After the Crisis

Presented by
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A critical incident (traumatic event) can be described as a sudden unexpected (sometimes expected) event that has an emotional impact sufficient to overwhelm the usual effective coping skills of an individual or a group and that causes significant psychological stress in usually healthy persons.

Caine, Randy M. & Ter-Bagdasarian, L. (2005)

Stage Setting

- Justification
- Readiness Check
- Focus Clarification

The Expectation

1) Standard of care requirement is coming to the schools as it relates to crisis intervention.

2) Standard of care is defined as “a generally recognized and accepted procedure, intervention, or pattern of practice”.

3) Key to the standard of care definition is the issue of expectancy which includes three components.
   a) plan
   b) team
   c) response (teams know what they are doing)
Are You Ready?

At 9:00 p.m. this evening you are informed that Lorna, a female student in your school, was killed in a house fire.

Lorna’s parents and older brother were rescued by a neighbor and experienced only minor injuries.

Lorna was very well known throughout the school building and had many friends. She was a cheerleader and in the band.

Potentially Toxic Effects Of Crisis

Anxiety

Chaos/Helplessness

Dysfunctional/Exaggerated Thinking

Psychological Tension

Loss Of Control

Assessing Readiness

1-2-3-4-5-6-7-8-9-10

1. With respect to dealing with student/staff reaction (toxic effects) to the aftermath of this crisis, how well defined is your building plan? _______

2. How would you assess your knowledge of “after the crisis” traumatic event crisis response management plans and intervention strategies? _______

Must Effectively Mitigate Potentially Toxic Effects Of Crisis

<table>
<thead>
<tr>
<th>Toxic Effects</th>
<th>Antidote (First Aid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>Reassuring Approach</td>
</tr>
<tr>
<td>Chaos/Helplessness</td>
<td>Structured Coordinated Action Plan</td>
</tr>
<tr>
<td>Dysfunctional (Exaggerated) Emotions</td>
<td>Healthy Thinking</td>
</tr>
<tr>
<td>Psychological Tension</td>
<td>Catharsis</td>
</tr>
<tr>
<td>Loss Of Control</td>
<td>Information</td>
</tr>
</tbody>
</table>
Focus Clarification

First Aide vs Therapy

Crisis intervention should be thought of as first aide. It is not therapy as practiced by licensed mental health clinicians.

Aftermath Plan vs Safe School Plan

Safe school plans facilitate prevention of a traumatic event and/or response to an event in progress. Aftermath plans target building response when students and staff return to school following a critical incident.

Distinguishing Plan Components

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Safe School Plan</th>
<th>Aftermath Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>Ensure the safety and comfort of students and staff</td>
<td>To provide mental health first aid following a traumatic event</td>
</tr>
<tr>
<td>Desired</td>
<td>Facilitate prevention, intervention (when incident occurs) and restoration following resolution</td>
<td>Facilitate healthy adjustment first day back to school following a traumatic event (e.g., restore adaptive functioning)</td>
</tr>
<tr>
<td>Outcomes:</td>
<td>Facilitate healthy adjustment first day back to school following a traumatic event (e.g., restore adaptive functioning)</td>
<td>Risk management and intervention</td>
</tr>
<tr>
<td>Resources:</td>
<td>Safe School Manual - Safe School Team - Police, Fire, EMT, etc.</td>
<td>TECIP Manual - Building CRT - Flight Team</td>
</tr>
<tr>
<td>Process:</td>
<td>Protocols (e.g., lock-down steps) detailed in safe school manual</td>
<td>Four stage TECIP deployment steps (awareness, planning, implement, closure)</td>
</tr>
</tbody>
</table>

Crisis Response Plan Propellants

Safe School Plan

Two students plant pipe and propane bombs in various school locations. After entering the building with a handgun, rifle and shotguns, they kill one teacher, 12 students and injure 23 others before taking their own lives.

Aftermath Plan

Late Wednesday night, a fifth grade student, her mother and infant brother are killed in a fire. Most of the staff and student body were first informed of this tragic event when they arrived at school.

The District Crisis Support Team

The district Crisis Support Team acts to back-up the building crisis response team. This team is most likely to be required when the...

