

Crisis Assistance and Prevention: A Self-study Survey

Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based systems and programmatic approaches. Such activity focuses on (a) emergency/ crisis response at a site, throughout a school complex, and community-wide (including a focus on ensuring follow-up care), (b) minimizing the impact of crises, and (c) prevention at school and in the community to address school safety and violence reduction, suicide prevention, child abuse prevention, and so forth.

Desired outcomes of crisis assistance include ensuring immediate emergency and follow-up care so students are able to resume learning without too much delay. Prevention outcome indices reflect a safe and productive environment where students and their families display the type of attitudes and capacities needed to deal with violence and other threats to safety.

A key mechanism in this arena often is development of a crisis team. Such a team is trained in emergency response procedures, physical and psychological first-aid, aftermath interventions, and so forth. The team also can take the lead in planning ways to prevent some crises by facilitating development of programs to mediate and resolve conflicts, enhance human relations, and promote a caring school culture.

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?
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- 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. Is medical first aid provided when crises occur?
- E. Is psychological first aid provided when crises occur?
- F. Other? (specify) _____

II. Providing Follow-up Assistance as Necessary

- A. Are there programs for *short-term* follow-up assistance?
- B. Are there programs for *longer-term* follow-up assistance?
- C. Other? (specify) _____

III. Crisis Team to Formulate Response and Prevention Plans

- A. Is there an active Crisis Team?
- B. Is the Crisis Team appropriately trained?
- C. Does the team focus on prevention of school and personal crises

IV. Mobilizing Staff, Students, & Families to Anticipate Response Plans and Recovery Efforts

With respect to planning and training for crisis response and recovery, are the following stakeholders, are there programs to involve and integrate

- A. learning supports staff?
- B. teachers?
- C. other school staff?
- D. students?
- E. families?
- F. other schools in the vicinity?
- G. other concerned parties in the community?

Crisis Assistance and Prevention (cont.)

V. Creating a Caring and Safe Learning Environment Through Programs to Enhance Healthy Development and Prevent Problems

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs for				
1. promoting healthy development	___	___	___	___
2. bullying and harassment abatement?	___	___	___	___
3. school and community safety/violence reduction?	___	___	___	___
4. suicide prevention?	___	___	___	___
5. child abuse prevention?	___	___	___	___
6. sexual abuse prevention?	___	___	___	___
7. substance abuse prevention?	___	___	___	___
8. other (specify) _____	___	___	___	___
B. Is there an ongoing emphasis on enhancing a caring and safe learning environment				
1. school-wide	___	___	___	___
2. in classrooms	___	___	___	___

VI. Capacity Building to Enhance Crisis Response and Prevention

A. Is there an ongoing emphasis on enhancing a caring and safe learning environment through programs to enhance the capacity of				
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?	___	___	___	___
B. Is there ongoing training for learning supports staff with respect to the area of crisis assistance and prevention?	___	___	___	___
C. Is there ongoing training for others involved in Crisis response and prevention? (e.g., teachers, office staff, administrators)?	___	___	___	___
D. Which of the following topics are covered in educating stakeholders?				
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. other (specify) _____	___	___	___	___
E. Indicate below other things you want the school to do in responding to and preventing crises.				

- Other matters relevant to crises response are found in the survey on student and family assistance.