



Best Practices in Crisis Response in Schools

February 2, 2022

Presented by

Benjamin S. Fernandez, MS Ed.

School Psychologist



Presented by

Dr. John Kelly

& George Dayton

Agenda

Introduction	1:00 pm EST (5 minutes)
Presentation	1:05 pm EST (30 minutes)
Q&A	1:40 pm EST (10 minutes)

Who is eLuma?

- ▶ Dedicated to solving problems in the areas of special education and mental health
- ▶ Provides live services online with dedicated therapists
- ▶ Founded in 2011
- ▶ Comprised of 300+ dedicated team members
- ▶ Over 29,000 students served in 36 states
- ▶ Follow us on Twitter @eLumaSolutions



The Webinar

A few facts:

- ▶ Part of our Webinar Series, “Creating Better Mental Health and Wellness in Our Schools.”
- ▶ Recording link, Slide Deck and Certificate of Attendance will be sent after the webinar.



eLuma Webinar Series

**Creating Better Mental Health and Wellness
in Our Schools**

				
John Kelly 1/12	Eric Rossen 1/19	Peter Faustino 1/26	Benjamin Fernandez 2/2	Todd A. Savage 2/9

 eLuma **Jan 12 – Feb 9, 2022** Watch in-person
or on-demand

The Presenter

Benjamin S. Fernandez, MS Ed., NCSP

- ▶ Lead School Psychologist
- ▶ Member and Past Chair of NASP's School Safety Crisis Response Committee
- ▶ PREPaRE Master Trainer
- ▶ https://linqapp.com/benjamin_s_fernandez



Best Practices in Crisis Response in Schools

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Objectives

- Participants will be able to identify what a crisis is and its potential to impact
- Participants will learn about key components of best practice crisis preparedness and response
- Participants will identify best practice resources to aid in comprehensive school safety planning and crisis response

Agenda



Basic Assumptions and Our Why



Comprehensive School Safety Planning



Accessing the Crisis Team – Mental Health
Crisis Response

Crisis Event Characteristics

- Extremely Negative
- Helplessness, powerlessness, and/or entrapment
- Suddenly, unexpectedly, and without warning

Potential to impact the entire school
community



Crisis Classifications

Not Part
of the
Typical
School Day

- Acts of war and/or terrorism
- Violent and/or unexpected death
- Threatened death and/or injury
- Human caused disasters
- Natural Disasters
- Severe (non-fatal) illness or injury

Students are vulnerable populations

- Impact and symptoms can be more significant than what we see in adults
- Students with access and functional needs



Schools are Unique

Educators, administrators and school mental health staff know:

- Student populations and needs
- School community and families
- Unique elements of the operations and flow of the school day

Academic and Learning Disruption

- Poor academic performance
- Availability to learn
- Impacts on attendance and absenteeism
- Pre-existing learning challenges

Emotional and Behavioral Impacts

- Coping challenges
- Behavioral challenges
- Trauma
- Grief

Mental Health Consequences

- Trauma associated disorders
- Anxiety disorders
- Depressive disorders
- Dissociative disorders

Impact of Crisis in Schools – Our Why





The Goal of Crisis Intervention

To help those impacted by the crisis event return to a place where they can cope and problem solve on their own, thus bringing them back to precrisis levels of functioning.

Best Practice
Crisis
Response
Begins with
Preparedness



Agenda



Basic Assumptions and Our Why



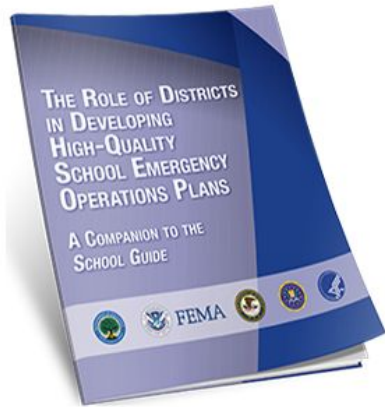
Comprehensive School Safety Planning



Accessing the Crisis Team – Mental Health
Crisis Response



School Safety and **Crisis Intervention** is an **All School** responsibility.



