'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

Edit

More

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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Introduction

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 informaed 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 provi	ded in emerç	gencies/critical life event	s - accident,	sudden death, suicide	E.J.	
					Edi	Į.
					Mor	е
There is a written plan that d	etails a cod	ordinated response:*				Ec
		Yes, but more				
	Yes	of this is needed	No	No, but this is needed	Don't Know	М
For all at the school site	8	0		Ð	(
With other schools in the district	0	0	á	0	E	
With community agencies	0	0	0	0	(
4. Comments:					Edit	
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·Crisis response plans are up	dated yearl	y and include:*			Mor	
·Crisis response plans are upo	dated yearl Yes	•	No	No, but this is needed	Mon	Ed
Crisis management	Yes	y and include:* Yes, but more of this is needed		needed		Ed
Crisis management guidelines, checklists. Plans for when and how to	Yes	y and include:* Yes, but more of this is	No O	needed		Ed
Crisis management guidelines, checklists. Plans for when and how to communicate with families. Plans for communicating with	Yes	y and include:* Yes, but more of this is needed		needed		Ed
Crisis management guidelines, checklists. Plans for when and how to communicate with families. Plans for communicating with community members.	Yes	y and include:* Yes, but more of this is needed		needed		Ed
Crisis management guidelines, checklists. Plans for when and how to communicate with families. Plans for communicating with community members. Media relations guidelines. Mutual aid agreements with emergency and mental health	Yes	y and include:* Yes, but more of this is needed		needed		Ed
Crisis management guidelines, checklists. Plans for when and how to communicate with families. Plans for communicating with community members. Media relations guidelines. Mutual aid agreements with	Yes	y and include:* Yes, but more of this is needed	0 0 0 0	needed		Ed Mo

Programs for longer-term follow up assistance. Comments: Edit More 7-Immediate Needs* Edit Yes, but more No, but this is More Yes of this is No **Don't Know** needed needed Medical first aid is provided in crisis.
Psychological first aid is provided in crisis. Comments: Edit More Follow-up assistance is provided after emergencies/critical life events: Edit Yes, but more No, but this is Моге Yes of this is No Don't Know needed needed Programs are in place for short-term follow-up assistance. Programs are in place for longer-term follow-up assistance. 10. Comments: Edit More 11. A School-based Crisis Team develops response prevention plans* Edit Yes, but more No, but this is Yes of this is No **Don't Know** More needed needed An active, multidisciplinary Crisis Team exists

