

## 'The Crisis Assistance and Prevention Assessment' Items

Make changes to your form or survey items or pages below.

This survey has at least one response. Only limited changes are allowed on a survey with responses.

[Clear Responses](#)

To fully edit this survey, you must first delete all of the responses, which can be done by clicking 'Clear Responses'.

### Pg. 1 - The Crisis Assistance and Prevention Assessment

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The Crisis Assistance and Prevention Assessment is designed to assess the school's approach to preventing and intervening on critical life events (accidents, sudden death, suicide or social, emotional or behavioral issues) An effective school approach should include a comprehensive crisis plan and includes prevention, early intervention and immediate response activities. The need for crisis response and prevention is constant in our schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activities stress creation of staff and student capacities to develop a safe and productive learning environment. Examples of school efforts include developing a school wide plan to address safety and violence reduction, effective threat management, child abuse, suicide prevention, and so forth. Current trends stress school- and community-wide prevention programs across a family of schools.

The Crisis Assistance and Prevention Assessment is designed to provide a review of the types of learning supports currently in place in the Phoenix Union High School District to prevent, assist with, and provide follow-up for crisis events. The survey items address barriers to learning in the Crisis Assistance and Prevention content arena (Adelman & Taylor, 2006; The Design Document, 2010)

Please complete the attached survey by reading each item and marking the circle that best corresponds to your rating, based on the rating instructions provided below. Do not be concerned if you are not sufficiently informed to rate some or many of the elements. This is not uncommon in the beginning stages of learning supports implementation.

#### RATING INSTRUCTIONS

Rating should be completed independently and should honestly reflect your perceptions of the current status of Crisis Assistance and Prevention efforts in the Phoenix Union High School District. Raters should attempt to avoid the positive bias common when using such rating methods (i.e. toward rating more or and or higher quality services than actually exist).

Yes: The item is in place.

Yes, but more of this is needed: Having more of this, or having a stronger presence of this would provide a greater opportunity to address barriers to learning in Phoenix Union High School District

No: The item is not in place, and is not needed to better address barriers to learning

No, but this is needed: Having this would improve our ability to address barriers to learning in Phoenix Union High School District

Don't know: You do not know if it is in place

References:

Adelman, H.S. & Taylor, L. (2006). The School Leader's Guide to Student Learning Supports. Thousand Oaks, CA: Corwin Press.

Louisiana Department of Education. (2010). Louisiana's Comprehensive Learning Supports System: The Design Document. Baton Rouge, LA: Author.

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Immediate assistance is provided in emergencies/critical life events - accident, sudden death, suicide

[Edit](#)

[More](#)



**3. There is a written plan that details a coordinated response:\***

[Edit](#)



|                                    | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            | <a href="#">More</a> |
|------------------------------------|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|----------------------|
| For all at the school site         | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |
| With other schools in the district | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |
| With community agencies            | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |



**4. Comments:**

[Edit](#)



[More](#)



**5. Crisis response plans are updated yearly and include:\***

[Edit](#)



|  | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            | <a href="#">More</a> |
|--|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|----------------------|
| Crisis management guidelines, checklists.                        | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |
| Plans for when and how to communicate with families.             | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |
| Plans for communicating with community members.                  | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |
| Media relations guidelines.                                      | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |
| Mutual aid agreements with emergency and mental health services. | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |
| Programs for short-term follow-up assistance.                    | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |                      |

Programs for longer-term follow up assistance.

6. **Comments:**



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7. **Immediate Needs\***



|  | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|--|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
| Medical first aid is provided in crisis.       | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Psychological first aid is provided in crisis. | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

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8. **Comments:**



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9. **Follow-up assistance is provided after emergencies/critical life events:\***



|   | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|---|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
| Programs are in place for short-term follow-up assistance.  | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Programs are in place for longer-term follow-up assistance. | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

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10. **Comments:**



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11. **A School-based Crisis Team develops response prevention plans\***





|   | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|---|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
| An active, multidisciplinary Crisis Team exists | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

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**13. Programs are in place to involve and integrate each of the following in training for crisis response and recovery:**
Edit



|  | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|--|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
| Administrators                                 | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Teachers                                       | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Other school staff                             | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Students                                       | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Families                                       | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Community agencies                             | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Representatives from community cultural groups | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |



