

Continuing Education and Extension

**Douglas K. Smith**
Memorial Summer Institute**2014 Wisconsin School Psychologists Association (WSPA) Summer Institute**

Madison Marriott West, Middleton, Wis.

August 7-8, 2014**Sponsor: Wisconsin School Psychologists Association, Inc.****DAY 1:****Threat/Risk Assessment: Developing a Proactive and Consistent Approach to Evaluating Risk (1/2 Day)**

This workshop will focus on the process and procedures needed to establish a consistent school/district-wide approach to threat and suicide risk assessment. Critical factors discussed will include: current statistics and legal cases, early identification of warning signs, primary prevention strategies to "break the code of silence"; an overview of risk assessment models; assessment procedures; and strategies for interventions, postventions, and working with difficult parents. Case study examples and forms will be shared to illustrate the process.

*and***Advanced Skills in School-Based Crisis Prevention and Intervention (1/2 Day)**

This advanced level workshop will assist you in enhancing the crisis procedures already in place in your school district. Specifically, learn cutting-edge tips on conducting crisis exercises and drills in the school setting. In addition, strategies for using social media, dealing with the press, and planning memorials will be offered. The legal ramifications of crisis response and the spiritual dimensions in the aftermath of a crisis also will be highlighted.

DAY 2:**Suicide Assessment and Intervention: Critical Skills for School Psychologists (Full Day)**

This workshop will discuss the essential processes and procedures needed to establish quality suicide prevention programs through postvention activities. Critical factors discussed will include: current statistics and legal cases, early identification of warning signs, primary prevention strategies to "break the code of silence"; an overview of suicide assessment models and procedures; and strategies for intervention and postvention activities. Case study examples and forms will be shared to illustrate the process with the school psychologist (school-based mental health professional) taking a leadership role.

Time & Location:

8:30 am-4:15 pm

[Madison Marriott West](#), 1313 John Q Hammons Drive, Middleton, Wis.

608.831.2000

Graduate Credit Available through the University of Wisconsin-La Crosse**Speakers:**

Dr. Melissa Reeves & Dr. Steve Brock, both national speakers on the topic of school safety and mental health interventions.

The Wisconsin School Psychologists Association is approved by the American Psychological Association and the National Association of School Psychologists to offer continuing education for psychologists. The Wisconsin School Psychologists Association maintains responsibility for this program and its content.

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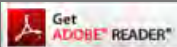
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wsponline.net



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Handouts:

[Advanced Skills in School-Based Crisis Prevention and Intervention](#) (19 page PDF)

[Accounting and Release Action Checklist](#) (1 page PDF)

[Student Accounting and Release Planning Checklist](#) (1 page PDF)

[Releasing Students to Parents and Guardians](#) (1 page PDF)

[Release of Students to Parents—Action Checklist](#) (1 page PDF)

[WS1: Classroom Emergency Response Go-Kit Contents](#) (2 page PDF)

[WS1: Mental Health Response Team Go-Kit Contents](#) (1 page PDF)

[Threat Reported to Principal - Dewey Cornell](#) (1 page PDF)

[RISK ASSESSMENT VIOLENT JUVENILE BEHAVIOR WORKSHEET ADMINISTRATION - Dallas Model](#) (6 page PDF)

[Conducting Crisis Exercises and Drills: Guidelines for Schools](#) (4 page PDF)

[WS1 Handout 13: Emergency Protocols, Drills, Exercises, and Procedures](#) (4 page PDF)

[POTENTIAL THREAT ASSESSMENT QUESTIONS](#) (2 page PDF)

[WS1 Handout 15: Essential Elements of a Release and Reunification Plan](#) (2 page PDF)

[WS1 Handout 16: Crisis Team or Administrator Emergency Response Go-Kit Contents](#) (2 page PDF)

[Threat/Risk Assessment: Developing a Proactive and Consistent Approach to Evaluating Risk](#) (15 page PDF)

[SAMPLE DANGER ASSESSMENT AND INTERVENTION PLAN \(DAIP\)](#) (7 page PDF)

[SAVRY - Structured Assessment of Violence Risk in Youth Bartel, Borum, & Forth, 2000](#) (2 page PDF)

[Violence/Harm toward Others Screening Summary Worksheet](#) (2 page PDF)

[WS1 Handout 19: Balancing Technology and School Safety](#) (4 page PDF)

[WS1 Handout 20: Collaborating With the Media](#) (2 page PDF)

[WS1 Handout 21: Memorials: Special Considerations When Memorializing an Incident](#) (5 page PDF)

You can access presentation handouts from the WSPA Convention website. If you desire printed handouts you must order them at the time of registration for a \$15 fee. Printed handouts will only be printed for convention sessions selected.

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August 7-8, 2014

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Agenda

August 7, 2014 (Thursday)

Time	Activity
8-8:30 a.m.	Registration and Continental Breakfast
8:30-10:30 a.m.	Threat and Suicide Risk Assessment: Developing a Proactive and Consistent Approach to Evaluating Risk (3 hour workshop) - Dr. Melissa A. Reeves; Dr. Stephen E. Brock
10:30-10:45 a.m.	Break
10:30 a.m.-noon	Threat and Suicide Risk Assessment: Developing a Proactive and Consistent Approach to Evaluating Risk - Cont'd
12-12:45 p.m.	Lunch
12:45-2:45 p.m.	Advanced Skills in School-Based Crisis Prevention and Intervention (3 hour workshop) - Dr. Melissa A. Reeves; Dr. Stephen E. Brock
2:45-3 p.m.	Break
3-4:15 p.m.	Advanced Skills in School-Based Crisis Prevention and Intervention - Cont'd

August 8, 2014 (Friday)

Time	Activity
8-8:30 a.m.	Registration and Continental Breakfast
8:30-10:30 a.m.	Suicide Assessment & Intervention: Critical Skills for School Psychologists (6 hour workshop) - Dr. Melissa A. Reeves; Dr. Stephen E. Brock
10:30-10:45 a.m.	Break
10:45 a.m.-noon	Suicide Assessment & Intervention: Critical Skills for School Psychologists - Cont'd
12-12:45 p.m.	Lunch
12:45-2:45 p.m.	Suicide Assessment & Intervention: Critical Skills for School Psychologists - Cont'd
2:45-3 p.m.	Break
3-4:15 p.m.	Suicide Assessment & Intervention: Critical Skills for School Psychologists - Cont'd

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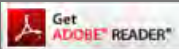
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wspaonline.net



WSPA – 2014 Summer Institute Agenda

Thursday, August 7

8-8:30 a.m.	Registration	<i>Conference Center Lobby</i>
	Continental Breakfast	<i>Mendota Meeting Room</i>
8:30-10:30 a.m.	Threat & Suicide Risk Assessment: Developing a Proactive & Consistent Approach to Evaluation Risk <i>Dr. Melissa A. Reeves; Dr. Stephen E. Brock</i>	<i>Geneva Meeting Room</i>
10:30-10:45 a.m.	Break	<i>Mendota Meeting Room</i>
10:30 a.m.-noon	Threat & Suicide Risk Assessment – Cont’d	<i>Geneva Meeting Room</i>
12-12:45 p.m.	Lunch	<i>Mendota Meeting Room</i>
12:45-4:15 p.m.	Advanced Skills in School-Based Crisis Prevention & Intervention <i>Dr. Melissa A. Reeves; Dr. Stephen E. Brock</i>	<i>Geneva Meeting Room</i>
2:45-3 p.m.	Break	<i>Mendota Meeting Room</i>
3-4:15 p.m.	Advanced Administrative Skills in School-Based Crisis Preparedness and Response Cont’d	<i>Geneva Meeting Room</i>

Friday, August 8

8-8:30 a.m.	Registration	<i>Conference Center Lobby</i>
	Continental Breakfast	<i>Mendota Meeting Room</i>
8:30-10:30 a.m.	Suicide Assessment & Intervention: Critical Skills for School Psychologists <i>Dr. Melissa A. Reeves; Dr. Stephen E. Brock</i>	<i>Geneva Meeting Room</i>
10:30-10:45 a.m.	Break	<i>Mendota Meeting Room</i>
10:30 a.m.-noon	Suicide Assessment & Intervention - Cont’d	<i>Geneva Meeting Room</i>
12-12:45 p.m.	Lunch	<i>Mendota Meeting Room</i>
12:45-4:15 p.m.	Suicide Assessment & Intervention Cont’d	<i>Geneva Meeting Room</i>
2:45-3 p.m.	Break	<i>Mendota Meeting Room</i>
3-4:15 p.m.	Suicide Assessment & Intervention Cont’d	<i>Geneva Meeting Room</i>

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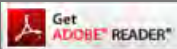
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Speakers



Dr. Melissa A. Reeves obtained her Ph.D. in School Psychology from the University of Denver. She is a nationally certified school psychologist, licensed professional counselor, and licensed special education teacher. Currently she is a Lecturer at Winthrop University (Rock Hill, SC), school psychologist and counselor at a pre-K-12th grade school, and consultant to Department of Defense Educational Activity (DoDEA) schools. She formally worked for the Cherry Creek School District in Colorado and has provided mental health services in day treatment and residential treatment programs. Dr. Reeves is a co-author of the PREPaRE Crisis Prevention and Intervention curriculum and formerly served on the Executive Council of NASP. In addition to responding to various crises over the years, she travels both nationally and internationally training professionals in the areas of crisis prevention and intervention, threat and suicide assessment, the impact of trauma and PTSD on academic achievement, and cognitive-behavioral interventions. She is co-author of three books, two-time recipient of the NASP Presidential Award and NASP Crisis Management Interest Group Award for Excellence, and the Special Friends of ISPA Award by the Illinois School Psychology Association.



Dr. Stephen E. Brock, Ph.D., NCSP, LEP is a Professor and school psychology program coordinator at California State University, Sacramento (CSUS). Before joining the CSUS faculty, he worked for 18 years as a school psychologist with the Lodi Unified School District (Lodi, CA). As a school psychologist, Dr. Brock helped to develop the district's school crisis response protocol, served on an autism specialty team, and specialized in functional behavioral assessment. Dr. Brock's academic work has included study of school-based crisis intervention; system level school crisis response; suicide prevention, intervention, and postvention; ADHD; functional behavioral assessment; violence prevention; threat assessment; reading; PTSD; and autism. His curriculum vitae lists over 200 publications (including 11 book titles) and over 100 invited or refereed state/national conference presentations. He currently serves as the NASP President and is a member of the association's National Emergency Assistance Team, and the PREPaRE Crisis Intervention and

Prevention Workgroup.

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Hotel and Lodging Information

[Madison Marriott West](#)

1313 John Q Hammons Drive, Middleton, Wis.

For reservations: 888.745.2032 and refer to "School Psychologist" for discounted rates.

Room rates:

- \$70, single
- \$99 double

Rooms released Sunday, July 6, 2014, Reservations received after this date will be subject to space availability and at prevailing room rates.

NOTE: All sleeping rooms are subject to occupancy taxes and fees unless paid by an authorized and documented tax exempt organization. Proof of tax exemption must be submitted by fax or email when making a reservation.

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Registration Information

[Register Online!](#)

or [Printable Registration Form](#) (1 page PDF)

Institute Fees:

Two-day:

Members:

- **\$225 Early Bird** registration (before **July 14**)
- **\$250** registration (after July 14)

Non-members:

- **\$290 Early Bird** registration (before **July 14**)
- **\$315** registration (after July 14)

One-day:

Members:

- **\$135 Early Bird** registration (before **July 14**)
- **\$150** registration (after July 14)

Non-members:

- **\$175 Early Bird** registration (before **July 14**)
- **\$190** registration (after July 14)

Cancellation Policy: Substitutions welcome. Full refund less \$50 processing fee two weeks prior to event; No refunds thereafter. Refund requests must be submitted in writing to:

UW-La Crosse Continuing Education and Extension
1725 State St., 205 Morris Hall
La Crosse, WI 54601
FAX: 608.785.6547

For More Information: Continuing Education and Extension, 608.785.6504 or conted@uwlax.edu

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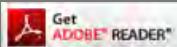
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Graduate Credit Option

One graduate credit is available at a fee of \$125, payable to UW-La Crosse
(This is in addition to the conference fee.)