(administration team, social worker, intervention specialist, counselors, front office staff,					
student and community liaisons, security, SRO).					
The Crisis Team has received appropriate, yearly training in Roles and Responsibilities, Critical Incidence Stress Debrief, Trauma Debrief.	0	Ō	0	9	5
Current best practices are used to create the crisis response plan. Administration and the Crisis	0	0		0	0
Team Leader (social worker or student prevention intervention specialist) co-plan		0	0	0	0
the response. A staff phone tree is updated yearly.	0	0	0	0	0
The team implements a triage of needs (targeted levels of need are identified, classes are followed, students, staff and parents are informed). The school has multiple,	0	0	0	5	0
trained crisis group co- facilitators (8-10 for large campuses, 4-6 for small campuses, social worker, student prevention intervention specialist, behavior intervention specialist, psychologist,	0	0	ि	0	0
counselors, liaisons, security, etc).					
Critical incidence stress debrief process is followed as appropriate	0	C	0	0	0
Trauma debrief is followed as appropriate.	0		0	0	9
District prevention and intervention staff provides support and coordination as needed.	0	6		9	0
District "Flight" team is available for support as needed.	0	0	0	0	0
The Crisis Team debriefs both the operation and the emotional empact after each day's response.		0	0	0	0
The Crisis Team works together on prevention of school and personal crisis.	0		0	0	D
[12. Comments:					Edit
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Pg. 3 - [No Title Entered]					
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Programs are in Place					Edit
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recovery:						
*		Vaa hutman				i
	Yes	Yes, but more of this is	Ma	No, but this is	D =14 16	
	165	needed	No	needed	Don't Know	
Administrators		(n)	(**)		0	
Teachers	0	Ö	6		3	
Other school staff	0		Ö	6		
Students		Ö			0	
Families	0		0			
Community agencies					8	
Representatives from community cultural groups		Ó	. 0	9	9	
^{4.} Comments:					Edit	
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Dunamana ara in alawa 4h a4 f		T				
Programs are in place that fo	ocus on deve	elopment of a safe a Yes, but more	nd caring l		nt*	E
Programs are in place that fo	ocus on deve Yes		nd caring I No	earning environme No, but this is needed	ent* Don't Know	E
Promotion of healthy		Yes, but more of this is		No, but this is needed	Don't Know	
Promotion of healthy development. Bullying and harassment prevention and intervention.	Yes	Yes, but more of this is needed	No	No, but this is		
Promotion of healthy development. Bullying and harassment orrevention and intervention. School and community violence reduction and safety	Yes	Yes, but more of this is needed	No	No, but this is needed	Don't Know	
Promotion of healthy development. Bullying and harassment orevention and intervention. School and community violence reduction and safety promotion.	Yes	Yes, but more of this is needed	No	No, but this is needed	Don't Know	
Promotion of healthy development. Sullying and harassment orevention and intervention. School and community violence reduction and safety oromotion. Suicide prevention.	Yes	Yes, but more of this is needed	No O O	No, but this is needed	Don't Know	
Programs are in place that for the property of the property of the property of the province of the property of the property of the property of the property of the program of the property of the program of the property of t	Yes	Yes, but more of this is needed	No O O O	No, but this is needed	Don't Know	
Promotion of healthy development. Bullying and harassment orrevention and intervention. Behool and community violence reduction and safety oromotion. Buicide prevention. Feen pregnancy prevention. Feen dating violence orevention.	Yes	Yes, but more of this is needed	No O O	No, but this is needed	Don't Know	
Promotion of healthy development. Sullying and harassment orevention and intervention. School and community violence reduction and safety promotion. Suicide prevention. Feen pregnancy prevention. Feen dating violence orevention. Sexual abuse prevention.	Yes	Yes, but more of this is needed	No O O O O O	No, but this is needed	Don't Know	
Promotion of healthy development. Bullying and harassment orevention and intervention. School and community violence reduction and safety oromotion. Bullide prevention. Feen pregnancy prevention. Feen dating violence orevention. Bexual abuse prevention. Bubstance abuse prevention.	Yes	Yes, but more of this is needed	No O O O O O O O	No, but this is needed	Don't Know	
Promotion of healthy development. Bullying and harassment orevention and intervention. School and community violence reduction and safety oromotion. Bullide prevention. Feen pregnancy prevention. Feen dating violence orevention. Bexual abuse prevention. Bubstance abuse prevention.	Yes	Yes, but more of this is needed	No O O O O O O O	No, but this is needed	Don't Know	P
Promotion of healthy development. Bullying and harassment prevention and intervention. School and community violence reduction and safety promotion. Bullicide prevention. Feen pregnancy prevention. Feen dating violence prevention. Bexual abuse prevention. Bubstance abuse prevention.	Yes	Yes, but more of this is needed	No O O O O O O O	No, but this is needed	Don't Know	N
Promotion of healthy development. Sullying and harassment orevention and intervention. School and community violence reduction and safety oromotion. Suicide prevention.	Yes	Yes, but more of this is needed	No O O O O O O O	No, but this is needed	Don't Know	N

	Bullying and harassment pre	evention an	d intervention progra	am include	s:*		Edit
		Yes	Yes, but more of this is needed	No	No, but this is needed	Don't Know	More
	A school-wide bully and harassment prevention and intervention program.	0			0		
	All administrators have been trained in this program.				177	0	
	All teachers have been trained in this program.		0	0	0		
	All other staff have been trained in this program.			0		D	
	All students have been trained in this program.	0	0	0	0	9	
	^{18.} Comments:		Ä			Edit	
387-186						More	:
			15				
6 ¹⁹	^{9.} Substance Abuse prevention	and interv	ention program inclu	des:*			Edit
			Yes, but more		No but this is		
		Yes	of this is needed	No	No, but this is needed	Don't Know	More
	A school-wide substance abuse prevention and intervention program.		0	0	0	0	
	All administrators have been trained in this program.		0	0	\circ		
	All teachers have been trained in this program.	(0)	0	0	0	8	
	All other staff have been trained in this program.			0		0	
	All students have been trained in this program.		0			0	
	There is an effective 1st offense substance abuse intervention program in place. There is an effective 2nd	0	0	0	8	0	
	offense substance abuse intervention program in place.	0	0		0	9	
2	^{20.} Comments:					-	
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			*				
2 1.	Threat Assessment and Mana	gement pro	ogram includes:*				E4:#
0			Yes, but more				Edit
		Yes	of this is	No	No, but this is needed	Don't Know	Моге
		0		0	0	0	

