

## CHECKLISTS – CRISIS INTERVENTION

These checklists are available to you and your team for extra support, however, **follow your Crisis Plan located in your EOP (Emergency Operations Plan)**. In the EOP are the correct procedures and personnel that will help guide you through a crisis.

On the following pages, you will find the helpful checklists listed below:

- #1 Getting Started
- #2 First Day Considerations
- #3 First Day Procedures
- #4 Staff Meeting Considerations
- #5 Counseling Area for Students
- #6 Psychological Triage
- #7 Psychological First Aid
- #8 Follow-up Staff Meeting

# CHECKLIST

## **#1: CRISIS INTERVENTION TEAMS: GETTING STARTED**

- \_\_\_ Identify Incident Command Structure at your building level (determine who will be on the team and designate roles):
  - \_\_\_ Incident Command (the Managers)
  - \_\_\_ Planning & Intelligence (the Thinkers)
  - \_\_\_ Operations (the Doers)
  - \_\_\_ Logistics (the Getters)
  - \_\_\_ Finance & Administration (the Payers)
  
- \_\_\_ Establish procedures for notification of crisis to stakeholders.
  - \_\_\_ UPDATED Staff Phone Messenger (including itinerant staff)
  - \_\_\_ Follow your Crisis Plan found in the EOP (Emergency Operations Plan), this covers proper notification procedures
  
- \_\_\_ Plan procedures to follow if a crisis happens during the school day
  - \_\_\_ How are you going to notify the staff
  - \_\_\_ How/When are you going to notify students
  - \_\_\_ Notification of schools that siblings attend
  
- \_\_\_ Determine location for student support
  
- \_\_\_ Provide for class coverage
  
- \_\_\_ Develop a system for student movement/accountability/safety
  
- \_\_\_ Develop procedures for releasing students for funerals
  
- \_\_\_ Determine support needed for faculty & staff members
  
- \_\_\_ Schedule staff meeting if necessary
  
- \_\_\_ Plan and Prepare for days following crisis
  
- \_\_\_ Determine how memorials will be handled (see *Guidelines for Memorials at School* section of this guide)
  
- \_\_\_ Present School Crisis Plan to faculty & staff (annually)

## # 2: SCHOOL CRISIS TEAM MEETING: THE FIRST DAY

- \_\_\_\_\_ Schedule a Crisis Team meeting immediately upon notification of a crisis or prior to the start of the next school day
- \_\_\_\_\_ Determine if a faculty meeting before school is necessary
- \_\_\_\_\_ Determine how the staff will be notified if crisis occurs during school
- \_\_\_\_\_ Follow Crisis Plan located in EOP (proper district contact procedures)
- \_\_\_\_\_ Have support on standby to deal with immediate student & staff needs as word of the crisis gets out
- \_\_\_\_\_ Determine if, how, and when students/parents will be told
- \_\_\_\_\_ Prepare standard announcement for teachers to use in their classrooms
- \_\_\_\_\_ Identify staff members who may need support in making this announcement to their class (include substitutes who may be present on the day)
- \_\_\_\_\_ Triage students and identify those in need of individual support (e.g., best friends, girlfriend/boyfriend). Check on this throughout the day.
- \_\_\_\_\_ Determine schools that may need to be informed of the crisis (e.g. schools with siblings, feeder schools, etc.) & identify who will contact the schools
- \_\_\_\_\_ Determine support that will be provided to staff
- \_\_\_\_\_ Prepare letters for parents to go home with students by the end of the day that includes suggestions for how parents can support their child over the days and weeks to come.
- \_\_\_\_\_ Consider necessity of calling substitute teachers for relief in classrooms
- \_\_\_\_\_ Determine monitoring of phones/internet available to students
- \_\_\_\_\_ Contact family & tactfully encourage holding the funeral after the school day. Don't agree to use school space for a memorial or funeral. If needed, assist parents in locating community resources for the visitation and funeral.
- \_\_\_\_\_ Delete deceased student(s) name from attendance rosters and automated phone calling system
- \_\_\_\_\_ Schedule staff meeting after school to provide follow-up information & plans for next day
- \_\_\_\_\_ Decide whether crisis plan procedures should be continued the next day
- \_\_\_\_\_ Determine services for students and staff for the next day
- \_\_\_\_\_ Convene school crisis team at end of the day to assess and modify plan