- **\$125** University Credit (1 GRAD credit)
- **Registration Deadline: August 7**
- [Printable Course Syllabus](#) (2 page PDF)
- [Printable Credit Registration and Application Information](#) (3 page PDF)

For Course Information, Please Contact:

Rob Dixon
WSPA Chair of Professional Development
608.785.6893
rdixon@uwlax.edu

To Register, Please Contact:

Briana Meuer, Credit Coordinator
608.785.6513 or toll free 1.866.895.9233
bmeuer@uwlax.edu

The tuition plateau does not apply to students enrolling in undergraduate or graduate credit courses through the Office of Continuing Education and Extension.

CEUs:

13.5 APA Continuing Education Units/NASP Continuing Professional Development

Certificate in Professional Development - Crisis Preparedness & Response

This Summer Institute was designed to meet the requirements of the WSPA's new certificate in Crisis Preparedness & Response. Further details to achieve this certificate can be found on the WSPA website www.wspaonline.net under Professional Development.

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Certificate in Professional Development - Crisis Preparedness & Response

This Summer Institute is endorsed by the WSPA Mental Health committee to meet the requirements for crisis prevention and intervention training. Further details on the requirements to achieve this certificate can be found on the WSPA website www.wspaonline.net under Professional Development.

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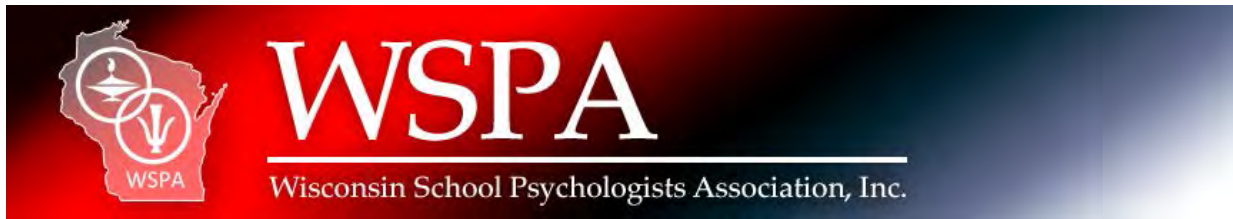
Wisconsin School Psychologists Association, Inc.

Contact Us

Registration and Program Information:

Continuing Education and Extension
University of Wisconsin-La Crosse
1725 State Street, 205 Morris Hall
La Crosse, Wis. 54601
608.785.6504 or toll-free 1.866.895.9233
fax: 608.785.6547
conted@uwlax.edu

The Wisconsin School Psychologists Association is approved by the National Association of School Psychologists to offer continuing education for psychologists. The University of Wisconsin-La Crosse is approved by the American Psychological Association to offer continuing education for psychologists. The Wisconsin School Psychologists Association and the University of La Crosse maintain responsibility for these programs and their content.



Certificate in Professional Development: School Mental Health

To earn a *Certificate in Professional Development: School Mental Health*, you must complete all Foundation Topics for a total of 9 hours. In addition you must complete a minimum of 15 hours in Assessment Topics and 24 hours in Intervention Topics. The complete certificate will reflect 48 hours of coordinated training in school mental health. Professional Development activities to qualify for this certificate must be approved by the WSPA Mental Health Committee. These hours must be completed within a five year period.

1)	Foundation (9 Hours Required)	Hours
	a) Systems Support of School Mental Health (Choose from):	6
	i) Population-Based Mental Health or	
	ii) Learning Supports	
	b) Legal & Ethical Topics related to School Mental Health	3
2)	Assessment Topics (15 Hours Required)	Hours
	a) Screening for School Mental Health Issues	3
	b) DSM-V and Classification	6
	c) Neuropsychology of Psychopathology	6
	d) Progress Monitoring for Mental Health	3
3)	Intervention Topics (24 Hours Required)	Hours
	a) System Interventions to Promote School Mental Health	3
	b) Individual Therapy	9
	c) Group Interventions	9
	d) Crisis Prevention & Intervention	3
	e) Psychopharmacology	6



Wisconsin School Psychologists Association (WSPA) Summer Institute
Marriott Madison West, Madison, WI.
August 7-8, 2014

First Name: _____ Last Name: _____
Employer _____ Title/Occupation: _____
Address: _____ City: _____ State: _____ Zip: _____
Daytime Phone: _____ E-mail address: _____

Registration fee includes breakfast, lunch and refreshment breaks.

WSPA Member Rates:

Early Bird Registration | On or before 7/14/14

\$135 Thursday Only \$_____
\$135 Friday Only \$_____
\$225 Full Institute \$_____

Regular Registration | After 7/14/14

\$150 Thursday Only \$_____
\$150 Friday Only \$_____
\$250 Full Institute \$_____

WSPA Non-Member Rates:

Early Bird Registration | On or before 7/14/14

\$175 Thursday Only \$_____
\$175 Friday Only \$_____
\$290 Full Institute \$_____

Regular Registration | After 7/14/14

\$190 Thursday Only \$_____
\$190 Friday Only \$_____
\$315 Full Institute \$_____

Total: \$_____

Cancellation Policy: Substitutions welcome. Full refund less \$50 processing fee two weeks prior to event; No refunds thereafter. Refund requests must be submitted in writing to: UW La-Crosse Continuing Education and Extension, 1725 State St., 205 Morris Hall, La Crosse, WI 54601 or fax 608.785.6547.

Method of Payment: Check (made payable to UW-La Crosse) MasterCard Visa American Express

Credit Card Number ____/____ CVV

Name as it appears on the card corporation/organization, if corp. or org. card

Special Needs: Please indicate any special needs you may have, including meals:

Return this form along with your method of payment to:
By mail: UW-La Crosse Continuing Education Registration
1725 State St., 205 Morris Hall
La Crosse, WI 54601

By email: conted@uwlax.edu
By fax: 608.785.6547
By phone: 608.785.6504 or 1.866.895.9233
Online: www.uwlax.edu/conted/wspa



Registration implies permission for photos, publicity and inclusion in a participant list, unless Continuing Education and Extension is notified in writing prior to the program.

*Directed Study: School Safety Practices and Intervention
Summer 2014*

Independent Study: SPY 796 Section 700

UW-La Crosse Graduate Credit Registration Form
1 credit fee - \$125

DEADLINE: August 7, 2014

UW-La Crosse online admission application, credit course registration form and payment must all be received by deadline.

First name: _____ Middle Initial: _____ Last Name : _____

Maiden Name: _____

Complete Address: _____

City: _____ State: _____ Zip: _____

Daytime Phone: (____) _____ Home Phone: (____) _____

Fax: _____ Email: _____

Form of \$125 Payment (Circle One):

Cash Check Online Payment

Return this form along with appropriate payment information or check for \$125 made payable to UW-La Crosse to:

UW-La Crosse
Continuing Education
264 Morris Hall
1725 State Street
La Crosse, WI 54601.

If completing payment online through student WINGS account follow instructions on 3rd page.

UWL-Continuing Education/Extension Credit Courses

Online Application Information

Effective 2013-2014

Participants who wish to earn academic credit must be a current or recent student at UW-L to register for a course. Registering for a course requires completion of:

1. Admission to UW-L using the Online Admission Application
2. Signing a course attendance sheet or completing a registration form on the first day of class
3. UW-L tuition payment

When to submit an application for admission

DO NOT SUBMIT an Online Admission Application if taking a:

- **Spring 2014 class and previously completed a fall 2013 class;**
- **Summer 2014 class and previously completed a spring 2014 class**

SUBMIT an Online Admission Application if:

- You do not fall into any of the above categories.

Applying for admission:

1. Complete the [Online Admission Application](#). For assistance completing the Online Admission Application, please contact **UW HELP: 1.800.442.6459** or eapp@learn.uwsa.edu
 - a. Carefully answer initial application questions to ensure appropriate application is submitted:
 - **Applying To:** UW-La Crosse
 - **Are you taking this course for UG or GRAD credit? Reason for Applying?**
 - Graduate courses for personal/professional enrichment
 - Undergraduate courses for personal/professional enrichment
 - **Applying As:** Continuing Education and Extension
 - **Term:** Semester & year you will attend
2. Applicants are required to answer questions about income tax, driver's license history and years voted in elections in order to ensure their application is complete. These questions may not apply to applicants but are required. Please make sure to review your personal information each time you submit an application for admission.
3. **PLEASE DISREGARD** application questions regarding:
 - a. Payment
 - b. Course number or course name
 - c. Narrative on why you want to attend UW-L

Making a Credit/Debit Card or Electronic Check Payment:

1. Go to UW-L Webpage: <http://www2.uwlax.edu/>
2. In drop down box on the UW-L homepage, select Wings. You are now on the WINGS log-in page
3. Follow the instructions below to log into WINGS and make a payment

- **Enrolling at UW-L for the first time?**

Your WINGS Student Center username (UW-L Student ID Number) and password was sent to the **e-mail address listed on your UW-L admission application.**

- Change your WINGS password to something you will remember by following the left menu link **“Change My Password”** once you are logged into WINGS, or go to: <https://secure.uwlax.edu/wingspassword/> .

- **Returning UW-L student?**

Your WINGS Student Center username (UW-L student ID Number) and password was sent to you at the time of your first admission.

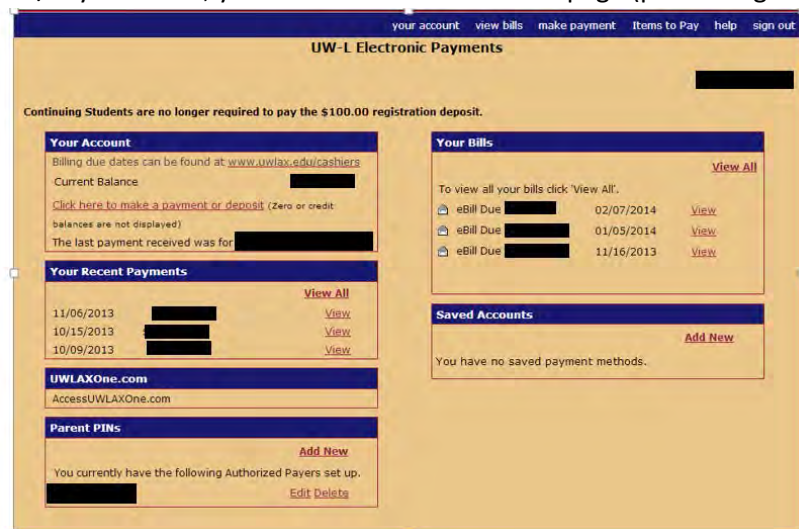
- Click on the following link to obtain your UWL Student ID Number: <https://secure.uwlax.edu/studentid/>
- Once you have your UW-L student ID number, you will find password assistance here: <https://secure.uwlax.edu/password/> -choose the Recover Your Password option and follow the instructions.