1. The number of students traumatized by an event is so large that it is not possible to provide support without help.

2. School staff themselves are so traumatized that they require assistance, and/or

3. School team is limited in its crisis intervention training/skills; consequently, it is unsure of the most appropriate way to handle a particular situation.

Mary Schiarfailing, 2000
William Steele admonishes that crisis intervention should be conducted by your own staff... because...

children in crisis look to their counselors, teachers, administrators for protection and help.

Using outside sources frequently angers students, distances them from staff, "and chips away" at their trust in staff.

"A Handbook of Interventions Following Suicide or Traumas in Schools" 2001

The Building Team

The building CRT, with a specific plan, greatly minimizes the "helicopter or paratrooper syndrome".

- Traumatic Event Markers
- Reactions & Stress Management
- Intervention Goals
- Guiding Assumptions
Traumatic Event Markers

<table>
<thead>
<tr>
<th>Distinctive Characteristics</th>
<th>Potential Psychological Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sudden unexpected (sometimes expected) event . . .</td>
<td>Psychological balance is at risk.</td>
</tr>
<tr>
<td>Sufficient to overwhelm effective coping skills . . .</td>
<td>Typical coping mechanisms become vulnerable</td>
</tr>
<tr>
<td>That causes significant psychological stress.</td>
<td>Potential exists for some degree of impairment</td>
</tr>
</tbody>
</table>

Traumatic Event Ramifications

<table>
<thead>
<tr>
<th>Stress Symptoms</th>
<th>Management Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Symptoms</td>
<td>Reduce Stress Arousal</td>
</tr>
<tr>
<td>Physical Symptoms</td>
<td>Ventilate the Stress Arousal</td>
</tr>
<tr>
<td>Behavioral Symptoms</td>
<td>Reappraise or Reinterpret Stressors</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td></td>
</tr>
</tbody>
</table>

Intervention Goals - S.M.A.R.F.

1. Stabilize/Clarify situation.
2. Mobilize resources.
3. Accelerate normalization of routine.
4. Restore adaptive functioning.
5. Facilitate access to more help.

Needs Driven Assumptions

A. To effectively process a student's grief, he or she will need a safe and secure environment.
B. Coming to grips with one's own vulnerability and mortality often heightens the need to belong.
C. A controlled and predictable environment facilitates the healing process.
D. Each student must be free to choose how they wish to deal with their emotional needs.
Preparing For Action

- TECIP Defined
- Response Focus
- Management Protocol
- Intervention Safety Net

TECIP Defined

An aftermath trauma response protocol that can be readily implemented following exposure either directly or indirectly to a traumatic event.

Response Focus Application

Pre Crisis ➔ Acute Crisis ➔ Past Crisis

- Pre Incident Preparation
  - Building/District CRT has a personalized TECIP to accommodate their unique needs/resources

- On-Scene Support
  - Building/District CRT adapts and implements TECIP when students return to school

TCIP Management Protocol

1. Awareness (Information / Notification)
2. Planning (Personalizing protocol for a specific incident)
3. Implementation (Activating the response)
4. Closure (Advising staff of current status / Day 2 agenda/Team debriefing)
**Intervention Safety Net**

- Large Gathering (TEB)
- Classroom Presentation
- Small Group Discussion
- One-On-One (Peer Support)
- Traumatic Event Debriefing
- Outside Referral

**Intervention Strategies**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Primary Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Group/Traumatic Event Briefing</td>
<td>To inform, consult and allow for psychological decompression, as well as stress management.</td>
</tr>
<tr>
<td>Classroom Presentation</td>
<td>To provide information, minimize unwanted student responses, normalize grief &amp; trauma reactions, suggest appropriate behavior.</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>To gather information, provide support to students, initiate mitigation of adverse reactions, and identify individuals who may need further support.</td>
</tr>
</tbody>
</table>

**NEWS FLASH**

At 9:00 p.m. this evening you are informed that Lorna, a female student in your school, was killed in a house fire.

Lorna’s parents and older brother were rescued by a neighbor and experienced only minor injuries.

