

Responding to School Crises: A Multi-Component Crisis Intervention Approach

Educators nationwide and worldwide struggle to establish and manage School Crisis Response Teams in response to the recent escalation in frequency and scope of campus emergencies. Community CISM teams have much to offer, but much to learn about the unique milieu of schools. Similarly, schools can benefit from CISM strategies.

This course attempts to develop a common language and approach that fits within the broad goals and specific needs of school crisis management. Working together in multi-disciplinary teams, we explore organizing principles, develop specific skills and culminate in a large incident planning simulation. The Basic CISM course is recommended as a prerequisite, but not required, as an overview of techniques will be provided.

Learning Objectives:

- Be able to list 4 effects of traumatic stress on learning and the school milieu
- Be able to list 3 specific goals of crisis response
- Be able to list 3 specific skills necessary to mitigate the effects of a crisis
- Be able to list 3 of the unique role and needs of building administrators
- Be able to outline a plan to manage a school-based crisis

General Continuing Education Credits:

14 Contact Hours; 14 CE Credits for Psychologists; 14 PDHs for EAPs; 14 CE Hours for Calif. MFTs & LCSWs; 16.8 Nursing Hours; OR 1.4 general CEUs from University of Maryland Baltimore County

Completion of this course and receipt of a certificate indicating full attendance (14 Contact Hours) qualifies as a class in ICISF's Certificate of Specialized Training Program.

Daily Agenda:

Day 1: (8:30 a.m. - 5:00 p.m.)

- How schools react to crisis
- Children and staff reactions to trauma
- Overview of CISM, School Crisis Management and techniques of crisis intervention
- Assessment of individuals and groups

Day 2: (8:30 a.m. – 4:30 p.m.)

- Group interventions and debriefings
- Developmental modifications and applications
- Large incident planning
- Team formation and maintenance
- Helper stress

Learning Materials:

The instructor will supply a workbook and handouts of the PowerPoint presentation used in this course. Lecture and discussion will be the primary learning activities, along with the use of small group activities. A short post-test will also be used to measure learning.

Assignments:

Participants are expected to actively engage in dialogue with the instructors and other participants during interactive segments of the course.

Evaluation:

There will be an opportunity for the participants to complete an evaluation of the course and the instructor. Depending on the requirements of the hosting organization, there may be a short post-test of the material at the end of the seminar.