The WINGS page is divided into two blocks. In the Upper Left Corner is the small MENU. On the Right side of page are two columns that consist of your STUDENT CENTER. Look here for the column labelled: Finances. It will look like



this:

You now have three options: Make a Deposit/Payment, View my Bill or Grant Access to View/Pay Bill. Click on the Make a Deposit/Payment link; you are at the CashNet homepage (processing center for all La Crosse payments). It will look like



this:

Make a Deposit/Payment:

Click the **“Make Payment”** on the top of the screen. This will take you to the Electronic Payments Screen. Any current charges will be listed in the center of the screen. On the Right Hand side of screen: Click **“Pay Student Bill”** in the categories box. In the middle of the next screen, **“Amount to Pay”** will appear with a blank box. There type the **total** for the class, **deposit** or **other**. Enter the correct amount and select **“Add to Items to Pay”**. On the next screen select **“checkout”**

to do so. Select payment format: credit/debit card or an electronic check. There is a 2.75% charge on all debit and credit cards. Select your option; CashNet will take you through the payment process. You will receive a confirmation email with transaction receipt if your payment is successfully processed.

FAQ:

How do I know which bill to pay?

Double check the due date located on the right of the eBill. **Still unsure?** Click **“View”** to the far right of the eBill to see a breakdown of the charges.

A bill for a class is not an eBill (not a direct University charge). In this case go to: **“Make payment”** (in the blue options bar), select **“Pay Student Bill”** in the categories box on the right side of the screen. Enter the specific amount and complete the payment process.

I did not receive a Receipt for my transaction.

Follow these directions to view your completed transactions: click on **“Your Account”** located in the menu bar at the top of the page. The box labeled **“Your Recent Payments”** shows the three most recent transactions on your account. If your transaction is listed, it was successfully processed. OR: Click on the **“View All”** link in the **“Your Recent Payments”** box to view all payment and refund transactions made on your account through CASHNet. Transactions processed unsuccessfully will not appear in the list. Please be aware that this list only shows transactions made through CASHNet.

I need to cancel a payment.

Contact the Cashiers Office at 608-785-8719 immediately if you wish to cancel a payment made through this site. Payment may only be cancelled depending on when the payment was made and when you contacted the Cashiers Office. Cancelled payments made by a credit card may be subject reserve funds from your available credit by the credit card issuer. If this occurs, the credit card issuer will automatically release the hold on those funds within a few days. For more information, call the phone number on the back of your credit card.

For more questions, use the help option in the options bar within CashNet.

Accessing Grade Reports

Access grade reports and order transcripts through [WINGS](#) Student Center using a valid UW-L username and password. There is no expiration time to access grades as long as you have a valid UW-L username and password.

- Locate the “Academics” tab at top of screen and click on the drop down menu.
- Locate “Other Academic” and select the “Grades” option
- Click the blue circle icon to open the next page
- Choose the semester that you want, click Continue, and your grades will be displayed

In the same dropdown menu you will find links to:

- View an unofficial transcript
- Order an official transcript

Forgot student ID number/Password:

1. Click on the following link to obtain your UWL Student ID Number: <https://secure.uwlax.edu/studentid/>
2. Once you have your UW-L student ID number, you will find password assistance here: <https://secure.uwlax.edu/password/> -choose the Recover Your Password option and follow the instructions.

For application assistance contact: Briana Meuer, Continuing Education, 608.785.6513.

University of Wisconsin-La Crosse
Department of Psychology/School Psychology Program

DIRECTED STUDY:
SCHOOL SAFETY PRACTICES & INTERVENTIONS

SPY 796
(Summer 2014; 1 Credit)

Instructor: Robert J. Dixon, PhD, NCSP Phone: (608) 785-6893
Office: 349A Graff Main Hall Email: rdixon@uwlax.edu

Course Description

This practical workshop trains participants in the skills and strategies for mental health practitioners in the school to prevent and respond to school crises. Using research and practitioner based strategies, participants will learn about threat assessment, suicide assessment and intervention, and advanced skills in school-based crisis prevention.

Relevant DPI Standards Addressed in this Course

Wisconsin Standards for Teacher Development & Licensure:

Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Wisconsin Standards for Pupil Service Development & Licensure:

The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.

Wisconsin Standards for Administrator Development & Licensure:

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Learning outcomes:

Participants will learn how to:

1. Use violence risk interviewing techniques
2. Use interview and other data to determine risk and appropriate response
3. Create safety plans for potentially violent behavior.
4. Develop suicide prevention and intervention programming options
5. Conduct triage procedures for risk assessment and intervention strategies including referrals
6. Use cutting-edge tips on conducting crisis exercises and drills
7. Use strategies for effective communication both during and after a crisis
8. Develop specific strategies for effective recovery after a crisis event.

Assignments

Attendance conference & actively participate (50%)

- Attend the entire conference while in session-complete evaluation sheet

Paper (50%)

- 3-5 page paper on how you are going to apply the concepts learned at the conference to your local education authority (e.g., school or district, etc.). Keep in mind the goals of the conference and the relevant teacher education standards. Spelling and grammar are important components to a well-written paper.

All materials must be completed by August 25. Grades will be formally submitted by September 1.

Grading Procedure

Failure to complete all assignments and tests will result in a course grade of an F. The course letter grades will be determined by your performance across all assignment areas.

93.0-100:	A	70.0-76.9:	C
87.0-92.9:	A/B	60.0-69.9:	D
83.0-86.9:	B	0-59.9:	F
77.0-82.9:	B/C		

Tentative Course Outline (Changes announced in class)

Thursday, August 7th: 8:30 am - 4:15 pm

Friday, August 8th: 8:30 am - 4:15 pm

All Sessions will be held at the Madison Marriott West in Middleton, WI

Selected Resources:

Brock, S.E. & Davis, J. (2007). Best practices in school crisis intervention. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists.

Brock, S.E. & Jimmerson, S.R. (Eds.) (2012). *Best practices in school crisis prevention and intervention (2nd ed.)*. Bethesda, MD: National Association of School Psychologists.

Brock, S.E., Nickerson, A.B., Reeves, M.A., Jimmerson, S.R., Lieberman, R.A., Feinberg, T.A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

SAMPLE DOCUMENTATION OF SUICIDE RISK INTERVENTION

Student Name: _____ Date: _____

Date of Birth: _____ Grade: _____ Gender: m f
Ethnicity: American Indian ___ Asian ___ Black ___ White ___ Hispanic ___
Special Education: y n Disability Category: _____
School: _____

Form completed by: _____
(must be school psychologist, social worker &/or counselor)

Referred by: _____

Reason for Assessment: _____

Required Actions:

Suicide assessment team process implemented

Participants: minimum of 2 staff members must be part of the assessment team.

Team must include mental health &/or counselor. All participants must initial.

<u>Name</u>	<u>Position</u>	<u>Initial</u>
-------------	-----------------	----------------

Mental health/counselor contact with student

Student supervised until released

Student released

To parent _____ Transported by: _____

Therapist _____ Transported by: _____

ER/hospital _____ Transported by: _____

Other _____

Returned to class (low risk only and w/ parent permission) _____

Parents notified Time: _____ Spoke to: _____

Referrals given to parents

Discussion of home safety/supervision (access to weapons, drugs, Rx's, etc.)

"Tips for Keeping Your Child Safe" provided to parent

Outpatient therapist/MD notified (if applicable)

Other _____

SAMPLE DOCUMENTATION OF SUICIDE RISK INTERVENTION

Safety plan and supportive measures:

Level of concern: low medium high

Safety plan was established with student school family

No harm to self contract: _____

Identified supports at school:
1. _____
2. _____

Emergency resources/supports (if after school hours):
1. _____
2. _____

Outpatient resources given:
1. _____
2. _____

Participation in community-based services:
Name of outpatient therapist _____
Number of op therapist: _____
 Release of information signed

Participate in school-based program: _____

Other _____

Follow-up plan:

Follow-up plan will be coordinated with parents by:
 counselor mental health administrator
 other: _____

School contact person: _____ **Phone:** _____

Plan: _____

Other comments/concerns:

- Keep original in a confidential centralized location within building.**
- Document “Code SRI-__ (Level=L, M, H)” and date in student’s health record.**
- Give/send copy of this report to parent(s)/guardian(s).**
- Provide parent with “Tips for Keeping Your Child Safe”.**

Suicide Assessment & Intervention: Critical Skills for School Psychologists

Stephen E. Brock, Ph.D., NCSP, LEP
California State University – Sacramento
brock@csus.edu

Melissa A. Reeves, Ph.D., NCSP, LPC
Winthrop University, Rock Hill, SC
mereev@aol.com or reevesm@winthrop.edu

Wisconsin School Psychologists Association Summer Institute
August 8, 2014



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Workshop Objectives

- Participants will learn:
 - how to establish a consistent school- or district-wide approach to suicide risk assessment.
 - the critical factors contributing to risk to include current statistics and early identification of warning signs
 - best practice guidelines as established by prior legal cases
 - primary prevention strategies to break the code of silence
 - about a variety of risk assessment models that guide risk assessment procedures
 - strategies for interventions and postvention
 - strategies for working with difficult parents
 - from case study examples and shared forms that illustrate the risk assessment process

2

Workshop Outline

Introduction

- Legal Issues
- Suicide Assessment: Self-Directed Violence
 - Suicide Statistics
 - Primary Prevention of Youth Suicide
 - Risk Assessment
- Referral & Postvention
- Conclusion

3

Myths and Facts Quiz: Suicide

(True or False)

1. If you talk to someone about their suicidal feelings you will cause them to commit suicide.
2. When a person talks about killing himself, he's just looking for attention. Ignoring him is the best thing to do.
3. People who talk about killing themselves rarely commit suicide.
4. All suicidal people want to die and there is nothing that can be done about it.
5. If someone attempts suicide he will always entertain thoughts of suicide.
6. Once a person tries to kill himself and fails, the pain and humiliation will keep him from trying again.

Giffen, Mary, M.D. and Carol Felsenthal. *A Cry For Help*. Doubleday and Col., 1983. Miller, Merv. *Training Outline for Suicide Specialists*. The Center for Information on Suicide. San Diego, California, 1980.

Staff Development & Training: General Staff

- General Staff Procedures & Awareness Training
 - All school staff members are responsible for recognizing warning signs and knowing the referral procedure to report concerns whenever warning signs are displayed.
- Clear reporting procedures with common language
- Staff know all reporting procedures for:

•Bullying	•Harassment
•Suicide risk	•Violence or danger concerns
•Child abuse & neglect	•Substance abuse
•Sexual assault	•Cyber/internet/texting concerns

5

What is Risk Assessment?

- A process for assessing, intervening and managing a threat.
- The process is centered upon analysis of facts and evidence.
- Focuses on actions, communications, and specific circumstances that might suggest an intent to commit a violent act.
- It also includes developing an intervention plan.

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6 Principles of Risk Assessment

1. Targeted violence or threat to self is end result of an understandable process of thinking & behavior
2. Stems from interaction between individual, situation, setting, & target
3. An investigative, skeptical, inquisitive mindset is needed.
4. Based on facts, rather than characteristics or traits
5. "Integrated systems approach" is best
6. Investigate if **poses** a threat, not whether he/she made a threat

US Secret Service & US Dept. of Ed. (2002)

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Principles of use

- Principles to avoid misuse of risk assessment for violence.
 - Do no harm (keep information confidential and use signs to identify the need for interventions, rather than as a punishment tool).
 - Understand that many students show multiple signs and it is important not to overreact.
 - Avoid stereotypes and labeling.
 - View student behavior within a developmental and culturally appropriate context.
 - Developmentally typical behavior should not be misinterpreted

Adapted from Dwyer, Osher, & Warger (1998)

8

4 Elements to Effective Risk Assessment

1. Establish authority and leadership to conduct an inquiry
2. Develop a multidisciplinary district and/or school based team and provide ongoing training
3. Establish integrated and interagency systems relationships to respond to safety concerns
4. Provide awareness training to students, staff, parents, and community regarding warning signs and reporting procedures

Colorado School Safety Resource Center (2011)

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Risk Assessments Provide:

- Teaming process
- Descriptive information [Action Flow Chart](#)
- Common language
- Level of concern
- Documentation
- Safety planning for reducing risk
 - discipline/consequences
 - monitoring
 - skill development
 - relationship building

Dr.'s Linda Kanan and Ron Lee, 2005

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Staff Development & Training: Risk Assessment Team

- **Trained** multi-disciplinary Risk Assessment Team
 - Conducting risk/danger assessments - A **TEAM** process
 - Administrator, School Disciplinary/Safety Personnel, Mental Health (School Psychologist, Counselor, Social Worker)
 - Other potential members: teachers, coach, nurse, Sp.Ed...
 - Moderate to serious risk of directed violence suspected, include law enforcement in the evaluation and investigation
 - Risk level is a team decision!
- Select a "Risk Assessment Team Leader"
 - Initial threats/concerns reported to this person to activate process
 - Responsible for coordinating process and ensuring collaboration
 - Have back-up team leader identified
- Focus on determining level of risk & appropriate interventions
- Document, document, document!!!

