeat facts
 - Do not give unnecessary details
 - Avoid sensationalizing or speculating
 - Do not confirm death/method by suicide. Use language of “unexpected death of a student”

Answering Students' Questions (Cont.)

- Allow students to ask questions
 - Dispel rumors
 - Let the students' questions guide the sharing of information
 - Tell them that you will give three responses"
 - "These are the facts"
 - "I don't know"
 - "Talk with your parents"
 - Reassure students about what is being done to keep them safe
 - Remind students of procedures in case a student needs more support
-

Resources

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). ***School crisis prevention and intervention: The PREPaRE model***. Bethesda, MD: National Association of School Psychologists.

Hospice. (n.d.). ***Talking to children about death***. Retrieved from <http://www.hospicenet.org/html/talking.html> Copyright

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Crisis Response: Counseling Services **and Recommendations**

When a crisis occurs in school, it is generally better to keep the students at school rather than sending them home early. When a suicide or accidental death occurs within a school, other students are immediately at high risk. Students need a supportive environment in which to express grief and work out their feelings.

Students need structure to talk about the death of a young person. Teachers and counselors are sources of sound information and helpful reassurance. The following are suggestions for the various roles necessary to facilitate an effective crisis response:

Arrange a faculty meeting to provide staff with facts and guidelines in dealing with grieving students

- Teachers should allow opportunities to discuss student's death
- Elicit help identifying and referring high risk students or staff
- Provide assistance to teachers as needed
- Arrange follow-up meeting to discuss needs of staff

Provide small group or individual counseling for students

- Groups may include close friends and/or a broader combination of peers
- Discuss the facts that the family has agreed we can share; how, when, where, what
- Encourage students to express their feelings, attempt to normalize grief
- Make students aware of school and community resources
- Contact parents/guardians of high risk students
- Arrange for follow-up discussions as needed and support for high risk individuals

Debrief with crisis response team and staff to review events of the day, revise intervention plans and monitor staff reactions

Considerations

- If possible, some students (close friends) or current teachers should be notified prior to the entire student body
- Invite close friends to a group meeting at specified site with a counselor. Peer counselors are recommended as group members; not as group leaders
- Parents of distressed and at-risk students should be notified by school personnel
- Avoid assemblies or other memorials that could glamorize suicide or contribute to contagion
- Refer to "Crisis Response: Memorials, Special Considerations When Memorializing an Incident" (pg. 11)

Crisis Response: Memorials

Special Considerations When Memorializing an Incident

Canyons School District refrains from participating in any type of school-sponsored memorials. In rare cases, temporary memorials may be considered but should be discussed and agreed upon by the school administration and the District Crisis Response Team. (See examples below)

When a crisis occurs that involves an unexpected death, students, parents, and/or faculty often request opportunities to memorialize or remember the person or event. School and district administration need to address requests for memorials with caution and discernment. Contact the District Crisis Response Team Lead before any memorials are put in place.



DO be consistent in the ways you memorialize a student or teacher death.



DO NOT have policies or traditions in place that you would not want to uphold for every student or staff death. What is done for one, should be done for all.

Memorials can serve a purpose of helping students heal by expressing their grief, support to others, as well as normalize feelings. It is important to encourage students to participate in activities that will promote coping strategies and supporting each other. However, when a school is approached with recommendations for memorials, careful planning and discussion should occur before any decision is made.



DO allow monitored, time-limited memorials, if they are student led and desired.



DO NOT allow memorials that are permanent, disruptive to learning, or glamorize a potential death by suicide.

Questions to consider when thinking of memorials:

1. Is there potential for re-traumatization?
2. Are there design, perception, and/or political implications?
3. Are there memorial policies in the school district?
4. What are the long-term implications of the memorial?
5. Can you do the same memorial for every student?

Resources

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

Utah State Board of Education, *Healing Our Schools After a Loss: A Toolkit for Schools Responding to a Suicide or Sudden Death*. (2022).

