
From the Center for MH & Student/Learning Supports at UCLA

Crisis Response, Recovery, and Prevention

The school shooting in Michigan adds to the overwhelming concerns that schools everywhere are confronting as a result of the pandemic.

As students, families, school staff, and the community-at-large grieve, schools must provide immediate emergency assistance and take steps to ensure follow-up care.

At the same time, current events underscore the importance of proactively continuing to ensure a system of supports is in place to respond as soon as problems are identified (e.g., dealing quickly with interpersonal conflicts and bullying/harassment). Moreover, where problems are preventable, schools, communities, and families must work together to promote healthy development and resiliency (e.g., facilitate social and emotional development and coping strategies).

Growing concerns about school safety and crises response have continued to highlight ways to improve crisis response, follow-up recovery, and prevention. For example, there are calls for ensuring that enough staff are prepared to provide both physical and psychological first aid. And the focus on mental health has heightened awareness of the need to address the many aftermath problems that arise. Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based approaches.

For a detailed discussion and a framework for enhancing crisis response and prevention, see

Chapter 17 in *Embedding Mental Health as Schools Change* http://smhp.psych.ucla.edu/improving_school_improvement.html

Also see

Crisis Assistance and Prevention: A Self-study Survey
<http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/crisissurvey.pdf>

And for more on school shootings, see

About school shootings <http://smhp.psych.ucla.edu/pdfdocs/schshoot.pdf>

Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools
<https://www.secretservice.gov/sites/default/files/reports/2021-03/uss%20averting%20targeted%20school%20violence.2021.03.pdf>

NOTE: Crisis response and prevention is one of six domains of student/learning supports identified as arenas schools must regularly address. The six domains are one facet of a unified, comprehensive, and equitable system of student and learning supports. Details about such a system are provided in each of three recent books we have prepared and made free online. See

>*Improving School Improvement*

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

>*Embedding Mental Health as Schools Change*

(access through the links at http://smhp.psych.ucla.edu/improving_school_improvement.html)

We don't have email addresses for all who we hope will read this, so please share this with your colleagues.

And as always, we ask that you share with us whatever you think others might find relevant. Send to Ltaylor@ucla.edu

Best wishes, be well,

Howard & Linda

Howard Adelman, Ph.D.
Professor of Psychology & Center Co director

Linda Taylor, Ph.D.
Center Co director

Dept. of Psychology, UCLA

Emails: adelman@psych.ucla.edu Ltaylor@ucla.edu

Website: <http://smhp.psych.ucla.edu/>

--

To unsubscribe from this group and stop receiving emails from it, send an email to principals+unsubscribe@lists.ucla.edu.