



The Ohio School Psychologists Association

1500 W 3rd Avenue #228

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After the crisis: Traumatic Event Crisis Intervention Plan

Traumatic Event Crisis Intervention Plan

Management Check Sheet

Building Contact Representative: _____ School _____

Date: _____ Incident: _____

This check sheet has been provided to facilitate a proactive building response to a traumatic event. Each task should be "checked off" by the BCR once it has been completed.

Establish Awareness

1. ☐ Building Contact Representative (BCR) has been contacted regarding incident
2. ☐ Contact district communications office (or designated district representative)
3. ☐ Apprise building Crisis response team
 - ☐ Verify details and accuracy
 - ☐ Determine Scope
4. ☐ Identify required support
5. ☐ Notify and inform staff

Develop a plan

1. ☐ Develop TECIP building (room and areas) implementation flow chart
2. ☐ Identify direct intervention and management support team members
3. ☐ Assign specific duties
4. ☐ Prepare student announcement
5. ☐ Plan and conduct Traumatic Event Briefing

Implement Plan

1. ☐ Secure Intervention Rooms and areas
2. ☐ Dispatch Team Members to designated locations
3. ☐ Deliver Student Announcement
4. ☐ Formally Implement Plan
5. ☐ Monitor and Communicate additional support needs as necessary

Bring about Closure

1. ☐ Establish and outline end of day staff meeting agenda items
2. ☐ Conduct end of day staff meeting
3. ☐ Distribute staff assessment
4. ☐ Develop day two plan (with TECIP team)
5. ☐ Debrief TECIP team members

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After the Crisis: Traumatic Event Crisis Intervention Plan **Rapid Assessment Guide** *Each Building Completes Their Own Rapid Assessment*

Date: _____
School: _____
Incident: _____

Please respond to the five questions below. The information generated will help your team to better determine what is required to effectively meet the needs of your students and staff.

1. How many people, and who, can we expect to be impacted?
2. How much disruption, and what kind, should be anticipated?
3. What additional information is required and how might it be obtained?
4. What resources are required for the initial Response? (Record interventionist staffing requirements on attached sheet.)

-Is this an incident our TECIP TEAM can handle in house?

-If not, how much outside support will be required?

5. How critical/traumatic is this incident (what is the scale of response?)

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TRAUMATIC EVENT CRISIS INTERVENTION PLAN

Traumatic Event Briefing Outline

(Staff Meeting)

The purpose of a traumatic event briefing is to consult with and inform staff, allow for psychological decompression and offer suggestions for stress management. Five primary steps guide this process.

1. **Assemble staff (participants):** Set aside time to conduct this important meeting prior to the start of the school day (if at all possible). Thank everyone for attending the meeting

Good morning everyone, thank you all for being here early this morning. I know many of you may have already heard but we had a stabbing yesterday at Community Park. One of our 11th grade students (may or may not name her-Leah Brooks) was stabbed by another Wayne student. The student who was stabbed had a sibling who attended our school: Wayne High School Weisenborn/Valley Forge.

2. **Provide facts regarding the traumatic event:** State to the best of your knowledge factual information that is available (e.g. when and where incident took place, who was involved, response up to time of meeting).

We do not know at this time exactly what has happened or how our student is doing. We do know that the police are involved and are investigating the stabbing at this time. We do not know any other details.

3. **Highlight and normalize common reactions:** Accentuate basic reactions following a traumatic event. Call attention to typical cognitive, physical, behavioral, and emotional symptoms.

It is very common at times like this to struggle with our response. Typical reactions include being angry, sad, confused, guilty, and even feeling detached. We may see in ourselves and in our students withdrawal, hyperactivity, excessive talkativeness, or even excessive humor. Our students may talk about retaliation and have a lot of anger. We may struggle with performing tasks, have memory problems, or have some confusion. These are all very common after a trauma.

4. **Introduce the building intervention focus and priorities:** Review teacher “Go Pack” materials (e.g. class presentation guide, at risk list, sign in/out sheet, passes, room deployment chart, fact sheet). Note district crisis support personnel. Briefly outline response plan.

Today we will be using our TECIP crisis support and district support. We will be using the library as a “Quiet Room” with materials there for students to use and have some





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“down time”. We will also have staff available for small group support for students (if you are having some assist you) and staff who need assistance. They will be in the front office and conference room. We will create a google sheet that is shared with the staff for any at-risk students you can think of that will need to be checked on. These students may have had recent trauma, a loss or may be close to the student. We will meet at the end of the day to check back together as well. As a staff, we will come up with some ideas of how we can support our affected students.