### #3: FIRST DAY PROCEDURES

- \_\_\_\_\_ Staff members should immediately inform the Incident Commander of crisis situations
- \_\_\_\_\_ The Incident Commander will immediately notify the Crisis Team leader
- \_\_\_\_\_ The Incident Commander and Crisis Team leader will verify facts of the crisis incident before disseminating information to staff and students
- \_\_\_\_\_ Follow Crisis Plan located in EOP (proper district contact procedures)
- \_\_\_\_\_ Incident Commander & Crisis Team leader will communicate all verified facts about the crisis to team members.
- \_\_\_\_\_ If a crisis occurs outside of school hours, activate the staff phone messenger.
- \_\_\_\_\_ If crisis occurs during school hours, notify school staff by written notice given at a staff meeting or communicated through department chairs, team leaders, grade level representatives, or crisis team members concerning the facts of the crisis situation (NOT BY P.A. ANNOUNCEMENT, please!). Also, contact itinerant staff. See *Staff Meeting Quick Guide* for details of what needs to be covered at this time.
- \_\_\_\_\_ Crisis Team will conduct its initial meeting regarding the crisis. *The Crisis Team Meeting Quick Guide* should be used as a resource. Crucial decisions at this point include if, how, and when students and parents will be notified about the situation.
- \_\_\_\_\_ Determine roles and responsibilities of Crisis Team members and other school staff needed for effective intervention
- \_\_\_\_\_ Individual teachers will notify students by a standard announcement during a designated class period (NOT BY P.A. ANNOUNCEMENT, please!), This will be done as soon as possible so that accurate information is provided.
- \_\_\_\_\_ If an individual staff member is directly involved in the crisis situation, a regular staff member should serve as a substitute in the classroom
- \_\_\_\_\_ Arrange for a Crisis Team member to follow the victim's class schedule in order to talk with classmates
- \_\_\_\_\_ If necessary, students will be sent to a designated location for support services at the teacher's discretion
- \_\_\_\_\_ A standard written notice may be sent home to parents to inform them of accurate information concerning the crisis. This will be prepared during the day to be sent home at the end of the school day
- \_\_\_\_\_ A mid-day or end-of-day meeting of the Crisis Team to assess the status of the crisis and to make plans for the next day will be conducted

- \_\_\_\_\_ Staff will be notified as early as possible of an end-of-day faculty meeting to receive updates of the status of the crisis situation and plans for the next day
- \_\_\_\_\_ A Crisis Team member may need to contact the family for funeral/memorial service information and to determine if the school can provide further assistance
- \_\_\_\_\_ The crisis plan will continue to be implemented until the crisis is resolved
- \_\_\_\_\_ The Crisis Team will evaluate the plan when the crisis is resolved in order to identify And implement necessary revisions.

## #4: STAFF MEETING CONSIDERATIONS

- \_\_\_\_\_ Introduce crisis team members and any support personnel from outside the school
- \_\_\_\_\_ Describe known events
- \_\_\_\_\_ Provide printed announcement to staff to be read to students, along with information about grief and loss and suggestions on what to say and do
- \_\_\_\_\_ Advise staff of students who have been identified by the school crisis team as needing individual support. Solicit additional names of students who may fit this category.
- \_\_\_\_\_ Describe the services that will be available to students and staff. Give the designated location for these services. Encourage teachers to discuss the crisis by keeping students in their classrooms when possible instead of sending them to the counseling area. Help the teachers (1) understand that there will be a range of student reactions and (2) realize there is no such thing as the “right thing to say.” The goals are to allow the students to talk about their feelings by asking questions, to defuse strong reactions to insensitive comments, and to help identify adults with whom the students can talk.
- \_\_\_\_\_ Remind staff of pertinent dynamics of the situation & stop rumors!
- \_\_\_\_\_ Reiterate the policy regarding phones/internet, leaving class, and going home
- \_\_\_\_\_ Tell staff of any schedule changes for the day
- \_\_\_\_\_ Tell staff to refer all questions from the media, parents, and community to the Principal or designee. Keep the media away from students.
- \_\_\_\_\_ Announce location and time of next staff meeting for updated information
- \_\_\_\_\_ Inform staff that a letter containing pertinent information will be sent home
- \_\_\_\_\_ Provide support to staff members & remind the staff that ongoing support is available for personnel and students.

