Crises Assistance and Prevention

Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based approaches for

A.   immediate emergency response – at a site and with other local schools and the surrounding community

(b)   immediate aftermath assistance

(c)   follow-up – in the days and weeks after an event,

(d)   prevention in the future – taking steps at school and in the community to prevent those future events that are preventable and reduce the impact when crises occur (e.g., enhancing school safety, violence reduction, suicide prevention, child abuse prevention, processes to mediate and resolve conflict, a emphasis on improving human relations, promoting a caring school culture, enhancing coping, resilience, problem solving, refining institutional response to crises).

Key overlapping mechanisms in this arena are a planning and development workgroup and a crisis response team. All those involved in this work need preparation related to emergency response procedures, physical and psychological first-aid, aftermath interventions, and so forth.

After a crisis, the first concern is to ensure physical safety and medical first aid; this is followed immediately by attention to psychological considerations. Then, the emphasis is on the school's need to regain stability and a sense of normality so that students and staff can resume learning and teaching. Included here is attention to follow-up care as needed.

Clearly, the scope of the event (major school-wide crises as contrasted to small group or individual crises) profoundly shapes how many responders are needed during the various phases of the crisis. Also, difficulties that must be dealt with during the crisis itself raise many problems that are quite distinct from those arising in the immediate aftermath and in the days and weeks following the event (e.g., hysteria and fear as contrasted with grief reactions and post traumatic stress).

The proper handling of school crises is essential to minimizing negative impact on learning and mental health. Comprehensive crisis intervention planning and implementation provides ways for school personnel, students, and families to return to normalcy as quickly as feasible, address residual (longer-term) psychosocial problems, and explore preventive measures for the future.

Crises Assistance and Prevention

Use the following ratings in responding to the item 1-5.
  DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for
  a while; 5 = well institutionalized (well established with a commitment to maintenance

1. Is there a stated policy for enhancing Crises Assistance
    and Prevention?   DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing
    Crises Assistance and Prevention?   DK 1 2 3 4 5

3. Do personnel involved in enhancing Crises Assistance
    and Prevention meet regularly as a workgroup to evaluate   DK 1 2 3 4 5
    current status and plan next steps?

4. Is there a written plan for capacity building related to
    enhancing Crises Assistance and Prevention?   DK 1 2 3 4 5

5. Are there written descriptions available to give all
    stakeholders regarding current Crises Assistance and   DK 1 2 3 4 5
    Prevention?

_____
Use the following ratings in responding to the next items.
          DK = don't know
          1   = hardly ever effective
          2   = effective about 25 % of the time
          3   = effective about half the time
          4   = effective about 75% of the time
          5   = almost always effective

With respect to enhancing Crises Assistance and Prevention,
how effective are each of the following:

          >current policy   DK 1 2 3 4 5

          >designated leadership   DK 1 2 3 4 5

          >workgroup monitoring and planning of next steps   DK 1 2 3 4 5

          >capacity building efforts   DK 1 2 3 4 5

Crisis Assistance and Prevention

Indicate all items that apply.

I. Ensuring Immediate Assistance in Emergencies/Crises

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Is there a plan that details a coordinated response				
1. for all at the school site?	___	___	___	___
2. with other schools in the complex?	___	___	___	___
3. with community agencies?	___	___	___	___
B. Are emergency/crisis plans updated appropriately with regard to				
1. crisis management guidelines (e.g., flow charts, check list)?	___	___	___	___
2. plans for communicating with homes/community?	___	___	___	___
3. media relations guidelines?	___	___	___	___
C. Are stakeholders regularly provided with information about emergency response plans?	___	___	___	___
D. Are there sufficient emergency response practices and quality improvements?	___	___	___	___
E. Are responders properly prepared to				
1. handle the overall situation?	___	___	___	___
2. provide medical first aid?	___	___	___	___
3. provide psychological first aid?	___	___	___	___
F. Other? (specify) _____	___	___	___	___