*The Role of Districts in
Developing High-Quality School
Emergency Operations Plans:
A Companion to the School Guide*



*Guide for Developing High-Quality
School Emergency Operations
Plans*

Key Guidance
Documents for
Comprehensive
School Safety
Planning

Balance Physical and Psychological Safety

Physical Safety

Focused on the physical structures of the school environment

Psychological Safety

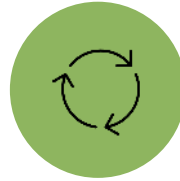
Focused on the emotional and behavioral well being of students and staff

Balancing Physical and Psychological Safety

Physical Safety	Psychological Safety
Secure doors	Trusting and Respectful Relationships
Check in/out system	Access to school employed mental health professionals
Lighted hallways	Multi-tiered system of supports
Monitoring of School Grounds	Mental Health First Aid
Properly designed playgrounds and sports fields	Positive Discipline
Adult supervision in high traffic areas	Anti-bullying initiatives
School Resource Officer**	Confidential Reporting System
Threat Assessment Procedures	Suicide Prevention Procedures

Comprehensive School Safety Planning

- Coordinated by a multidisciplinary team
- Prevention Focused
- Practiced Regularly
- Continually reviewed and updated



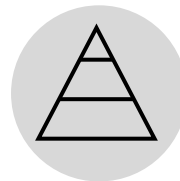
Must include considerations for actions across missions



Must consider multiple hazards and threats



Planning is collaborative with agency partners



Tiers of supports are offered

FEMA's National Response Framework Definition of Special Needs

“...needs for assistance due to any condition (*temporary or permanent*) that limits an individual's ability to act.”

Planning Must Consider:
Before, During, and After
an Incident





Safety for **ALL**
students and staff

What are some functional needs seen in our schools?

Physical
Disabilities

Psychological
Disabilities

Mobility
Challenges

Limited or
Non-English
Speakers

Sensory
Challenges

Medical
Conditions

Agenda



Basic Assumptions and Our Why



Comprehensive School Safety Planning



Accessing the Crisis Team – Mental Health
Crisis Response

Active Your Team

Staff transition from their day to day roles to members of the crisis team.

Ensure Physical Safety

Reaffirm physical safety and perceptions of security

Collect & Verify Facts

Make sure you have accurate and verified facts of what happened and when.

Communications

Communicate with your school community to help keep them informed and reduce rumors.

When a Crisis Impacts Your School

Things happen quickly and can be confusing. However, with good planning and practice things will go better than if you try to figure it out as the incident unfolds.

Rely on your team to fulfill their roles as events and actions happen simultaneously.