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Inquiry versus Investigation

- Inquiry should be initiated when information about a student's behavior and communications passes an agreed-upon threshold of concern.
 - Conducted by school team
- Investigation is initiated when potential threat is serious (substantive)
 - Conducted by police with school involvement in providing info

The central question in a threat assessment inquiry or investigation is whether a student **poses a threat, not whether the student has **made a threat.**"**

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Workshop Outline

- Introduction
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Legal Issues: U.S. Constitution

- **1st Amendment:** Freedom of speech
 - **Not** entitled to protection:
 - fighting words, obscenity, and defamation
 - Student speech which causes substantial disruption or material interference with school activities or invades rights of others
 - **"true threat"**
- **4th Amendment:** Unreasonable search & seizure
 - Reasonable suspicion
 - Scope of search reasonably related to objective and not excessively intrusive

Hutton, T. (2007) - National Assoc. School Boards

Legal Issues: U.S. Constitution

- **14th Amendment:** Due process and equal protection
 - Action must be related to school's interest in protecting students or maintaining order in school
 - Failure to adopt and implement adequate safety measures can be grounds for tort claim in event of school violence
 - Avoid discriminatory practices
 - IDEA guidelines
- **Tort Claim** (under state law): negligence claim for failure to intervene

Hutton, T. (2007) - National Assoc. School Boards


Legal Issues: Family Educational Rights and Privacy Act (FERPA) of 1974

- Applies to educational records - New Exception (December 2008): 34 CFR § 99.36
 - May disclose information to appropriate parties without consent when knowledge of information is necessary to protect the health and safety of a student or other individual, if there is a significant and articulable threat to the health and safety of an individual.
 - Must be directly related to a threat of actual, impending, or imminent emergency
- Prior Exceptions allowed
 - Educational Agencies and Institutions may share information from educational records of at-risk or delinquent youth
 - Court order/subpoena or criminal investigations
 - School officials where students is enrolled or seeks to enroll

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Legal Issues: Duty to Warn

- When a student is a danger to self or others there is a duty to warn.
 - Tarasoff v. Regents of the University of California



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Legal Issues: Foreseeability & Negligence

- If a child writes or talks in a threatening manner, adults should be able to *foresee* potential safety issues.
- It is *negligent* on the part of the school not to notify parents or guardians or potential victim when students are known to be dangerous.
- It is also *negligent* not to supervise the student closely.
- *Negligent* to not provide staff training in regards to identification, reporting, intervening/supervision, and parent notification

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Legal Issues: Suicide

- **Rogers v. Christina School District, 2013**
 - Delaware Supreme court ruled that the school district is not liable under the state's Wrongful Death Statute for a suicide that occurred off campus; however the parents have a valid negligence per se claim against the district for failure to notify parent/guardian of the student's crisis situation
- **Wagon Mound Public Schools, District of New Mexico, 1998**
 - Must notify parents when child suicidal, and train school officials to handle violent/suicidal students
- **Wyke V. Polk County School Board, 1997**
 - School districts must offer suicide prevention programs, adequate supervision of suicidal students, and notify parents when children are suicidal.
- **Eisel V. Board of Education of Montgomery County, 1991**
 - Even if student a denies suicidal intent, and collaborative teams suspects otherwise--obligation is to notify parents.
- **Kelson v. The City of Springfield, 1985**
 - Held that parent of a deceased child could bring action against the school because his death allegedly resulted from inadequate staff training in suicide intervention.

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Bullying/Cyberbullying – New Issues, Few Answers

- In past year, multiple suicides across country allegedly linked to bullying
- 49 states have anti-bullying legislation and require a school policy (exception: Montana)
 - 20 include cyberbullying; 48 include electronic harassment
 - Fewer than ½ offer guidance on if schools can intervene (especially if outside schools hrs.)
- Balancing act of free speech, school searches, and safety
 - Supreme Court has not addressed student online speech
- Court rulings have not been consistent

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Analysis of State Bullying Laws and Policies*, Washington, D.C. 2011; http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws.pdf

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Legal Issues

- DOCUMENT, DOCUMENT, DOCUMENT!!!!
- Make appropriate referrals!
- Secure assistance from others!
- Involve parents!

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Legal Issues:

Establish a Clear District-Wide Policy

- Specific, well-articulated procedures for exploring allegations of actual or potential violence/self-harm.
 - Require prompt, discrete, and responsible action on the part of school officials.
- The policy should include protocols for:
 - Assigning and training the risk assessment team
 - Evaluating and interviewing the potential offender
 - Notifying and working with parents
 - Interviewing other students and staff
 - Determining the level of intervention required
 - Bringing in additional professionals (e.g., mental health, social service, law enforcement)
 - Providing follow-up observation and services
 - Responding to media should the need arise

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Workshop Outline

- Introduction
- Legal Issues
- Suicide Assessment: Self-Directed Violence
 - **Suicide Statistics**
 - Primary Prevention of Youth Suicide
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- Referral & Postvention
- Conclusion

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National Youth Suicide Statistics

- **Third** leading cause of death among 10-14 year olds in 2010 ($N = 267$; 1.29:100,000).
 - 7 suicides in 2010 among children under 10 years.
- **Third** leading cause of death among 15-19 year olds in 2010 ($N = 1,659$; 7.53:100,000).



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CDC (2014). http://www.cdc.gov/injury/wisqars/fatal_injury_reports.html

National Youth Suicide Statistics

- 2013 YRBS¹
 - **17.0%** of high school students reported having seriously considered suicide.
 - **13.6%** reported having made a suicide plan.
 - **8.0%** of high school students reported having attempted suicide.
 - **2.7%** indicated that the attempt required medical attention.
- 100 to 200 attempts for each completed youth suicide.
 - vs. 4 attempts for each completed suicide among the elderly.²

¹Kann, L. et al. (2014, June 13). Youth Risk Behavior Surveillance — United States, 2013. *Morbidity and Mortality Weekly Report*, 63(SS-04), 1-168. Retrieved from http://www.cdc.gov/mmwr/preview/mmwrhtml/ss6304a1.htm?cid=ss6304a1_e
²McIntosh, J.L. (2012, September). *USA suicide: 2008 final data*. Washington, DC: American Association of Suicideology. Retrieved from http://www.suicideology.org/e/document_library/get_file?folderId=262&name=DLEF-636.pdf

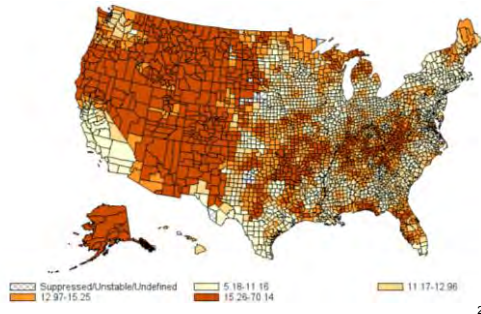
Other 2010 Suicide Facts

- 52.5% of suicides are by firearms.
 - Suicide by firearms rate = 6.28: 100,000
 - N = 19,392
 - States with a higher percentage of homes with firearms, tend to have higher rates of suicide by firearm (r = .78).
- 40% of youth (15-19 yrs.) suicides are by firearms
 - Youth suicide by firearms rate = 3.03: 100,00
 - N = 668
- Total number of deaths 2010 (N = **38,364**; 12.4: 100,000)
 - 10th leading cause of death
 - **Highest rate in 22 years (1988 rate = 12.44).**
- More men die by suicide
 - 3.72 male suicides (N = **30,277**) for each females suicide (N = **8,087**)
 - 3 female attempts for each male attempt

Brock et al. (2013). CDC (2013). http://www.cdc.gov/injury/wisqars/fatal_injury_reports.html
 McIntosh & Drapeau (2012, September)

US Suicide Rates by County

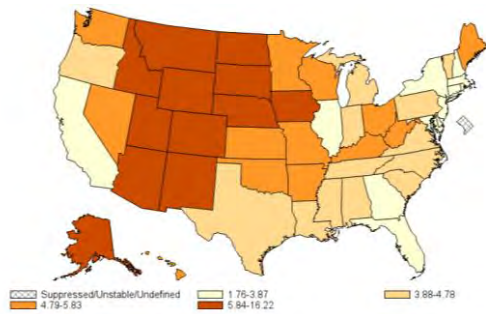
Smoothed, Age-adjusted Suicide Rates per 100,000 population, by County, United States, all ages, 2004-2010



Source: http://www.cdc.gov/violenceprevention/suicide/statistics/suicide_map.html

US Suicide Rates by County

Age-adjusted Suicide Rates per 100,000 population, by State, United States, Ages 10-19 years, 2004-2010



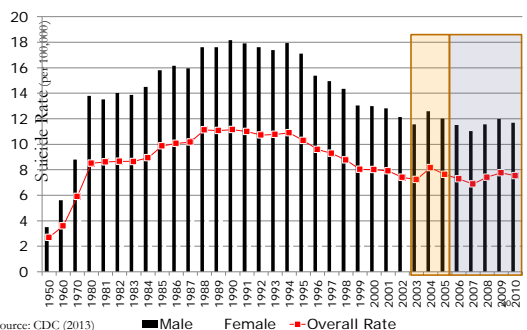
Source: http://www.cdc.gov/violenceprevention/suicide/statistics/suicide_map.html

Suicide Rates by State (2011 Final Data)

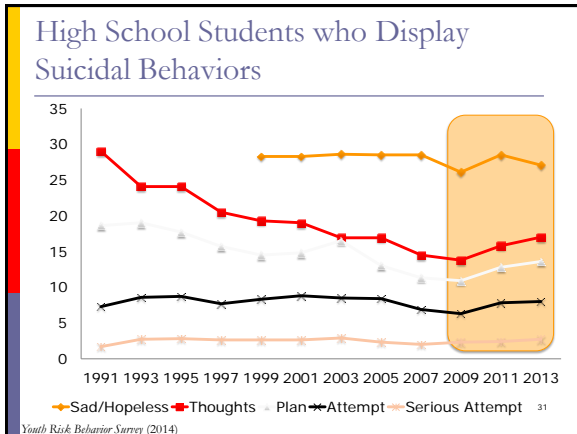
Rank	State	#	Rate
1.	Wyoming	132	23.3
2.	Montana	232	23.6
3.	New Mexico	420	20.2
4.	Alaska	143	19.8
5.	Vermont	120	19.15
6.	Nevada	516	19.0
7.	Oklahoma	693	18.3
8.	Arizona	1,060	18.0
10.	Colorado	913	17.8
10.	Utah	502	17.8
32.	Wisconsin	745	13.0
National Total		38,364	12.4

Firearms Regulations: *Minimal, **Moderate, ***Maximum (Sterzer, 2012); Source: CDC (2012)

USA Suicide Rates Since 1950-2010 (15-19 yrs)



Source: CDC (2013)



- ### Workshop Outline
- Introduction
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 - Conclusion
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Suicide Prevention:

Preventing Suicide: A Toolkit for High Schools

Substance Abuse and Mental Health Services Administration. (2012). *Preventing suicide: A toolkit for high schools*. HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Author. Retrieved from <http://store.samhsa.gov/shin/content//SMA12-4669/SMA12-4669.pdf>

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Primary Prevention:

Suicide Prevention Policy

It is the policy of the Governing Board that all staff members learn how to recognize students at risk, to identify warning signs of suicide, to take preventive precautions, and to report suicide threats to the appropriate parental and professional authorities.