Lorna was very well known throughout the school building and had many friends. She was a cheerleader and in the band.
Deployment Steps | Manual Documents
---|---
Inform Building Contact Person | Crisis Management Check Sheet (p. 4)
Contact District Communications Office | Communication Office Phone Numbers
Apprise Building Crisis Response Team | Crisis Response Team Phone Tree
Verify Details
  a. 2D Scope
  b. 2D Support | Rapid Assessment Guide
Notify & Inform Staff | Building Phone Tree

Rapid Assessment Questions (p. 6)

Once informed of a traumatic event, the building crisis response team (with support for the district flight team as needed) initiates an ongoing assessment process. Questions which need to be addressed include, but certainly are not limited to, the following:

1. How many people, and who, can we expect it to affect?
2. How much disruption, and what kind, should be anticipated?
3. What additional information is required and how might it be obtained?
4. How critical/traumatic is this incident (consider scale of response)?
5. What resources are required for the initial response?

Scale Of Response (p. 7)

Level 1:
Situation confined to an individual or small group.

Level 2:
Class or grade level affected.

Level 3:
Multiple grade levels and potentially entire building impacted.

Level 4:
Multiple buildings and sizable portion of district impacted.

Level 5:
Catastrophic incident with widespread and profound impact on entire school community.
Anticipated Intervention Needs Following Lorna’s Death (p. 8)

<table>
<thead>
<tr>
<th>Large Gathering (TEB)</th>
<th>Classroom</th>
<th>Small Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Student Body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lorna’s Academic Classes</td>
<td>Lorna’s Primary Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lorna’s Unified Arts Classes (Especially Band)</td>
<td>Select Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Processing Groups From Classes as Needed</td>
<td>Lorna’s Friends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Processing Groups/ Chefs/mentors/ Band Subgroups</td>
<td>Lorna’s Relatives</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Counselor</td>
<td></td>
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</table>

Survivor Interview (p. 9)

1. Express Concern
2. Ask How School Can Be Of Assistance
3. Clarify Facts
4. Share School Response
5. Obtain Funeral-Memorial Service Details (If Possible)
6. Reiterate Concern And Availability

Develop Plan (p. 10)

- Deployment Steps
  - Develop Building Implementation Flow Chart
  - Identify Direct Intervention And Management Support Team Members
  - Assign Specific Duties
  - Prepare Student Announcement & Parent Letter
  - Prepare And Conduct Traumatic Event Briefing (Counselors/Parole Teacher Go Pack)

- Manual Documents
  - Deployment Flow Chart / Room Deployment Chart
  - Team Member Assignment Sheet (p. 14)
  - Team Member Assignment Sheet
  - Student Announcement Guides
  - Traumatic Event Briefing Outline (p. 17)
  - Classroom Presentation Book (p. 16)
  - Hall List (p. 18)
  - Sign In & Sign Out Sheet (p. 20/21)

Common TECIP Roles

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Interventionists</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Manager (R.A. leader)</td>
<td>TEB Co-facilitator</td>
<td>Fact Sheet Developer</td>
</tr>
<tr>
<td>Survivor Interview (info gathering)</td>
<td>Classroom Co-facilitator</td>
<td>Safe Room And Post Room Sign</td>
</tr>
<tr>
<td>Traumatic Event Briefing Facilitator</td>
<td>Safe Room Interventionists</td>
<td>Escort (from class to safe room and back to class)</td>
</tr>
<tr>
<td>Mid day update Why. Leader</td>
<td>End of day meetings Co-facilitator</td>
<td>Locker security</td>
</tr>
<tr>
<td>End of day Co-facilitator</td>
<td>Hall Monitor (To see every exit)</td>
<td></td>
</tr>
<tr>
<td>Teacher Go Pack organizer</td>
<td>Feedback Evaluations</td>
<td></td>
</tr>
</tbody>
</table>
A Safe Room is...

- Large reserved location (typically the ERC/Library)
- The room is used to offer the opportunity for students to be in a quiet environment
- Used for quiet meditation
- Used for individual activity (writing letters, cards, or pictures)
- The room should be equipped with a safe room kit
  - Tissues, paper, pens, markers, bottled water

Teacher “Go” Pack Contents

**Required**
- At Risk List
- Sign In/Sign Out Sheet
- Classroom Presentation Guides
- Passes
- Deployment Flow Chart Graphic
- Sample Student Announcement (Incident Fact Sheet)

**Support**
- List of Normal Reactions
- Handling Initial Reactions
- Strategies for Significant Others
- Referral Sources (Sample)
- Crisis Intervention Assumptions And Specific Actions

Large Group/ Traumatic Event Briefing (p. 17)

1. Assemble participants.
2. Provide facts regarding traumatic event.
3. Highlight and normalize common reactions.
4. Introduce building intervention focus/priorities.
5. Provide direction for stress management.