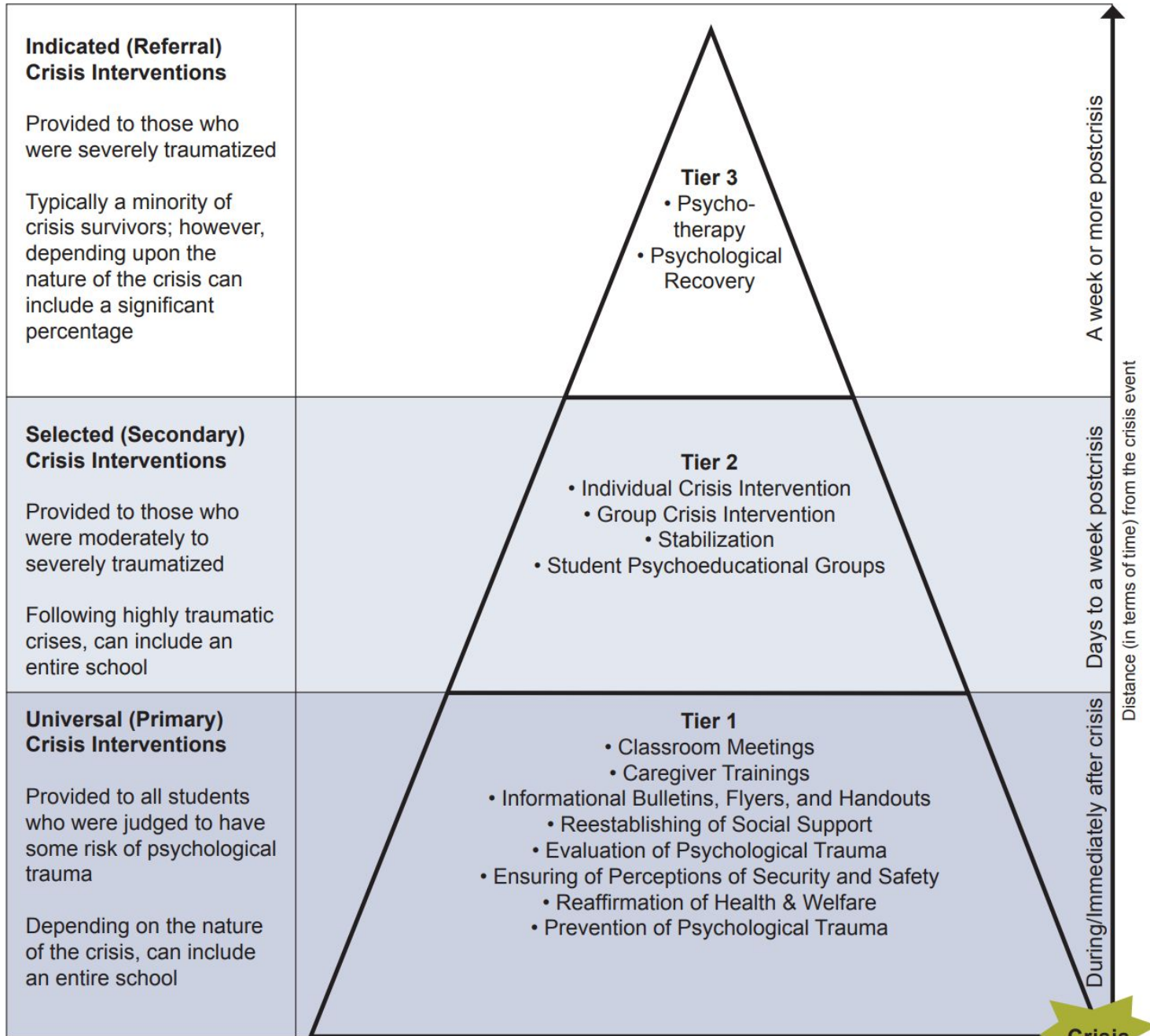
Triage and Assess

- Determine the degree of impact
- Size of response identify
- Who may need crisis interventions

Provide Intervention

- Deliver appropriate intervention based on demonstrated need.
- Utilizing a continuum of interventions and supports





PREPaRE Crisis Interventions

Note. Adapted from "Best Practices for School Psychologists as Members of Crisis Teams: The PREPaRE Model" (p. 1495), by S. E. Brock, A. B. Nickerson, M. A. Reeves, & S. R. Jimerson. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*, 2008, Bethesda, MD: NASP. Copyright 2008 by the National Association of School Psychologists. Adapted with permission.

Care for the Caregiver

- As leaders we have to take time to reflect and take care of ourselves
- Develop your own Self-Care Plan
 - Knowing when to take care of yourself
 - Identifying how to take care of yourself



Team Care

Before

- Get to know your team
- Team building activities
- Train together
- Establish an atmosphere of trust, safety, and communication

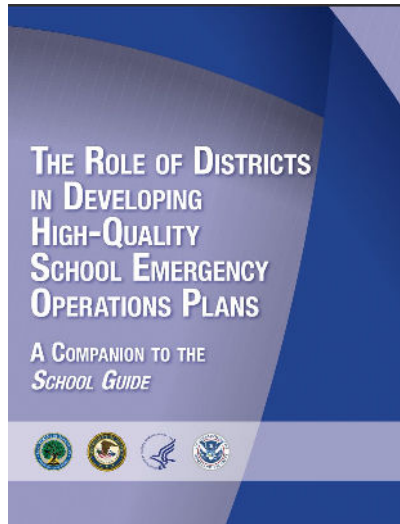
During

- Check in with team
- Monitor each other
- Team leader should rotate people in/out for breaks
- Know when it is hitting too close to home

After

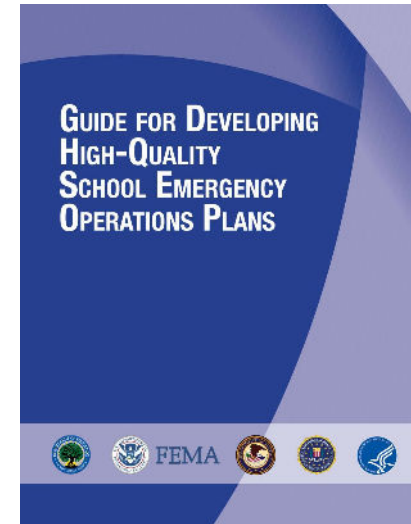
- Check in as a group
- Check in individually
- Remind team of their self care plans

Resources



The Role of Districts in
Developing High-Quality
School Emergency
Operations Plans

https://rems.ed.gov/docs/District_Guide_508C.pdf



Guide for Developing
High-Quality School
Emergency Operations
Plans

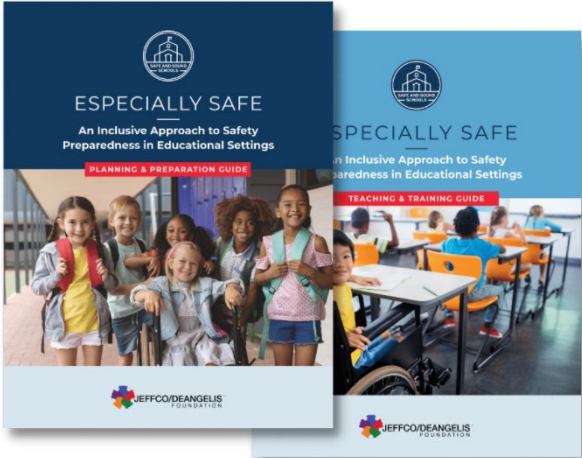
https://rems.ed.gov/docs/School_Guide_508C.pdf

Resources



PREPaRE Training Curriculum

<https://bit.ly/3rNVAPL>



Especially Safe!