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COMMUNICATION EXAMPLES



Crisis Response: Sample Scripts

Classroom Script to be Read by Teachers or Staff

“I have some very sad news to share with you. John Doe, a third-grade student here at ABC elementary school, died in a car accident last Saturday Afternoon. The family is planning the funeral and it will probably be on Thursday afternoon of this week. We will let you and your parents know when we have more information about this.

When something like this happens, people often have a lot of questions and I would like to answer any questions you may have. I may respond by telling the facts, saying “I don’t know,” telling you to talk with your parents, or I will ask you to wait for me to get back to you. I also want to let you know that different people react to this type of event in different ways, and that is Ok. Some people cry, others have trouble eating or sleeping, some people find it hard to do work, and others don’t have much of a reaction at all. If you want to talk to someone about your feelings or reactions regarding John’s death, tell me and I can make sure to excuse you to the library where adults are available to help. Does anyone have any questions?”

When answering questions, please remember the following:

1. Provide only verified facts
2. Tell the truth (don’t ignore or minimize it)
3. Use developmentally appropriate language
4. Expect to repeat facts
5. Do not give details that students do not ask for
6. Avoid sensationalizing or speculating
7. Do not confirm death by suicide. Use language of “unexpected death”
8. Allow students to ask questions
9. Let them know what is a rumor, and dispel rumors
10. Let student questions guide the information shared
11. Tell them you will give one of three responses
 - a. The facts
 - b. “I don’t know”
 - c. “Talk with your parents”
12. Reassure students about what is being done to keep them safe. In addition, explain the referral procedures for students needing more support.

Script for Office Staff When Reassuring Parents/Guardians

“Currently, our school crisis response team is engaged in a number of different activities designed to help our students understand and cope with this event. We have school and district counselors available for students to talk to as needed. If you feel your student would benefit from talking to someone, please let us know and we will let the Wellness Staff know.”

Crisis Response: Example Letter to Parents

Dear Parents,

The administration, faculty and staff of (School Name) want to express our appreciation for the support you have shown our school community as we've faced a time of difficulty. We are proud to be a part of a community that strives to unite, in ways both big and small, as we address challenges at our school and beyond. As a community, we are grieving (description of incident). Traumatic events can be difficult and, like adults, adolescents express emotions by grieving. However, adolescents may not demonstrate grief in the same manner. The following information is provided for parents and others who may find themselves in a position of guiding an adolescent through the grieving process. In addition, if the children in your family need extra assistance, the school's counseling center is available to provide services. Students also have access to licensed counselors at the University of Utah's Neuropsychiatric Institute via the mobile app, SafeUT or dialing 988. Please read the information below and let us know if we can provide additional support to help you and your families.

Signs of Grieving in Children and Adolescents

- Sadness, anxiety, chronic fatigue, anger, denial, shock, confusion, extended depression. Watch for changes in their normal behavioral functioning.
- Inability to sleep, nightmares, loss of appetite, prolonged fear of being alone
- Frequent physical complaints such as stomachaches and headaches

Helping Children and Adolescents Grieve

Long-term denial or avoidance of grief is unhealthy for children and adolescents and may resurface later with more severe problems. Here is a list of things you can do to help a child or adolescent overcome grief:

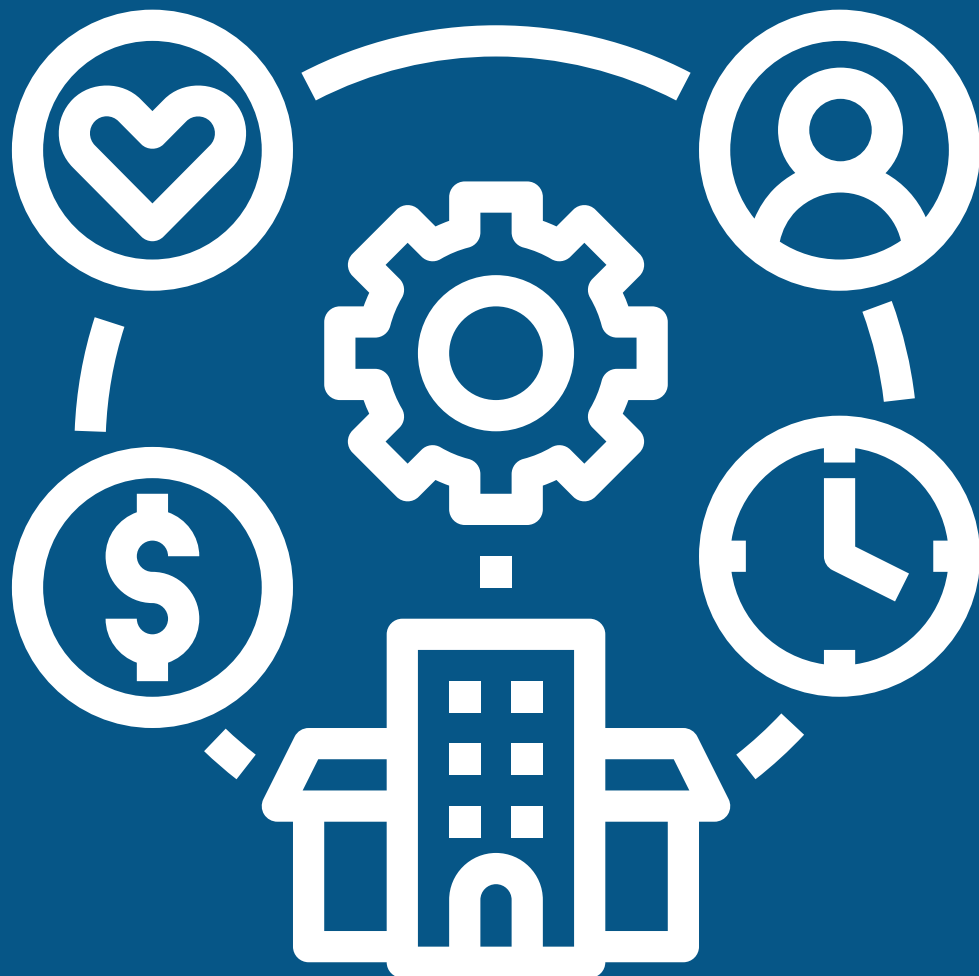
- Answer their questions simply and honestly. Only offer developmentally appropriate details. Don't overload them with information.
- Give them a chance to talk about their fears and validate their feelings. Offer a simple expression of sorrow and take time to listen.
- People are repetitive in their grief. Respond patiently to their uncertainty and concerns. It may take a long time to recover from a loss.
- Children and adolescents can be physical in their grief. Watch their bodies and look for any changes.
- Some children and adolescents need to talk about a traumatic experience all the time and others don't want to talk at all. This is normal. While it is important not to force them to talk about their experiences, it is also critical for parents to let them know they are willing and available to listen.
- Giving children and adolescents choices helps them feel some control when their environment has felt out of control.
- Choosing food, clothes, what games to play—any appropriate choices—can be helpful.
- Children and adolescents still need discipline. It helps them feel safe to know their parents won't let them get away with too much and that normal rules still apply.
- Parents/guardians will want to establish daily routines as soon as they can. Meals, bedtimes, and other regular parts of their day can help children and adolescents feel comforted and know what to expect.

- Sometimes children and adolescents react to trauma and stress with anger. They may feel it gives them a sense of control. Adults should be understanding but hold them responsible for their behavior. It is not OK to hurt others and break other home and school rules, even if they are stressed.
- Parents should remember to take good care of themselves, too. This will help them have the energy necessary to take care of their children. Their ability to cope with traumatic events will help their children cope, as well.

The following website provides additional resources for parents:

<https://www.canyonsdistrict.org/safe-schools/school-climate-social-emotional-supports/>

PARENT RESOURCES



Crisis Response: Parent Resources

Normal Coping

Coping for adolescents after a crisis can vary, but there are some common coping strategies that may be helpful for your child. Please keep in mind that each child is different and their response may differ. It's essential to provide support tailored to the specific needs of each adolescent.