II. Immediate Aftermath

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Is there a plan for				
1. stabilizing the situation?	___	___	___	___
2. providing information to all concerned parties?	___	___	___	___
3. responding to the media?	___	___	___	___
B. Are there processes for implementing the aftermath plan?	___	___	___	___
C. Are there plans and processes for providing aftermath assistance to all who need it?	___	___	___	___
D. Are there plans and processes for providing aftermath assistance to the emergency responders?	___	___	___	___
E. Other? (specify) _____	___	___	___	___

III. Providing Follow-up Assistance as Necessary

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there plans and processes for providing *short-term* follow-up assistance?	___	___	___	___
B. Are there plans and processes for providing *longer-term* follow-up assistance?	___	___	___	___
C. Other? (specify) _____	___	___	___	___

Crisis Assistance and Prevention (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?

IV. Prevention

A. Is there an ongoing emphasis on enhancing a caring and safe learning environment

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. school-wide?	___	___	___	___
2. in classrooms?	___	___	___	___
3. in the neighborhood?	___	___	___	___

B. Are there plans and processes for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. refining the institutional response to crises?	___	___	___	___
2. enhancing coping, resilience, problem solving?	___	___	___	___
3. improving human relations?	___	___	___	___
4. mediating/resolving conflicts?	___	___	___	___
5. bullying and harassment abatement?	___	___	___	___
6. school and community violence reduction?	___	___	___	___
7. suicide prevention?	___	___	___	___
8. child abuse prevention?	___	___	___	___
9. sexual abuse prevention?	___	___	___	___
10. substance abuse prevention?	___	___	___	___
11. other (specify) _____	___	___	___	___

V. Capacity Building to Enhance Crisis Assistance and Prevention

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are resources budgeted to enhance to enhance Crisis Assistance and Prevention?	___	___	___	___
B. Are steps taken to enhance broad stakeholder involvement in Crisis Assistance and Prevention?	___	___	___	___

C. Which of the following are involved in Crisis Assistance and Prevention planning:

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. learning supports staff?	___	___	___	___
2. teachers?	___	___	___	___
3. other school staff?	___	___	___	___
4. students?	___	___	___	___
5. families?	___	___	___	___
6. other schools in the vicinity?	___	___	___	___
7. other concerned parties in the community?	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
D. Is the Crisis Response team appropriately trained?	___	___	___	___

E. Are there plans and processes to enhance the capacity of the following stakeholders to pursue prevention strategies:

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. learning supports staff?	___	___	___	___
2. teachers?	___	___	___	___
3. other school staff?	___	___	___	___
4. students?	___	___	___	___
5. families?	___	___	___	___
6. other schools in the feeder pattern?	___	___	___	___
7. other concerned parties in the community?	___	___	___	___

Crisis Assistance and Prevention (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?

F. Is there ongoing personnel preparation related to Crisis Assistance and Prevention for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. teachers?	___	___	___	___
2. student and learning supports staff?	___	___	___	___
3. administrators?	___	___	___	___
4. office staff?	___	___	___	___
5. other (specify) _____	___	___	___	___
G. Are staff, students, and families well-informed about response and recovery plans and processes?	___	___	___	___

H. Which of the following topics are covered in educating staff and other key stakeholders?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. anticipating emergencies	___	___	___	___
2. how to respond when an emergency arises	___	___	___	___
3. how to access assistance after an emergency (including watching for post traumatic psychological reactions)	___	___	___	___
4. indicators of abuse & potential suicide & what to do	___	___	___	___
5. how to respond to concerns related to death, dying, and grief	___	___	___	___
6. how to mediate conflicts and minimize violent reactions	___	___	___	___
7. medical first aid	___	___	___	___
8. psychological first aid	___	___	___	___
9. other (specify) _____	___	___	___	___

Indicate below other things you want the school to do in responding to and preventing crises

Indicate below other ways the school responds to and prevents crises.

Note: Other matters relevant to *Crises Assistance and Prevention* are included in the other self-study surveys.