Administration shall ensure that all staff members have been issued a copy of the District's suicide prevention policy and procedures. All staff members are responsible for knowing and acting upon them.

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Primary Prevention:

Suicide Prevention Curriculum

- SOS: Depression Screening and Suicide Prevention
 - "The main teaching tool of the SOS program is a video that teaches students how to identify symptoms of depression and suicidality in themselves or their friends and encourages help-seeking. The program's primary objectives are to educate teens that depression is a treatable illness and to equip them to respond to a potential suicide in a friend or family member using the SOS technique. SOS is an action-oriented approach instructing students how to **ACT** (**A**cknowledge, **C**are and **T**ell) in the face of this mental health emergency."
 - Evidenced based!

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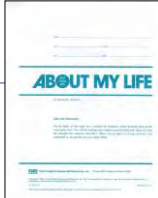
Primary Prevention:

Suicide Prevention Screening

- SOS: Depression Screening and Suicide Prevention
 - The *Brief Screen for Adolescent Depression* (BSAD) is a 7-question screening tool that reinforces the information students receive regarding depression through the video and educational materials. Screenings can be administered anonymously. Forms are available in English and Spanish.
 - Following the video and/or screening, schools should provide an opportunity for students to talk further with a school professional.

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Primary Prevention: Suicide Prevention Screening



- School-wide Screening
 - Very few false negatives
 - Many false positives
 - Requires second-stage evaluation
- Limitations
 - Risk waxes and wanes
 - Principals' view of acceptability
 - Requires effective referral procedures
- Possible Tool
 - Suicidal Ideation Questionnaire
 - Author: William Reynolds
 - Publisher: Psychological Assessment Resources

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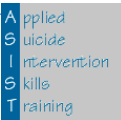
Primary Prevention: Gatekeeper Training

- Training natural community caregivers
 - (e.g., Applied Suicide Intervention Skills Training)
- Advantages
 - Reduced risk of imitation
 - Expands community support systems
- Research is limited but promising
 - Durable changes in attitudes, knowledge, intervention skills

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Primary Prevention: Suicide Prevention: Gatekeeper Training

A Specific Training Program:



- Applied Suicide Intervention Skills Training
 - Author: Ramsay, Tanney, Tierney, & Lang
 - Publisher: LivingWorks Education, Inc
 - 1-403-209-0242
 - <http://www.livingworks.net/>
- Since 1985, ASIST has been delivered to over one million caregivers in more than 10 countries. Today 5,000 registered trainers deliver ASIST around the world. ASIST is a recognized exemplary program (CDC, 1992). The program has been evaluated by more than 15 independent evaluations.
- Training for Trainers is a five-day course that prepares local resource persons to be trainers of the ASIST workshop. Around the world, there is a network of 1000 active, registered trainers.

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Primary Prevention: Suicide Prevention & Crisis Hotlines

- Rationale
 - Suicidal ideation is associated with crisis
 - Suicidal ideation is associated with ambivalence
 - Special training is required to respond to "cries for help"
- Likely benefit those who use them
- Limitations
 - Limited research regarding effectiveness
 - Few youth use hotlines
 - Youth are less likely to be aware of hotlines
 - Highest risk youth are least likely to use


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Suicide Prevention: Suicide Prevention & Crisis Hotlines

**Washington Unified School District
Suicide Help Card**

- Stay with the person - you are their lifeline!
- Listen, really listen. Take them seriously!
- Get, or call help immediately!

24 Hour Crisis Helpline
(530) 666-7778 (Woodland)
(530) 756-5000 (Davis)



**NATIONAL
SUICIDE
PREVENTION
LIFELINE**
1-800-273-TALK (8255)
suicidepreventionlifeline.org

Suicide Help Card


If someone you know threatens suicide, talks about wanting to die, shows changes in behavior, appearance, or mood, abuses drugs or alcohol, deliberately injures themselves, appears depressed, sad, or withdrawn...

You can help by staying calm and listening, being accepting and not judging, asking if they have suicidal thoughts, taking threats seriously, and not swearing secrecy - tell someone!

Get help. You can't do it alone: Yolo County Mental Health Mobile Crisis Unit/Suicide Prevention Counseling (916) 357-6350

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Suicide Prevention: Risk Factor Reduction



- Media Education
- Postvention
- Skills Training
- Restriction of Lethal Means
 - $r = .76$ (% of firearms in home & suicide rate)
 - $r = .56$ (% of firearms in home & youth suicide rate)
 - States with a higher percentage of firearms in the home tend to have higher suicide rates.
 - Wyoming has the most homes with guns (62.8%) and has the highest suicide rate (23.24 per 100,000).
 - Washington, D.C. has the fewest homes with guns (5.2%) and has the lowest suicide rate (6.81 per 100,000).

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Workshop Outline

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 - Risk Assessment
- Referral & Postvention
- Conclusion

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Risk Assessment & Referral:

Risk Factors for Suicide

- Psychopathology
 - Associated with 90% of suicides
 - Prior suicidal behavior the best predictor
 - Substance abuse increases vulnerability and can also act as a trigger
- Familial
 - History
 - Stressor
 - Functioning

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Risk Assessment & Referral:

Risk Factors for Suicide

- Biological
 - Reduced serotonergic activity
- Situational
 - 40% have identifiable precipitants
 - A firearm in the home
 - By themselves are insufficient
 - Disciplinary crisis most common

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Risk Assessment & Referral:

Risk Factors for Suicide

- Adolescence and late life
- Divorced, separated, or single marital status
- Bisexual or homosexual gender identity
- Early loss or separation from parents
- Criminal behavior
- Family history of suicide
- Cultural sanctions for suicide
- Hallucinations
- Delusions
- Homicide
- Disposition of personal property
- Hopelessness
- Hypochondriasis

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Risk Assessment & Referral:

Warning Signs for Suicide

- Verbal
 - Most individuals give verbal clues that they have suicidal thoughts.
 - Clues include direct ("I have a plan to kill myself") and indirect suicide threats ("I wish I could fall asleep and never wake up").
- Behavioral

APA/MTV Fight for Your Rights:
"Warning Signs" Video



Risk Assessment & Referral:

Verbal Warning Signs of Suicide

1. "Everybody would be better off if I just weren't around."
2. "I'm not going to bug you much longer."
3. "I hate my life. I hate everyone and everything."
4. "I'm the cause of all of my family's/friend's troubles."
5. "I wish I would just go to sleep and never wake up."
6. "I've tried everything but nothing seems to help."
7. "Nobody can help me."
8. "I want to kill myself but I don't have the guts."
9. "I'm no good to anyone."
10. "If my (father, mother, teacher) doesn't leave me alone I'm going to kill myself."
11. "Don't buy me anything. I won't be needing any (clothes, books)."

Risk Assessment & Referral:
Behavioral Warning Signs of Suicide

1. Writing of suicidal notes
2. Making final arrangements
3. Giving away prized possessions
4. Talking about death
5. Reading, writing, and/or art about death
6. Hopelessness or helplessness
7. Social Withdrawal and isolation
8. Lost involvement in interests & activities
9. Increased risk-taking
10. Heavy use of alcohol or drugs

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Risk Assessment & Referral:
Behavioral Warning Signs of Suicide

(cont.)

11. Abrupt changes in appearance
12. Sudden weight or appetite change
13. Sudden changes in personality or attitude
14. Inability to concentrate/think rationally
15. Sudden unexpected happiness
16. Sleeplessness or sleepiness
17. Increased irritability or crying easily
18. Low self esteem

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Risk Assessment & Referral:
Behavioral Warning Signs of Suicide

(cont.)

19. Dwindling academic performance
20. Abrupt changes in attendance
21. Failure to complete assignments
22. Lack of interest and withdrawal
23. Changed relationships
24. Despairing attitude

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Asking the “S” Question

Suicide Warning Signs

+

Risk Factors =

need to conduct a suicide risk assessment.

- A risk assessment begins with asking if the student is having thoughts of suicide.

Identification of Suicidal Intent

- Be direct when asking the “S” question.
 - **BAD**
 - *You’re not thinking of hurting yourself, are you?*
 - **Better**
 - *Are you thinking of harming yourself?*
 - **BEST**
 - *Sometimes when people have had your experiences and feelings they have thoughts of suicide. Is this something that you’re thinking about?*

Risk Assessment and Referral:
Predicting: Current Factors (CPR++)

- **C**urrent plan (greater planning = greater risk).
 - *How* (method of attempt)?
 - *How soon* (timing of attempt)?
 - *How prepared* (access to means of attempt)?
- **P**ain (unbearable pain = greater risk)
 - How desperate to ease the pain?
 - Person-at-risk’s perceptions are key
- **R**esources (more alone = greater risk)
 - Reasons for living/dying?
 - Can be very idiosyncratic
 - Person-at-risk’s perceptions are key

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Ramsay, Tanney, Lang, & Kinzel (2004)

Risk Assessment and Referral: Predicting: Historical Factors (CPR++)

- (+) Prior Suicidal Behavior?
 - of self (40 times greater risk)
 - of significant others
 - An estimated 26-33% of adolescent suicide victims have made a previous attempt (American Foundation of Suicide Prevention, 1996).
- (+) Mental Health Status?
 - history mental illness (especially mood disorders)
 - linkage to mental health care provider

Ramsay, Tanney, Lang, & Kinzel (2004)

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Suicide Risk Assessment Summary Sheet *Summary Sheet*

Instructions: When a student acknowledges having suicidal thoughts, use as a checklist to assess suicide risk. Items are listed in order of importance to the Risk assessment.