Implement Plan (p. 22)

**Deployment Steps**
- Secure Intervention Rooms And Areas
- Dispatch Team Members To Designated Locations
- Deliver Student Announcement
- Notify Clinic
- Monitor Climate

**Manual Documents**
- Deployment Flow Chart / Room Deployment Chart
- Team Member Assignment Sheet
- Student Announcement Guides
- Case Management Check Sheet
- Mid-Day CRT Rapid Assessment Guide

Teacher “Go” Pack Contents (continued)

- Classroom Presentation Guides
- Passes
- Deployment Flow Chart Graphic
- Sample Student Announcement (Incident Fact Sheet)

**Support**
- List of Normal Reactions
- Handling Initial Reactions
- Strategies for Significant Others
- Referral Sources (Sample)
- Crisis Intervention Assumptions And Specific Actions

Large Group/ Traumatic Event Briefing (p. 17)

1. Assemble participants.
2. Provide facts regarding traumatic event.
3. Highlight and normalize common reactions.
4. Introduce building intervention focus/priorities.
5. Provide direction for stress management.
**Classroom Presentation Guide**

1. Introduce Presentation
2. Clarify the facts
3. Normalize common reactions
4. Identify appropriate behavior
5. Conclude Presentation

**Small Group Discussion Guide**

1. Clarify the facts
2. Discuss initial thoughts and feelings
3. Normalize common reactions
4. Suggest stress management options
5. Consider an individual or group activity

**A Processing Room is...**

- Typically located in close proximity to the safe room
- The room is used to offer the opportunity for small group processing sessions
- A sign should be posted to indicate that a processing session is in progress

**Bring About Closure**

**Deployment Steps**
- Establish And Outline Staff Meeting Agenda Items
- Conduct Staff Meeting
- Distribute Staff Assessment
- Develop Day Two Plan
- Debrief Crisis Management Team

**Manual Documents**
- End Of Day Meeting Agenda (p. 25)
- Crisis Intervention Evaluation Format
- Rapid Assessment Guide
- Team Member Assignment Guide
- Guide For Debriefing Crisis Response Team
### Traumatic Event Crisis Intervention Plan

**The Official TECIP 4 by R Deployment Flowchart**

1. **Establish Awareness**
   - Inform building contact person.
   - Contact district communications office.
   - Apprise building crisis response team.
   - Verify details.
   - a. ID Scope
   - b. ID Support
   - Notify & inform staff.

2. **Develop Plan**
   - Develop TECIP building implementation plan (chart below and above).
   - Identify school and management support team members.
   - Assign specific duties.
   - Prepare student announcement / parent letter.
   - Plan & Conduct Traumatic Event Briefing.

3. **Implement Plan**
   - Secure intervention room and areas.
   - Dispatch team members to designated locations.
   - Deliver student announcement.
   - Formally implement plan.
   - Monitor and communicate, as necessary, additional support needs.

4. **Bring about Closure**
   - Establish and outline staff meeting agenda items.
   - Conduct staff meeting.
   - Distribute staff assessment.
   - Develop plan for day 2.
   - Debrief crisis management team.

### Intervention Goals

1. Stabilize/Clarify situation.
2. Mobilize resources.
3. Accelerate normalization of routine.
4. Restore adaptive functioning.
5. Facilitate access to more help.

### Self Debriefing Guide (similar to p. 27)

1. First thoughts about incident.
2. Appropriateness of your responses.
3. Awareness of own feelings/attitudes.
4. Most rewarding aspect of interventions.
5. Worst moment.
Workshop Post-Assessment

1. How would you assess your knowledge of "after the crisis" traumatic event crisis intervention? 

2. To what degree will this information help prepare your building to deal with student/staff reactions following a crisis? 

Summary

- Foundation Building
- Knowledge Encounter
- Road Map Applications
- Self Care
- Response Materials
- Post Assessment

Bibliography