## #5 COUNSELING AREA FOR STUDENTS: CONSIDERATIONS

- \_\_\_\_\_ Arrange for a check-in and check-out procedure for admitting students to and releasing students from the counseling area.
- \_\_\_\_\_ Have staff members working with students keep a student triage log describing who was helped, nature of concerns, recommended actions, and whether or not follow-up is needed (see Forms section of this manual).
- \_\_\_\_\_ Triage student need. Attempt to have a ratio of one helping adult per one to two students in the counseling area. Having large groups of grieving students with a single adult is difficult to manage.
- \_\_\_\_\_ Consider and respond to the cultural differences of students
- \_\_\_\_\_ Have distressed students escorted to the counseling area
- \_\_\_\_\_ Assign an administrator to the counseling area to assist in dealing with sensitive or disruptive situations
- \_\_\_\_\_ Arrange for school-based staff (specifically counselors and teachers with planning periods) to work with the team helping students in the counseling area in order to have familiar persons working with the students
- \_\_\_\_\_ Have plenty of tissue available in the counseling area
- \_\_\_\_\_ Provide pens, markers, and paper for students to make sympathy cards, if they choose
- \_\_\_\_\_ Arrange for additional phones for use by staff to contact parents
- \_\_\_\_\_ Arrange easy access to student schedules

## #6: PSYCHOLOGICAL TRIAGE

### PRIMARY TRIAGE:

\_\_\_\_\_ Primary Triage begins as soon as possible/appropriate before any school crisis intervention is offered

\_\_\_\_\_ Identify/Assess students on the following variables:

- Crisis Exposure (physical & emotional proximity)
- Personal Vulnerabilities

### SECONDARY TRIAGE:

\_\_\_\_\_ Secondary Triage begins as soon as school crisis intervention begins to be provided

\_\_\_\_\_ Identify those who are demonstrating warning signs of psychological trauma and assess for the following risk factors and warning signs:

- Crisis Exposure (physical & emotional proximity)
- Personal Vulnerabilities
- Crisis reactions
- Dangerous coping efforts (behaviors that involve a high degree of lethality)

### TERTIARY TRIAGE:

\_\_\_\_\_ Careful monitoring of crisis reactions/student adjustment as ongoing school crisis intervention assistance is provided

\_\_\_\_\_ Identify students who require mental health treatment referrals



## #7: PSYCHOLOGICAL FIRST AID

### PSYCHO-EDUCATION:

\_\_\_\_\_ Goals:

- Crisis facts are understood and rumors are dispelled
- Potential crisis reactions are identified and normalized
- Stress management strategies are identified and/or taught
- Psychopathological crisis reactions and coping strategies are discussed
- Referral procedures are identified

\_\_\_\_\_ Elements:

- **Introduce** students to the lesson
- **Answer** questions and dispel rumors
- **Prepare** students for reactions that may follow crisis exposure
- **Teach** students how to manage crisis reactions
- **Close** the lesson by making sure students have a crisis reactions management plan

\_\_\_\_\_ Provide resources, informational bulletins, flyers, and/or handouts to parents, teachers and students.

### IMMEDIATE GROUP PSYCHOLOGICAL FIRST AID:

\_\_\_\_\_ Consider for students who have experienced a crisis, but were not physically injured

\_\_\_\_\_ Must be conducted by CASS clinical school staff member (counselor, nurse, psychologist, social worker)

\_\_\_\_\_ Goals:

- Crisis event is understood
- Crisis experiences and reactions are understood and normalized
- Adaptive coping skills are facilitated
- Crisis survivors begin to look forward

### IMMEDIATE INDIVIDUAL PSYCHOLOGICAL FIRST AID:

\_\_\_\_\_ Consider for students who have experienced a crisis, but were not physically injured

\_\_\_\_\_ Must be conducted by CASS clinical school staff member (counselor, nurse, psychologist, social worker)

\_\_\_\_\_ Goal: Re-establish immediate coping

\_\_\_\_\_ Elements:

- Establish Rapport
- Identify and Prioritize Crisis Problems
- Review Progress

## **#8 FOLLOW-UP STAFF MEETING**

- \_\_\_\_\_ Have the Incident Commander & Crisis Team leader conduct the meeting
- \_\_\_\_\_ Give updated information
- \_\_\_\_\_ Allow staff to express concerns and reactions to the crisis event
- \_\_\_\_\_ Identify staff/students who need continued support services. Identify students and staff who might be returning the next day for the first time who may need support
- \_\_\_\_\_ Remind staff to continue to refer all questions from the media, parents, and community to the Principal or designee. Keep the media away from the students.
- \_\_\_\_\_ Provide ongoing support to staff members and inform them of available resources.