	Risk present, but lower	Medium Risk	Higher Risk
1. Current Suicide Plan			
A. Details	___ Vague	___ Some specifics	___ Well thought out
B. How prepared	___ Means not available	___ Has means close by	___ Has means in hand
C. How soon	___ No specific time	___ Within a few days or hours	___ Immediately
D. How (Lethality of method)	___ Pills, slash wrists	___ Drugs/alcohol, car wreck	___ Gun, hanging, jumping
E. Chance of intervention	___ Others present most of the time	___ Others available if called upon	___ No one nearby, isolated
2. Pain	___ Pain is bearable	___ Pain is almost unbearable	___ Pain is unbearable
	___ Wants pain to stop, but not desperate	___ Becoming desperate for relief	___ Desperate for relief from pain
	___ Identifies ways to stop the pain	___ Limited ways to cope with pain	___ Will do anything to stop the pain
3. Resources	___ Help available; student acknowledges that significant others are concerned and available to help	___ Family and friends available, but are not perceived by the student to be willing to help	___ Family and friends are not available and/or are hostile, suspicious, embarrassed
4. Prior Suicidal Behavior of...			
A. Self	___ No prior suicidal behavior	___ One previous low lethality attempt; history of doses	___ One of high lethality, or multiple attempts of moderate lethality
B. Significant Others	___ No significant others have engaged in suicidal behavior	___ Significant others have recently attempted suicidal behavior	___ Significant others have recently committed suicide
5. Mental Health			
A. Coping behaviors	___ History of mental illness, but not currently considered mentally ill. Daily activities continue as usual with little change	___ Mentally ill, but currently receiving treatment	___ Mentally ill and not currently receiving treatment
B. Depression	___ Mild; feels slightly down	___ Some daily activities disrupted; disturbance in eating, sleeping, and schoolwork	___ Gross disturbances in daily functioning
C. Medical status	___ No significant medical problems	___ Moderate; some moodiness, sadness, irritability, loneliness, and decrease of energy	___ Overwhelmed with hopelessness, sadness and feelings of helplessness
D. Other Psychopathology	___ Stable relationships, personality, and school performance	___ Acute, but short-term, or psychosomatic illness	___ Chronic debilitating, or acute catastrophic, illness
	___ Stable relationships, personality, and school performance	___ Recent acting-out behavior and substance abuse; acute suicidal behavior in stable personality	___ Suicidal behavior in unstable personality; emotional disturbance; repeated difficulty with peers, family, and teacher
6. Stress	___ No significant stress	___ Moderate reaction to loss and environmental changes	___ Severe reaction to loss or environmental changes
Total Checks			

Interviewing the Suicidal Student

- Initial 3/4 of intervention is active listening
- Final 1/4 is being active in taking control, being the "expert"
- Try to change at least one thing for student
 - Pick one current stress that is easy and quick to change
 - This can give student hope
- Direct emotional traffic

Interviewing the Suicidal Child

- 8 categories to assess:
1. Suicidal fantasies or actions
 2. Concepts of what would happen
 3. Circumstances at the time of the child's suicidal behavior
 4. Previous experiences with suicidal behavior
 5. Motivations for suicidal behaviors
 6. Experiences and concepts of death
 7. Depression and other affects
 8. Family and environmental situations

Pfeffer (1986)

[Handout: Suicide Assessment Questions](#)

Interviewing the Suicidal Child

Elements of interview:

1. Engagement
2. Identification – suicidal ideation
3. Inquiry –
 - plan, level of pain (physical & emotional), prior suicidal behavior, history mental illness
4. Assessment – determine level of risk and consult
5. Prior Behavior
6. Resources

Brock & Sandoval (1996); Brock, Sandoval, & Hart (2006)

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Interviewing the Suicidal Student

- **Ask about:**
 - Background information/prior attempts
 - Be aware of the "underground of information"
 - This may be best chance to find out accurate info
 - Contagion
 - Who has influenced this situation
 - Who is this situation influencing

Interviewing the Suicidal Student

- Be direct
- Explore current stresses (school, home, community)
 - Look for evidence of tunnel vision, hopeless/despair, free-floating rage
 - Look for impulsiveness, drug/alcohol use, behavior problems in school
 - Look for all risk factors
 - Look for evidence of a plan, practice behavior



Interviewing the Suicidal Student

- Explore current resources, strengths, contraindications
- Contraindications can include
 - Support system (even if unrecognized)
 - Ability to see options and problem-solve
 - Can do cognitive rehearsal, some flexibility
 - Level of self-esteem, future thinking
 - Can connect with intervener
 - Urge situation specific

Interviewing the Suicidal Student

- "Who else do you know that's done/thought about this?"
- "Who else have you told?"
 - May need immediate interviews
- Check status of siblings, best friends, relatives
- Look for suicide pacts

Interviewing the Suicidal Student

- Be aware of personal space, usually close physically to student
- Don't use rapid-fire style of questioning
- Ask "How do you survive, take care of yourself?"
- Goals: find out information, establish therapeutic relationship, clarify their thinking

Interviewing the Suicidal Student

- Is self-injurious or threatening behavior a possibility?
 - Communication of intent
 - Lack of impulse control
 - Mismatch of youth and environment
 - Dramatic change of affect
- Might the urge to injure self be acted upon?
 - Is there a plan, what is goal of plan
 - Degree of impulsivity
 - Previous history/attempts

Interviewing the Suicidal Student

- How imminent is the possibility of action?
 - Sense of urgency-lack of control
 - Accessibility to a method
 - Is the method in character
 - A note written
- Are there contra-indications to the action
 - Support system, self-esteem
 - Seeing options, cognitive rehearsal, flexibility

Interviewing the Suicidal Student

- Tell student you will need to contact parent
 - At end of interview
 - If student asks earlier, don't lie
 - "My job is to keep you safe"
- Judge student reaction
 - Get student input on how to do this (not whether)
 - This leaves some control for student

Standardized Risk Screening Tools

- Beck Scale for Suicidal Ideation (BSI)
 - 21 item self-report for adolescents
 - Best to detect and measure severity of ideation
 - One of the only scales to assess between active and passive ideation
 - <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8018-443&Mode=summary>
- Suicidal Ideation Questionnaire (SIQ)
 - Severity or seriousness of ideation (Reynolds)
 - Two version for 7-9th and 10-12th grades
 - Draw-back: No item regarding past or current suicide attempts
 - <http://www4.parinc.com/Products/Product.aspx?ProductID=SIQ>

Workshop Outline

- Introduction
- Legal Issues
- Threat Assessment: Other-Directed Violence
 - Violence Statistics
 - Primary Prevention of School Violence
 - Risk Assessment
- Suicide Assessment: Self-Directed Violence
 - Suicide Statistics
 - Primary Prevention of Youth Suicide
 - Risk Assessment
- Referral & Postvention
- Conclusion

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Referral

- Whenever a student judged to have some risk of engaging in other- or self-directed violence, a school-based mental health professional should conduct a risk assessment and make the appropriate referrals.



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Referral

1. Identify self-harm thoughts.
2. Conduct a risk assessment and make appropriate referrals.
 - a) Consult with fellow school staff members regarding the risk assessment and referral options.
 - b) Consult with County Mental Health regarding the risk assessment and referral options.
 - c) As indicated, consult with local law enforcement about referral options.

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Referral

3. Use risk assessment information and consultation guidance to develop an action plan.

Action plan options are as follows:

 - A. Extreme Risk**
 - If the student has the means of self-harm expressed then follow the *Extreme Risk Procedures*.
 - B. Crisis Intervention Referral**
 - If the student's risk of harming self or is judged to be moderate to high, but means of self-harm are not at hand, then follow the *Crisis Intervention Referral Procedures*.
 - C. Mental Health Referral**
 - If the student's risk of harming self is judged to be low and means of violence are not at hand, then follow the *Mental Health Referral Procedures*.

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Referral

A. Extreme Risk

- i. Have school administration call the police and/or mental health.
- ii. If it is judged safe to do so, attempt to calm the student by talking and reassuring him or her until the police arrive.
- iii. If it is judged safe to do so, continue to request that the student relinquish the means his or her threatened act of self-harm (if applicable) and try to prevent the student from harming self.
- iv. Call the parents and inform them of the actions taken.

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Referral

B. Crisis Intervention Referral

- i. Determine if the student's distress is the result of parent or caretaker abuse, neglect, or exploitation.
- ii. Meet with the student's parents or caregivers.
- iii. Determine what to do if the parents or caregivers are unable or unwilling to assist with the crisis.
- iv. Make appropriate referrals.

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Referral

C. Mental Health Referral

- i. Determine if the student's distress is the result of parent or caretaker abuse, neglect, or exploitation.
- ii. Meet with the student's parents or caregivers.
- iii. Make appropriate referrals.
- iv. Protect the privacy of the student and family.
- v. Follow-up with the referral resources (e.g., hospital or clinic).

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Referral

□ Small group discussion

- In small groups discuss the following:
 1. Identify the specific referral procedures that are already in place in your school(s).
 2. Discuss how you might go about improving these referral mechanisms.

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Informing the Parents

- Must inform parents/guardians
- Document phone call/meeting
- Evaluate parent's response
 - If damaging to child, report to child welfare and/or local police
- Parents refusing to acknowledge homicidal suicidal thoughts/actions -
 - Threat - call police
 - Suicide - can report as medical neglect
- Police can take legal custody, protective custody, or custody with an involuntary mental health hold
- Should still inform parent if feel threat is not serious
 - Actively seek additional information

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Monitoring Measures

- Check-in/check-out
- Random checks
- Track attendance
- Modify schedules (reduce free, unsupervised time)
- "No contact" agreements
- Community agency involvement
- Communication between staff, parents, and others
- Probation, parole, tracker, ankle monitors
- Review student's response to monitoring
- Fade monitoring as appropriate

Kanan & Lee, 2005

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Suicide Postvention



How many survivors of suicide are there?

- Estimates vary greatly
 - Shneidman (1969) = 6 per suicide
 - Wroblewski (2002) = 10 per suicide
 - Berman (2011) = 80-45 per suicide

$$\frac{N \text{ of Survivors per suicide}}{\text{Survivors}} \times \frac{9,965}{\text{Completed Suicides}} = \text{Suicide}$$

(Western U.S. 2010)

$$\frac{N \text{ of Survivors per suicide}}{\text{Survivors}} \times \frac{101,109}{\text{Completed Suicides}} = \text{Suicide}$$

(Western US 1999-2010)

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Suicide Postvention

$\frac{\text{Number of Suicides}}{\text{Population}} \times \text{selected proportion of population} = \text{Rate}$

Suicide rates and identifying clusters

- 2001 to 2010, 12,299 US youth committed suicide** (ages 14-18)
 - A nation-wide 10 year average of 1,230 suicides per year
 - Among 14-18 year olds, a nation-wide average annual rate of 10.01 per 100,000 individuals.

$$\frac{12,299}{213,934,499} \times 100,000 = 5.75$$
 - A 1,000 student high school can expect a completed suicide about **once every 16 years** (.06 x 16 ≈ 1).

$$\frac{12,299}{213,934,499} \times 1,000 = 0.06$$
 - A 2,000 student high school can expect a completed suicide about **once every 8 years** (.115 x 8 ≈ 1).

$$\frac{12,299}{213,934,499} \times 2,000 = 0.115$$

CDC (2013)

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Suicide Contagion

- 12 to 13 year olds
 - 5 x's times more likely to have suicidal thoughts (suicide ideation) after exposure to a schoolmate's suicide
 - 7.5% attempted suicide after a schoolmate's suicide vs. 1.7% without exposure
- Exposed to suicide → have suicidal thoughts
 - 14 to 15 year olds 3x's more likely
 - 16 to 17 year olds 2x's more likely
- 16-17 year olds
 - 24% of teens had a schoolmate die by suicide
 - 20% personally knew someone who died by suicide


*** Critical we invest in school and/or community-wide interventions following a suicide!!**

http://www.cmai.ca/site/misc/pr/21may13_or_xhtml - study in Canada (2013)

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Postvention: Skill Development & Relat. Building

- Implement prevention & intervention programs
 - Changes of placement to access additional resources
 - FBA/BIP
 - Support in and out of school
 - Participation in school activities/clubs
 - Mentoring
 - Family resources
 - Special education as appropriate
- Direct teaching of skills (anger management, conflict resolution, social skills)
- Direct academic support



http://www.sprc.org/library_resource/s/items/after-suicide-toolkit-schools

Kanan & Lee, 2005

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Responding to At-Risk Youth

- Teach appropriate behavior and social problem-solving skills in the classroom or in a small group setting.
- Additional problems or risk factors are addressed through determining student and family needs.
 - Referrals made to appropriate support systems
- Protective factors for student are analyzed and provisions made to continue or to add to these factors, which provide support for the at-risk student.
 - For example, provide an adult mentor who meets periodically with the student.

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Responding to High Risk Youth

- Determine if there are any imminent warning signs.
 - If there are, then refer student for an immediate suicide and/or homicide risk assessment.
- If imminent warning signs are not present, then give the student a high priority for a Student Success Team Meeting.
 - Assign a Student Success Team member (e.g., principal, school psychologist, or teacher) to provide informal consultation until a formal meeting may be scheduled.
- At the SST meeting, develop recommendations for responding to high-risk youth and consider the need for a referral for Special Education services.
- Consider a referral to school site mental health and community-based mental health services.