Here are some positive coping mechanisms:

1. **Open Communication:** Encourage open and honest communication. Allow adolescents to express their feelings and concerns without judgment.
2. **Maintain Routine:** Establishing or returning to a regular routine at home and school can provide a sense of stability and predictability during uncertain times.
3. **Encourage Healthy Habits:** Promote healthy habits such as regular exercise/movement, proper nutrition, and adequate sleep. Physical well-being is closely linked to our emotional well-being.
4. **Connect with Peers:** Facilitate opportunities for adolescents to connect with their peers. Their social support can be crucial in times of crisis.
5. **Creative Expression:** Encourage creative outlets like art, music, or writing. These activities can provide a healthy way for adolescents to express and process their emotions.
6. **Mindfulness and Relaxation Techniques:** Teach mindfulness and relaxation techniques such as deep breathing or meditation to help manage stress and anxiety.
7. **Limit Exposure to Triggers:** Be mindful of the media and information exposure. Limit exposure to news or images that may trigger distressing feelings.
8. **Encourage Problem-Solving:** Help adolescents identify practical steps they can take to address specific challenges or concerns arising from the crisis.
9. **Supportive Relationships:** Strengthen existing supportive relationships with family, friends, and the school. Feeling connected can provide a sense of security.
10. **Seek Professional Support:** If necessary, encourage them to speak with mental health professionals such as the school counselor, or in certain circumstances; therapists, or psychologists who specialize in trauma or crisis intervention.

** Remember, it's crucial to be patient, understanding, and non-judgmental as adolescents navigate the aftermath of a crisis. If needed, involve professionals who can provide specialized support and guidance.

Crisis Response: Parent Resources

Warning Signs of Traumatic Stress

During a crisis event and immediately following a crisis event, emotional, cognitive, physical, and behavioral reactions are normal and are often expected. With the support from caring adults, these reactions will be short-term, usually tapering off within a few weeks.

Common initial crisis reactions may include:

Anger	Fear	Shock
Grief	Impaired Concentration	Guilt
Self-blame	Sleep disturbance	Confusion
Social withdrawal	Refusal to go to school	Somatic complaints (ex; stomach ache)
Regression in behavior	School impairment	

In some cases, students may exhibit prolonged crisis reactions and/or maladaptive coping strategies. In such cases, this may call for the need of mental health services. Refer to table below for warning signs when mental health intervention may be necessary.

Enduring Warning Signs and Indicators of the Need for Mental Health Intervention	
Reduced awareness of surrounding	Loss of interest in most activities
Emotional numbness or detachment	Persistent fatigue
Amnesia	Lack of motivation
Feeling as if in a dream world	Delusions
Fear	Hallucinations
Helplessness	Bizarre thoughts or images
Horror	Extreme substance abuse or self-medication
Panic attacks	Suicidal or homicidal thinking
Easily startled	Extreme anger or abuse towards others
Difficulty falling or staying asleep	Taking excessive precautions
Feelings of hopelessness or worthlessness	

Developmental and Cultural Variations

It is important to note that students will exhibit crisis reactions dependent on their level of development and their cultural and religious beliefs. For example, younger children may have a more difficult time expressing their feelings and may experience nightmares at a more frequent rate than older children. The caregiver should be aware of any developmental and/or cultural variations that may exist.

Resources

(a) Bernat, Ronfeldt, Calhoun, & Arias (1998); Ehlers, Mayou, & Bryant (1998); Grieger, Fullerton, & Ursano (2003); Koopman, Catherine, & David (1994); Lawyer et al. (2006); Tichenor, Marmar, Weiss, Metzler, & Ronfeldt (1996); Weiss, Marmar, Metzler, & Ronfeldt (1995). (b) Bernat et al. (1998); Brewin, Andrews, & Rose (2000); Lawyer et al. (2006); Simeon, Greenberg, Knutelska, Schmeidler, & Hollander (2003); Viaiva et al. (2003). (c) Galea, Ahern et al. (2002); Galea, Vlahov (2003); Lawyer et al. (2006); McFarlane & Yehuda (1996); Tucker, Pfefferbaum, Nixon, & Dickson, (2000). (d) Frommberger et al. (1998). (e) Gracie et al. (2007); Kaštelan et al. (2007). Azarian & Skriptchenko-Gregorian (1998); Berman, Kurtines, Silverman, & Serafini (1996); de Wilde & Kienhorst (1998); Matsakis (1994); McNally et al. (2003).