g. 4 - [No Title Entered] Edit Properties Move Page Capacity Building to Enhance C	risis Respons	se and Prevention			More Edit More	
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all .						
3 ^{24.} Comments:					Edit	
District wide			0		0	
School wide	0		0	0	ő	
In classrooms	0	needed	0	0		
	Yes	of this is	No	No, but this is needed	Don't Know	More
^{23.} There is continual emphasis	on creating	a caring and safe le Yes, but more	arning env			Edit
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22. Comments:						
Team focuses on prevention of school and personal crisis that could lead to school violence.		6	0	0	9	
The Threat Management Supervision Plans emphasize prevention and intervention over punishment alone. The Threat Management Team focuses on prevention	0	0	0	0	0	
management.	0	0		0	0	
trained in best practice threat		O	0		9	
team is in place. The team receives yearly training. All administrators have been trained in best practice threat			0		(i)	

•	Yes	Yes, but more of this is needed	No	No, but this is needed	Don't Know	M
Student Support Service Team members.	0	0	0	0	0	
Administrators.	6		(1)	0	9	
Teachers.	0		0	0	(2)	
Other school staff.			0	0	0	
Students.			(0)	0	0	
Families.		Ô	0	0	Ö	
Feeder schools.			0	5	0	
Concerned community partners.					0	
^{26.} Comments:					Edit	
		*			More	9
		-				
The following topics are cov	ered in educ					Ed
The following topics are cov	ered in educ	cating stakeholders: Yes, but more of this is needed	No	No, but this is needed	Don't Know	
How to create a caring and	Yes	Yes, but more of this is needed		needed		
How to create a caring and safe learning environment. How to communicate caring	Yes	Yes, but more of this is		needed	9	
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom.	Yes	Yes, but more of this is needed		needed		
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus.	Yes	Yes, but more of this is needed	No	needed	10 10 10	
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies.	Yes	Yes, but more of this is needed		needed	9	
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs.	Yes	Yes, but more of this is needed	No	needed	10 10 10	
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis.	Yes	Yes, but more of this is needed	No	needed	10 10 10	
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis. Indicators of post-traumatic psychological reactions and	Yes	Yes, but more of this is needed	No	needed	10 10 10	
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis. Indicators of post-traumatic psychological reactions and what to do. Indicators of physical/sexual	Yes	Yes, but more of this is needed	No O O O O O O O O	needed		
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis. Indicators of post-traumatic psychological reactions and what to do. Indicators of physical/sexual abuse and what to do.	Yes	Yes, but more of this is needed	No O O O O O O	needed	10 10 10	
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis. Indicators of post-traumatic psychological reactions and what to do. Indicators of physical/sexual abuse and what to do. Indicators of potoential suicide and what to do.	Yes	Yes, but more of this is needed	No O O O O O O O O	needed		
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis. Indicators of post-traumatic psychological reactions and what to do. Indicators of physical/sexual abuse and what to do. Indicators of potoential suicide and what to do. How to respond to concerns related to death, dying and	Yes	Yes, but more of this is needed	No O O O O O O O O	needed		
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis. Indicators of post-traumatic psychological reactions and what to do. Indicators of physical/sexual abuse and what to do. Indicators of potoential suicide and what to do. How to respond to concerns	Yes	Yes, but more of this is needed	No O O O O O O O O	needed		
How to create a caring and safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis. Indicators of post-traumatic psychological reactions and what to do. Indicators of physical/sexual abuse and what to do. Indicators of potential suicide and what to do. How to respond to concerns related to death, dying and grief. How to mediate conflicts and minimize violent reactions.	Yes	Yes, but more of this is needed		needed		
safe learning environment. How to communicate caring and respect in the classroom. How to communicate caring and respect on the campus. Anticipating emergencies. How to respond when a crisis occurs. How to access follow-up assistance after a crisis. Indicators of post-traumatic psychological reactions and what to do. Indicators of physical/sexual abuse and what to do. Indicators of potoential suicide and what to do. How to respond to concerns related to death, dying and grief. How to mediate conflicts and	Yes	Yes, but more of this is needed		needed		Ed

29 29	What do you like that your site is doing to respond to and prevent crisis:	Edit
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30.	What other things would you like your site to do to respond to and prevent crisis:	Edit
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3 1.	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