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Responding to High Risk Youth

8. Consider the need to revise student's behavior contract and/or to conduct a more in-depth functional assessment.
9. Obtain parental permission to exchange information with the appropriate community agencies to determine if student is eligible for additional services.
 - If available, call a meeting with other agency personnel to focus on provisions for wrap-around intervention and support for the student and family.
10. Develop an action plan for immediate interventions that includes provisions for increased supervision.

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Documentation

Sample Documentation of Suicide Risk Intervention

- Checklists that serve as documentation for school and district that process was followed and interventions being offered
- Can also write a more in-depth report and integrate other data (i.e. BASC, FBA/BIP specific responses to interview questions....)
- Used by every school
- Copy kept at school and also sent to district office

We can make a positive difference!

(APA video)

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Other Resources

- NASP Suicide Resources
 - http://www.nasponline.org/resources/crisis_safety/index.aspx#suicide
- School memorials after suicide: Helpful or harmful?
 - www.suicideinfo.ca
- Suicide contagion and the reporting of suicide
 - <http://www.cdc.gov/mmwr/preview/mmwrhtml/00031539.htm>

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QUESTIONS TO ASK IN THE EVALUATION OF SUICIDAL RISK

These questions are intended to be used in a semi-structured interview format assessing potential suicidal risk. Not all questions may be appropriate or necessary to ask.

1. Suicidal fantasies for actions:

- Have you ever thought of hurting yourself?
- Have you ever threatened, or attempted, to hurt yourself?
- Have you ever wished, or tried, to kill yourself?
- Have you ever wanted to, or threatened to, commit suicide?

2. Concepts of what would happen:

- What did you think would happen in you tried to hurt or kill yourself?
- What did you want to have happen?
- Did you think you would die?
- Did you think you would have severe injuries?

3. Circumstances at the time of the child's suicidal behavior:

- What was happening at the time you thought about killing yourself or tried to kill yourself?
- What was happening before you thought about killing yourself?
- Was anyone else with you or near you when you thought about suicide or tried to kill yourself?

4. Previous experiences with suicidal behavior:

- Have you ever thought about killing yourself or tried to kill yourself before?
- Do you know of anyone who either thought about, attempted, or committed suicide?
- How did this person carry out his suicidal ideas or action?
- Why do you think this person wanted to kill himself?
- What was happening at the time this person thought about suicide or tried to kill him/herself?

5. Motivations for suicidal behaviors

- Why did you want to kill yourself?
- Did you try to kill yourself?
- Did you want to frighten someone?
- Did you wish someone would rescue you before you tried to hurt yourself?
- Did you feel rejected?
- Were you feeling hopeless?
- Did you hear voices telling you to kill yourself?
- Did you have very frightening thoughts?
- What else was a reason for your desire to kill yourself?

6. Experiences and concepts of death

- What happens when people die?
- Do they come back again?
- Do they go to a better place?
- Do they go to a pleasant place?
- Do you often think about people dying?
- Do you often think about your own death?
- Do you often dream about people or yourself dying?
- Do you know of anyone who had died?
- When do you think you will die?
- What will happen when you die?

7. Depression and other affects:

- Do you ever feel sad, upset, angry or bad?
- Do you ever feel that no one cares about you?
- Do you ever feel that you are not a worthwhile person?
- Do you cry a lot?
- Do you get angry often?
- Do you often fight with other people?
- Do you have difficulty sleeping, eating, or concentrating on school work?
- Do you have trouble getting along with friends?
- Do you prefer to stay by yourself?
- Do you often feel tired?
- Do you blame yourself for things that happen?
- Do you often feel guilty?

8. Family and Environmental Situations:

- Do you have difficulty in school?
- Do you worry about doing well in school?
- Do you worry that your parents will punish you for doing poorly in school?
- Do you get teased by other children?
- Have you started a new school?
- Did you move to a new home?
- Did anyone leave home?
- Did anyone die?
- Was anyone sick in your family?
- Have you been separated from your parents?
- Are your parents separated or divorced?
- Do you think that your parents treat you harshly?
- Do you parents fight a lot?
- Does anyone get hurt?
- Is anyone in your family sad, depressed, or very upset? Who?
- Did anyone in your family talk about suicide or try to kill himself?

Indication of Suicidal Ideation or Threat

Assemble Suicide Assessment Team

Low Risk

1. Isolate and supervise student at all times.
2. Have student sign Safety Contract. If student refuses to contract, reconsider risk level.
3. Contact parent to gather more data and to inform and to plan.
4. Discuss safety requirements and resources with parent.
5. If appropriate, student may return to class, with parent approval.

Mail Home/Give to Parents:

- Copy of Safety Contract
- Documentation of Suicide Risk Intervention Form
- Tips for Keeping Your Child Safe
- Community Resources, if necessary

Medium Risk

1. Isolate and supervise student at all times.
2. Immediately request parents come to school to gather data, inform and to plan.
3. Have student sign Safety Contract. If student refuses to contract, re-evaluate risk level.
4. Plan with parents. Plan may include:
Immediate transport to an Emergency Room/ Outpatient evaluation OR **delayed** transport to an Outpatient evaluation via parent car. If parent is uncomfortable or uncooperative about transport, SRO/police may call ambulance. See guidelines for medical transport.
5. Documentation of Suicide Risk Intervention Form and Safety Contract must accompany student to ER or OP evaluation.
6. Have parent sign Release of Information.

Give Parents:

- Copy of Safety Contract
- Documentation of Suicide Risk Intervention Form
- Tips for Keeping Your Child Safe
- Community Resources, if necessary

High Risk

1. Isolate and supervise student at all times.
2. Immediately request parents come to school to gather data, inform and to plan.
3. **Immediate transport to Emergency Room is necessary!**
4. Determine safe transport – ambulance or with parent. If parent is uncomfortable or uncooperative transporting student or if student is unsafe in private car, send to ER via ambulance. SRO/police may call ambulance. See guidelines for medical transport.
5. Have parent sign Release of Information. Call receiving ER or therapist to alert them of seriousness of threat.
6. Documentation of Suicide Risk Intervention Form must accompany student to ER/OP evaluation.

Give Parents:

- Tips for Keeping Your Child Safe
- Documentation of Suicide Risk Intervention Form
- Community Resources, if necessary
- Notification of Emergency Form

- Keep copies in a confidential file, in centralized location on-site at the school:
 - Documentation of Suicide Risk Intervention Form
 - Notification of Emergency Form
 - Safety Contract, Release of Information
- Document “Code SRI-L, SRI-M, or SRI-H” in student’s health record, depending on level of concern
- Upon return to school, a re-entry conference is recommended for low/medium risk, required for high risk.

Suicide Risk Assessment Summary Sheet

Instructions: When a student acknowledges having suicidal thoughts, use as a checklist to assess suicide risk. Items are listed in order of importance to the Risk assessment.


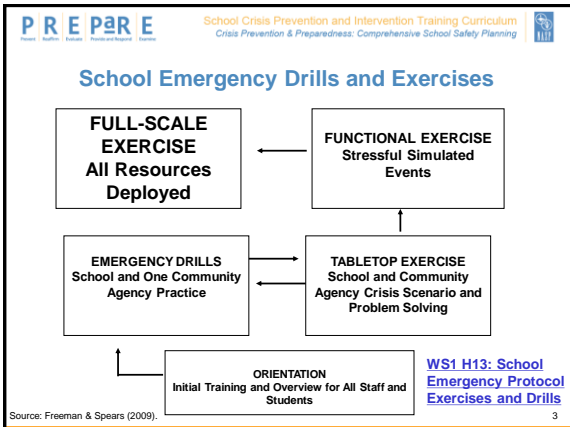
	<i>Risk present, but lower</i>	<i>Medium Risk</i>	<i>Higher Risk</i>
1. Current Suicide Plan A. Details B. How prepared C. How soon D. How (Lethality of method) E. Chance of intervention	<input type="checkbox"/> Vague. <input type="checkbox"/> Means not available. <input type="checkbox"/> No specific time. <input type="checkbox"/> Pills, slash wrists. <input type="checkbox"/> Others present most of the time.	<input type="checkbox"/> Some specifics. <input type="checkbox"/> Has means close by. <input type="checkbox"/> Within a few days or hours. <input type="checkbox"/> Drugs/alcohol, car wreck. <input type="checkbox"/> Others available if called upon.	<input type="checkbox"/> Well thought out. <input type="checkbox"/> Has means in hand. <input type="checkbox"/> Immediately. <input type="checkbox"/> Gun, hanging, jumping. <input type="checkbox"/> No one nearby; isolated.
2. Pain	<input type="checkbox"/> Pain is bearable. <input type="checkbox"/> Wants pain to stop, but not desperate. <input type="checkbox"/> Identifies ways to stop the pain.	<input type="checkbox"/> Pain is almost unbearable. <input type="checkbox"/> Becoming desperate for relief. <input type="checkbox"/> Limited ways to cope with pain.	<input type="checkbox"/> Pain is unbearable. <input type="checkbox"/> Desperate for relief from pain. <input type="checkbox"/> Will do anything to stop the pain.
3. Resources	<input type="checkbox"/> Help available; student acknowledges that significant others are concerned and available to help.	<input type="checkbox"/> Family and friends available, but are not perceived by the student to be willing to help.	<input type="checkbox"/> Family and friends are not available and/or are hostile, injurious, exhausted
4. Prior Suicidal Behavior of... A. Self B. Significant Others	<input type="checkbox"/> No prior suicidal behavior. <input type="checkbox"/> No significant others have engaged in suicidal behavior.	<input type="checkbox"/> One previous low lethality attempt; history of threats. <input type="checkbox"/> Significant others have recently attempted suicidal behavior.	<input type="checkbox"/> One of high lethality, or multiple attempts of moderate lethality. <input type="checkbox"/> Significant others have recently committed suicide.
5. Mental Health A. Coping behaviors B. Depression C. Medical status D. Other Psychopathology	<input type="checkbox"/> History of mental illness, but not currently considered mentally ill. <input type="checkbox"/> Daily activities continue as usual with little change. <input type="checkbox"/> Mild; feels slightly down. <input type="checkbox"/> No significant medical problems. <input type="checkbox"/> Stable relationships, personality, and school performance.	<input type="checkbox"/> Mentally ill, but currently receiving treatment. <input type="checkbox"/> Some daily activities disrupted; disturbance in eating, sleeping, and schoolwork. <input type="checkbox"/> Moderate; some moodiness, sadness, irritability, loneliness, and decrease of energy. <input type="checkbox"/> Acute, but short-term, or psychosomatic illness. <input type="checkbox"/> Recent acting-out behavior and substance abuse; acute suicidal behavior in stable personality.	<input type="checkbox"/> Mentally ill and not currently receiving treatment. <input type="checkbox"/> Gross disturbances in daily functioning. <input type="checkbox"/> Overwhelmed with hopelessness, sadness, and feelings of helplessness. <input type="checkbox"/> Chronic debilitating, or acute catastrophic, illness. <input type="checkbox"/> Suicidal behavior in unstable personality; emotional disturbance; repeated difficulty with peers, family, and teacher.
6. Stress	<input type="checkbox"/> No significant stress.	<input type="checkbox"/> Moderate reaction to loss and environmental changes.	<input type="checkbox"/> Severe reaction to loss or environmental changes.
Total Checks			

Advanced Skills in School-Based Crisis Prevention and Intervention

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Wisconsin Association of School Psychologists
 Summer Conference
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GUIDANCE ON CONDUCTING DRILLS

Start with Simple Exercises

- Start with simple, discussion-based exercises (orientations)
- Then work your way toward the most complex, operations-based exercises.