- 5. Provide direction for stress management.** Summarize typical stress management actions to avoid/reduce exposure, reappraise/reinterpret stressors, reduce arousal, and/or ventilate arousal.

What can you do to take care of yourselves and our students today and beyond? Make sure you eat, sleep, drink water, use relaxation techniques, get exercise, and give yourself much needed breaks from the stress. Just like on a plane, you have to put on your facemask before you can put on others. You have to take care of yourself before you can take care of our students.

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TRAUMATIC EVENT CRISIS INTERVENTION PLAN

Classroom Presentation Guide

The purpose of a classroom presentation activity is to provide information, minimize unwanted student responses, normalize grief and trauma reactions, and suggest appropriate behavior. Five primary steps guide this process.

1. **Introduce discussion:** As some of you may already know, _____. This is very difficult for all of us. When something like this happens, it is hard to know what to say or how to act. It is important, however, that we spend some time talking about this incident and answer any questions that you might have.

Good morning class. As some of you may already know, we had a high school student who was stabbed yesterday at Community Park. This is very difficult for all of us. When something like this happens, it is hard to know what to say or how to act. We are going to take some time this morning to talk about what to do, answer any questions you might have and talk about how we feel.

2. **Clarify the facts:** This is what we know so far _____. We do not know anything else. As we find out more information that you need to know, we will share it with you (may want to emphasize the importance of not starting rumors - see #4).

You may be wondering what happened yesterday. We don't really know everything that has happened or how she is. We do know that we shouldn't tell other people what we "think" happened or what others say happened. We do not want to spread false information. Has anyone ever played the game of "telephone"? Remember how at the end of the game the information is completely different than when it started? We wouldn't want to pass on information that we do not know as a fact. That would be very hurtful to the student's family. We want to be helpful in times like this.

3. **Normalize common reactions:** What did you think and feel when you first heard about this? What are you thinking and feeling now? I am not surprised that you feel this way, or have these kinds of thoughts. Sometimes I feel and think this way. These are very normal reactions. If they are really bothering you, it usually helps to talk to someone about what you are thinking and feeling.

Let's talk about what you have heard.

- *How did you feel when you heard about the stabbing?*
- *What are you thinking and feeling now?*





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I am not surprised that you feel this way or have those thoughts, sometimes I feel/think that way too. That is very common. If it is really bothering you, it usually helps to talk to others about how you are thinking/feeling.





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4. **Identify appropriate behavior:** When you have felt upset in the past, what kinds of things have you done to help you feel better? What have you seen other people do to help them? Here are some things that I have seen other people do _____. Sometimes people begin to spread rumors. This is not helpful to the family or close friends. If you hear anything different from what we have talked about, please let us know and we will check it out.

What kinds of things have you done to help you all feel better when you have been upset in the past? What have you seen other people do to help people when they were upset?

I have seen other people sit with friends who are alone, give a friend a hug, make sure no one is left out, share with other, do kind deeds for others,

What are some things we can do to help out our teachers today?

5. **Conclude discussion:** Are there any questions before we end? If at any time during the next several days you want to talk to someone, please let a teacher know. For the remainder of the period, I would like for us to _____ (consider adjusting activity depending on student response). Inform students of building resources that are available and tell them that they will be informed of new information.

Do any of you have any questions? If any of you want to talk to someone, we have our regular helpers here as well as extra helpers here for the next few days. Just let one of the teachers know that you would like to talk to someone.

I would like to talk about what we plan on doing to tell the family how sorry we are. We have paper and cards that we can make for the family



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Targeting Intervention Needs

Large Group	Classroom Presentation	Small Group Processing	Individual Support

Anticipated Staffing Requirements (Tally each area)

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Traumatic Event Crisis Intervention Plan

Survivor Interview Format

Name of Informant: _____ Phone Number: _____
Person Completing this form: _____ Date/Time of Call: _____

1. **Express Concern:** We heard about what happened and wanted you to know how concerned we are. We can't even begin to imagine how hard this must be for you.
2. **Ask how the school can be of assistance.** We want to help you however we can. Is there anything that we can do at this time? Do you have family and or friends close by to support you?
3. **Clarify the facts.** Here is what we have heard (very briefly share available details.) Is this accurate? Is there anything else we should know?
4. **Share school responses.** Our building crisis response team (TECIP) will meet to develop a plan for our school. Of course, we will carefully secure any personal items.
5. **Obtain funeral and or memorial service details.** Please let us know about the funeral arrangements. Is there anything that we should know at this time?
6. **Reiterate concern and availability to be of assistance.** Again, we are so sad about what has happened. Please let us know if there's anything that we can do to help you.