**14. Comments:**
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**15. Programs are in place that focus on development of a safe and caring learning environment\***
Edit

|   | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|---|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
| Promotion of healthy development.                             | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Bullying and harassment prevention and intervention.          | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| School and community violence reduction and safety promotion. | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Suicide prevention.   | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Teen pregnancy prevention.                                    | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Teen dating violence prevention.                              | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Sexual abuse prevention.                                      | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Substance abuse prevention.                                   | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |



**16. Comments:**
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More

17.



**Bullying and harassment prevention and intervention program includes:\***

Edit

|   | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|---|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
| A school-wide bully and harassment prevention and intervention program. | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| All administrators have been trained in this program.                   | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| All teachers have been trained in this program.                         | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| All other staff have been trained in this program.                      | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| All students have been trained in this program.                         | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

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**18. Comments:**

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**19. Substance Abuse prevention and intervention program includes:\***

Edit

|  | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|--|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
| A school-wide substance abuse prevention and intervention program.               | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| All administrators have been trained in this program.                            | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| All teachers have been trained in this program.                                  | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| All other staff have been trained in this program.                               | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| All students have been trained in this program.                                  | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| There is an effective 1st offense substance abuse intervention program in place. | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| There is an effective 2nd offense substance abuse intervention program in place. | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

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**20. Comments:**

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**21. Threat Assessment and Management program includes:\***

Edit

|  | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|--|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
|  | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

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The implementation of best practice threat assessment and management.  
 An active multidisciplinary team is in place.  
 The team receives yearly training.  
 All administrators have been trained in best practice threat management.  
 The Threat Management Supervision Plans emphasize prevention and intervention over punishment alone.  
 The Threat Management Team focuses on prevention of school and personal crisis that could lead to school violence.

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. **Comments:**

Edit

More

23. **There is continual emphasis on creating a caring and safe learning environment:\***



|               | Yes                   | Yes, but more of this is needed | No                    | No, but this is needed | Don't Know            |
|---------------|-----------------------|---------------------------------|-----------------------|------------------------|-----------------------|
| In classrooms | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| School wide   | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| District wide | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

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24. **Comments:**

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Capacity Building to Enhance Crisis Response and Prevention

Edit

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25.



**There is continual emphasis on creating a caring and safe learning environment through programs to provide best practice education to the following stakeholders:**
Edit

|                                       | Yes                   | Yes, but more<br>of this is<br>needed | No                    | No, but this is<br>needed | Don't Know            |
|---------------------------------------|-----------------------|---------------------------------------|-----------------------|---------------------------|-----------------------|
| Student Support Service Team members. | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Administrators.                       | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Teachers.                             | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Other school staff.                   | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Students.                             | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Families.                             | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Feeder schools.                       | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Concerned community partners.         | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |


**26. Comments:**
Edit

More


**27. The following topics are covered in educating stakeholders:**
Edit

|  | Yes                   | Yes, but more<br>of this is<br>needed | No                    | No, but this is<br>needed | Don't Know            |
|--|-----------------------|---------------------------------------|-----------------------|---------------------------|-----------------------|
| How to create a caring and safe learning environment.                | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| How to communicate caring and respect in the classroom.              | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| How to communicate caring and respect on the campus.                 | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Anticipating emergencies.  | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| How to respond when a crisis occurs.                                 | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| How to access follow-up assistance after a crisis.                   | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Indicators of post-traumatic psychological reactions and what to do. | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Indicators of physical/sexual abuse and what to do.                  | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Indicators of potential suicide and what to do.                      | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| How to respond to concerns related to death, dying and grief.        | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| How to mediate conflicts and minimize violent reactions.             | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |


**28. Comments:**
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More



 29. What do you like that your site is doing to respond to and prevent crisis:



Edit

More

 30. What other things would you like your site to do to respond to and prevent crisis:



Edit

More


 31. What do you like that the district is doing to respond to and prevent crisis:



Edit

More

 32. What other things would you like the district to do in responding to and preventing crisis:



Edit

More