<https://bit.ly/3rUq4Qh>

SAFE AND SOUND SCHOOLS

ESPECIALLY SAFE

An Inclusive Approach to Safety Preparedness in Educational Settings

February 11 2:00 pm ET

Join Safe and Sound Schools for a **webinar** led Co-Founder and Executive Director, Michele Gay. We'll explore Safe and Sound's newest program, Especially Safe. Developed with expert practitioners from across the disciplines, this program includes resources, tools, and teaching ideas to meet the safety needs of community members with special needs!

This webinar will cover:

- How to use the Especially Safe Planning & Preparation Guide and the Teaching & Training Guide
- How to use our TEAMS framework to operationalize your safety planning and preparation for individuals with access and functional needs
- Practical activities for increasing empowerment and building a positive culture of safety within your school community

REGISTER TODAY: www.safeandsoundschools.org

Complimentary registration for this webinar is provided by Raptor Technologies.

RAPTOR TECHNOLOGIES
THE FOUNDATION OF SCHOOL SAFETY

Resources

Drills and Active Shooter Guidance

- <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/best-practice-considerations-for-schools-in-active-shooter-and-other-armed-assailant-drills>
- <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/conducting-crisis-exercises-and-drills>

I Love u Guys Foundation

- <https://iloveguys.org/srp.html>

NASP School safety and Crisis Resources

- <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis>

Resources

REMS TA.gov

- <https://rems.ed.gov/>

Safe and Sound Schools

- <https://www.safeandsoundschools.org/>

After a Suicide Toolkit

- <http://www.sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>

References

- Brock, S. E., Nickerson, A. A., Louvar Reeves, M. A., Conolly, C. N., Jimerson, S. R., Pesce, R. C., & Lazzaro, B. R. (2016). *School Crisis Prevention and Intervention: The PREPaRE Model*. Bethesda: NASP Publications.
- Brock, S.E. (2018). Ensuring Safe and Successful Schools: Mental Health Matters! PowerPoint Presentation at School and Community Safety Advisory Committee, California Department of Education.
- Federal Emergency Management Agency and DHS Office for Civil Rights and Civil Liberties. (2008, August 15). Interim Emergency Management Planning Guide for Special Needs Populations.
- U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students. (2013, 18 June). *Guide for Developing High-Quality Emergency Operations Plans for K-12 Schools and School Districts*. Retrieved from Readiness and Emergency Management for Schools Technical Assistance Center: <http://rems.ed.gov/GuideK12.aspx>
- U.S. Department of Education. (2006). *Integrating with Special Needs into Emergency Response and Crisis Management Planning*. Retrieved from Readiness and Emergency Management for Schools Technical Assistance Center: https://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf
- U.S. Department of Homeland Security, Office of Civil Rights. (2005, July). *Individuals with Disabilities in Emergency Preparedness*. Retrieved from U.S. Department of Homeland Security: https://www.dhs.gov/xlibrary/assets/CRCL_IWDEP_AnnualReport_2005.pdf

A group of diverse children, including a young boy with a wide smile and a girl with curly hair, are shown in a close-up shot. The image is overlaid with a green and yellow gradient. The text "Questions???" is centered in white.

Questions???

Next Webinars



**Todd A. Savage,
Ph.D., NCSP**

Supporting Gender Diverse Students

Wednesday, February 9, 2022 at 5 pm EST

The purpose of this webinar is to provide the participant with increased awareness and knowledge about gender diversity and schools; legal, policy, and ethical matters that apply; and ideas on how to support gender diverse students. Pertinent resources will also be highlighted. Finally, participants will have an opportunities to interact with the presenter and to ask questions about the topic.

*This is part of our Webinar Series, "Creating Better Mental Health and Wellness in Our Schools." You will receive an email with the watch link as the webinar gets closer.

Next Webinars



Laurie VanderPloeg

Addressing the Special Education Shortages

Thursday, February 10, 2022 at 5 pm EST

As the nation continues to face the Educator Shortage issue, former OSEP Director and lifelong special educator, Laurie VanderPloeg will discuss how to move your system from information to implementation! Through this presentation, strategies, innovation practices, exemplar models, funding flexibilities and supporting resources will be shared -- so that educators can collectively make a difference.

Thank You

For more information contact:

www.eluma.com



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