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Safe Room Box Contents Checklist

☐	Pad of paper
☐	Various Colors of Construction Paper
☐	Boxes of Crayons
☐	Boxes of markers
☐	Boxes of tissues
☐	Cups
☐	Napkins
☐	Food (granola bars, cheese crackers, etc.)
☐	Books on ways to handle death or other personal crisis
☐	Plain white paper
☐	Blank white paper
☐	Blank cards that can be constructed by the grieving students
☐	Age appropriate magazines for collages
☐	Scissors
☐	Access to large paper (like bulletin board paper) for murals, etc.



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Safe Room (Quiet Room) Sign in and Out

Student Name:	Coming From:	Sign In Time:	Sign Out Time:	Returning To:



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Small Group Processing In Session





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At-Risk List

Person Considered At-Risk	Action Taken/Support Provided (i.e. safe room, called parent, referral)	Person Responsible for Providing Support



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Room Deployment Chart

Directions: Identify the rooms that will be utilized throughout the aftermath response.

Room					
Room Phone #					
Time used for Crisis Response					



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Room Deployment Chart

Directions: Identify the rooms that will be utilized throughout the aftermath response.

Room	Media Center	141	Lounge	143 (Psych)	130 Conference Room
Room Phone #	8802	1141	8808	1143	8806
Time used for Crisis Response Available/Not Available	Not available during 11-11:30	All day	Not available 10-11	All Day	All Day



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Team Members Assignment Sheet

Interventionist		Administrative & Support Personnel	
Name	Assignment	Name	Assignment



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CLASSROOM Sign Out & Sign In

Student	Sign Out	Sign In	Destination



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1-Minute Intervention

Solution Focused Approach

Scale individual's emotional gauge from 1-10.



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



Present the Miracle Question/Observable hints:

“If I saw you tomorrow, how would I know that you are feeling better?”

This helps in identifying possible support systems and follow-up processing session.



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1-Minute Intervention:

“A moment of your life”



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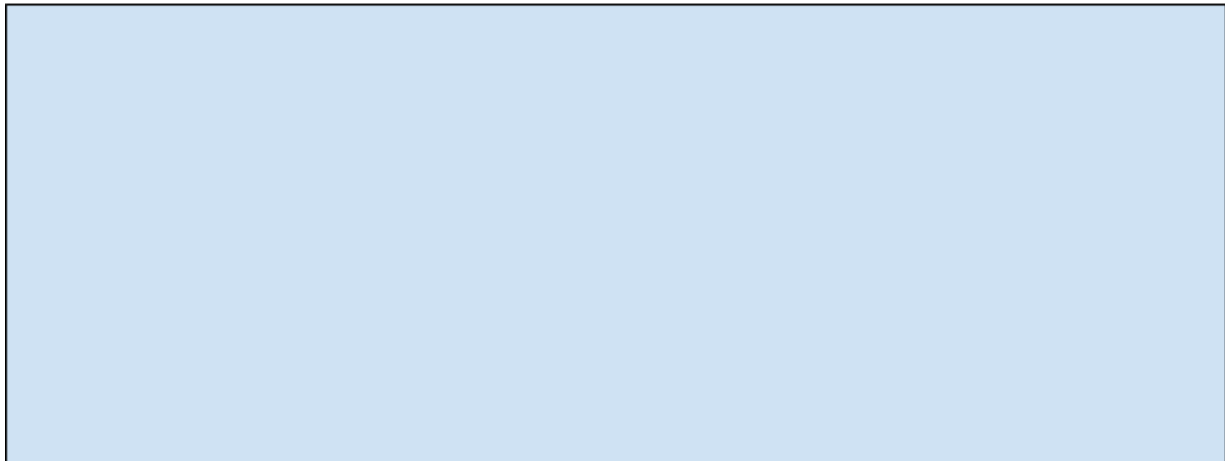
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1-Minute Intervention

How big is your worry?





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Building Staff and TECIP Team Debriefing Guide

1. What were your first thoughts about the incident? Of the thoughts that you had, which one surprised you the most?
2. What was the worst moment for you (e.g. activity, child's response, your response)?
3. Was your response to this difficult moment appropriate at the time? If you felt it was not, why not? What would you do differently?
4. What did this incident make you aware of about your own personal experience, feelings, and attitudes? What did it make you aware of about your own professional knowledge and skills?
5. What was the most rewarding aspect of the interventions provided?
6. What do you need to do to take care of yourself (today, tonight, this weekend, over the next several weeks)?

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