Brock, S. E. (2009). School crisis prevention and intervention: the PREPaRE model. Bethesda, MD.: National Association of School Psychologists. Psychosocial Issues for Children and Adolescents in Disasters, by A. H. Speier, 2000; and Disaster Mental Health Services, by B. H. Young, J. D. Ford, J. I. Ruzek, M. Friedman, and F. D. Gusman, 1998.

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Crisis Response: Parent Resources

Stress Management and Adaptive Coping Strategies

Coping Strategies for Dealing with Traumatic Stress Reactions

- Talk with others who have been through the same crisis experience
- Participate in local, state, and national associations or groups that aim to prevent future crises
- Incorporate physical exercise into your routine
- Get normal amounts of rest and sleep
- Avoid alcohol and drugs
- Maintain normal routines and comfortable rituals
- Eat well-balanced and regular meals
- Surround yourself with support
- Pursue your passions (don't feel guilty about finding pleasure in life)
- Practice stress-management techniques (e.g., meditation, progressive muscle relaxation)
- Embrace your spiritual or belief systems

Stress Management Resources

Stress Management and Emotional Wellness (Optimal Health Concepts)

<http://www.optimalhealthconcepts.com/Stress>

Stress Management: How to Reduce, Prevent, and Cope With Stress (HelpGuide.org)

http://www.helpguide.org/mental/stress_management_relief_coping.htm

Resources

"Certification of Advanced Training and Specialization in Crisis Intervention Skills and Strategies." Workshop presented by S. E. Brock, et al., (2003) at the California Association of School Psychologists' Summer Institute, Lake Tahoe, CA.

Brock, S. E. (2009). School crisis prevention and intervention: The PREPaRE model. Bethesda, MD.: National Association of School Psychologists.

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Crisis Response: Parent Resources

Resources on Responding to Children's Crisis Reactions

1. A National Tragedy: Helping Children Cope (handout from the National Association of School Psychologists [NASP]) http://www.nasponline.org/resources/crisis_safety/terror_general.aspx
2. Coping With Traumatic Event (U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration [SAMHSA])
<http://www.samhsa.gov/trauma/index.aspx>
3. Tips for Survivors of a Traumatic Event: What to Expect in Your Personal, Family, Work, and Financial Life (SAMHSA) http://www.samhsa.gov/MentalHealth/Tips%20for%20Survivors-What%20to%20Expect_LOW_RES.pdf
4. Helping Children Cope With Loss (Mental Health America [formerly NMHA])
<http://www.nmha.org/index.cfm?objectid=C7DF9628-1372-4D20-C884BF860DEF0A67>
5. Tips for Helping Students Recovering From Traumatic Events (U.S. Dept. of Education)
http://www.ed.gov/parents/academic/help/recovering/part_pg9.html
6. Coping With Crisis—Helping Children With Special Needs: Tips for School Personnel and Parents (NASP) http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx
7. NASP School Safety and Crisis Resources, Crisis Resources in Spanish and Other Languages (NASP) http://www.nasponline.org/resources/crisis_safety/index.aspx

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FOLLOW UP AND EVALUATION



Crisis Response: Student Meeting Log

Date	Student Name	Notes	Parent Contacted
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No

Evaluation of Crisis Response

Questions Used by Administration and School/District Crisis Response Team to Help Evaluate the Process of Crisis Response and Recovery Implementation

Which interventions were most successful and why?
What were the positive aspects of staff crisis response and why?
What immediate response and longer-term recovery strategies would you change and why?
Do other professionals need to help with future crisis?
What additional training is necessary to prepare for future crises?
What additional equipment is needed to support immediate response and longer-term recovery efforts?
What other planning actions will facilitate future immediate response and longer-term efforts?

Resources

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

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