U.S. Dept. of Education's Readiness and Management for Schools (REMS) Technical Assistance Center
 • <http://rems.ed.gov/>

U.S. Department of Education (2006)

Select the Appropriate Exercises

- Most useful when based on a vulnerability assessment
 - [Vulnerability Assessment](#)
- Practicing some of the standard drills
 - Fire drills
 - Lockdowns
 - Shelter-in-place
 - Evacuation
- Districts vulnerable to certain natural disasters may practice regionally specific drills
 - Tornadoes
 - Hurricanes
 - Floods
 - Wildfires
 - Earthquakes

Select the Appropriate Exercises

- Should be planned to address
 - Multiple hazards
 - Multiple situations
 - e.g., crisis during passing time

Discussion-Based Exercises

- Familiarize participants with plans, policies, and procedures
 - **Orientation Seminars**
 - Familiarize participants with roles, responsibilities, plans, procedures, and equipment
 - Resolve questions about coordination and assignment of responsibilities

Taylor (2006); U.S. Department of Education (2006)

Discussion-Based Exercises

- Familiarize participants with plans, policies, and procedures
 - **Workshops**
 - Involve more participant interaction
 - Focus on a specific issue with desired outcome
 - e.g., develop exercise scenarios, identify issues when developing a collaborative plan with new partners
 - Include sharing information, obtaining different perspectives, testing new ideas, policies, or procedures, training groups to perform coordinated activities, problem-solving, obtaining consensus, and building teams through lecture, discussion, and break-outs

U.S. Department of Education (2006); U.S. Department of Homeland Security (2007)

Discussion-Based Exercises

- Familiarize participants with plans, policies, and procedures
 - **Tabletop Drills**
 - Help participants identify their roles and responsibilities in different scenarios
 - Can last from one to four hours
 - Emergency scenarios are analyzed in an informal, stress-reduced environment where participants gain awareness of the roles and responsibilities needed to respond.
 - Designed to prompt an in-depth, constructive, problem-solving discussion about existing emergency response plans as participants identify, investigate, and resolve issues

Taylor (2006); U.S. Department of Education (2006)

Operations-Based Exercises

- Validate plans and procedures, clarify roles, and identify gaps in resources
 - **Emergency Drills**
 - Practicing a specific emergency procedure
 - Can last from 30 minutes to 2 hours
 - e.g., lockdown, fire, evacuation, reverse evacuation, duck-cover-hold, and shelter-in-place drills with students and staff
 - These exercises may include local public safety agencies

Taylor (2006); U.S. Department of Education (2006); U.S. Department of Homeland Security (2007)

Operations-Based Exercises

- Validate plans and procedures, clarify roles, and identify gaps in resources
 - **Functional Exercises**
 - Simulations of emergency situations with realistic timelines
 - Can last for several (3 to 8) hours
 - Test one or more functions of a school's emergency response plan during an interactive, time-pressured, simulated event
 - Often conducted in a district's emergency operations center
 - Participants given directions by exercise controllers and simulators via telephones, radios, and televisions, and must respond appropriately to the incidents as they arise
 - Evaluators critique the exercise and team performance

U.S. Department of Education (2006)

Operations-Based Exercises

- Validate plans and procedures, clarify roles, and identify gaps in resources
 - **Functional Exercises**
 - Roles include
 - a) **Exercise controller** who manages and directs the exercise
 - b) **Players** who respond as they would in a real emergency
 - c) **Crisis simulators** who assume external roles and deliver planned messages to the players
 - d) **Evaluators** who assess performance through observation

Taylor (2006)

Full-Scale Drills

- Use only carefully planned full-scale drills to enhance preparation and avoid harm
 - Most elaborate, expensive, and time consuming
 - Lasting from a half-day to multiple days
- Simulations of emergency situations with all necessary resources deployed
 - Allows for evaluation of operational capabilities of emergency management systems in a highly stressful environment that simulates actual conditions.

Taylor (2006)

Full-Scale Drills

- Use only carefully planned full-scale drills to enhance preparation and avoid harm
 - To design and conduct full-scale exercises, districts collaborate with local public safety agencies
- Administrators choose a scenario that is most likely to occur in the community and thereby involve all community stakeholders.

Taylor (2006)

Full-Scale Drills

- Key points
 1. May require a year to 18 months to develop a comprehensive, full-scale exercise.
 2. It is essential to complete a logical sequence of the orientation sessions, drills, and functional exercises prior to implementation.
 3. It is critical to ensure that the full-scale drill is not mistaken for a real crisis event.

[Handout: Conducting Drills and Exercises - Guidelines](#)

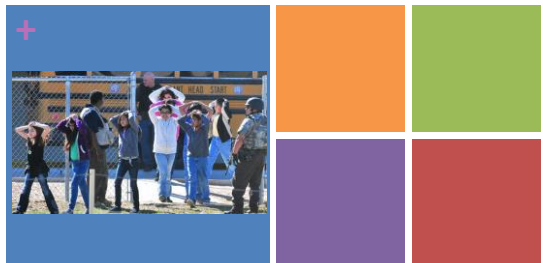
Full-Scale Drills

- Key points
 4. Exposing students and staff to traumatic dramatizations (e.g., shooting blanks, fake blood) is not necessary for meeting the drill objectives and may lead to increased perceptions of threat, triggering of past trauma, or other distressing reactions.
 5. Full-scale exercises should not involve the entire student body, and “actors” should be carefully selected and screened for past trauma history, informed about what the experience will involve, and supported afterward.
 6. A post-incident critique and after-action report should be generated to identify issues to correct.

[Handout: Conducting Drills and Exercises - Guidelines](#)

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Student Evacuation, Assembly, and Reunification Protocols

+ Evacuation

- The response to an external threat
 - Evacuation to assembly areas
 - Also used to shelter from severe weather
 - In place in over 96% of schools
- Most districts will have separate protocols for each individual school
 - Should include alternative shelters within walking distance of the school or accessible by bus
 - e.g., other schools, churches, or businesses
 - Teachers must know evacuation plans
 - Transportation contractors/bus drivers must be part of the school and district evacuation protocol

SHPPS (2007)

+ Evacuation

- Students with disabilities need to be given special consideration/individual evacuation plans
 - Required in the crisis plans of 65% of states and 77% of districts
 - The plans of 81% of schools address special needs students

SHPPS (2007); U.S. Department of Education (2006a)

+ Evacuation

- “Go-Kits” are an important evacuation resource
 - [Crisis Team Go Kit](#)
 - [Classroom Go Kit](#)
 - [Mental Health Go Kit](#)

Brock et al. (2009)

+ Assembly

- Student attendance
 - Documenting those in need of medical treatment
 - Document those who are being given medical treatment

Brock et al. (2009)

+ Reunification

- Evacuation/Shelter facilities may serve as reunification sites
 - One of the most important elements of a crisis plan
 - Prompt reunification with their families = reduced likelihood of traumatic stress
 - Required in about ½ of state plans, ¾ of district plans, and ¾ of school plans

NEA (2007a); SHPPS (2007)

+ Reunification

- Parents/Caregivers need to be notified of reunification plans and locations
- Plans need to have a system for verifying the legal authority of adults picking up the students
 - E.G., include in go-kits copies of student emergency cards, which include information about who is authorized to pick up the child
- Plans need to address traffic management

Brickman et al. (2004); NEA (2007a)

+ Accounting, Release, Reunification Forms and Checklists

1. [Accounting and Release Action Checklist](#)
2. [Student Accounting and Release Planning and Annual Preparation Checklist](#)
3. [Releasing Students to Parents and Guardians](#)
4. [Releasing Students Action Checklist](#)

Brock et al. (2009)

Social Media



Magnesi, J., Emily Flitsch, E., & Brock, S. E. (2012, October). *Social media, and crisis prevention and intervention*. Workshop presented at the Annual Meeting of the California Association of School Psychologists, Los Angeles, CA.

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General Issues

- A potential liability and a potential asset
- Keys to successful use of social media include:
 - Deciding whether the information is authentic and useful
 - Examining and selecting different social media options
 - Acknowledging social media communities
 - Taking leadership
 - Measuring the effects of social media within the organization or schools

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Currie (2009)

Considerations Prior to Implementing

- Lack of research
- Schools should explore the use of social networks before a crisis occurs
- Assess school population
 - Determine if use of social media is suitable and what tools should be used
 - ✓ Cultural, language, socioeconomic, or geographical barriers
 - ✓ Inquiring about parent access to cell phones and computers
 - ✓ What social networks are used
- Use a combination of tools to reach more community members

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Considerations Prior to Implementing

- May improve ability to inform students/parents of daily events
 - Ensures information is authentic and useful
- Increase the number of followers by relaying useful, non-crisis information
 - Schedule changes, snow days, or football game info
- High number of followers is valuable
 - Can provide situational awareness information
- Have contingency strategy in place
 - In the event social media tools are unavailable


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Conceptual Framework of the PREP_aRE Model

P	Prevent and Prepare for psychological trauma
R	Reaffirm physical health and perceptions of security and safety
E	Evaluate psychological trauma risk
P	Provide interventions
a	and
R	Respond to psychological needs
E	Examine the effectiveness of crisis prevention and intervention

Mobile Text Messaging




- **Crisis Prevention & Intervention Issues**
 - Found to have promise as a mental health treatment tool
 - ✓ An example: [Tips for College Students](http://store.samhsa.gov/shin/content/SMA13-4778/SMA13-4778.pdf)
 - Effect on school crisis intervention
 - ✓ Schools have less control over how crisis information is disseminated (e.g., how parents are informed about a crisis).

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Lenhart, Ling, Campbell, & Purcell (2010)

Mobile Text Messaging




- **Crisis Prevention & Intervention Issues**
 - Student texting during a crisis
 - ✓ May cause confusion if the information is inaccurate or conflicts with what the school is reporting
 - ✓ Educate students prior to a crisis on the effect of their texting
 - Prepare for student texting rules during a crisis
 - ✓ Once school has released verified information:
 1. Inform the students of the crisis situation - AND -
 2. Prevent any messages about the crisis - OR -
 3. Discourage sending out any messages about the crisis - OR -
 4. Provide specific text language appropriate to share

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Magnesi, Flitsch, & Brock (2012)

Blogs




- **Crisis Prevention & Intervention Issues**
 - May contain commentary on a school associated crisis event
 - Can be used to increase access to pro-social support systems
 - Can provide psychoeducational guidance
 - ✓ As an instructional tool, blogging has been found to have some promise

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Currie (2009); Selingo (2004)

Blogs



- **Crisis Prevention & Intervention Issues**
 - Can be used to express fears, stressors, and other emotions brought about in times of crisis
 - ✓ The Washington Post blog, "Conversations Live Q&A," shared information from a 2011 shooting
 - Communication with members in a community can provide...
 - ✓ Support and information on where to find resources
 - ✓ An outlet for those who are uncomfortable with face-to-face interaction
 - ✓ Care to people who might have otherwise been isolated
 - Content of a blog can distribute harmful messages

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Shuman (2011)

Microblogs



- Type of blogging (limited to 140 characters)
 - Enables users to publish/update messages throughout a network.
- Messages are available to anyone on a network (certain networks can be set as private)
 - Twitter allows users to receive and send messages known as tweets




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Heverin & Zach (2010); Twitter (2011a, 2011b)

Microblogs

#Hashtags




How to Retweet



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Microblogs



- **Crisis Prevention & Intervention Issues**
 - Twitter users employ hashtags to connect during a crisis
 - ✓ Japan earthquake/tsunami, Ambassador John Roos received intelligence through twitter and was able to mobilize troops
 - When used properly, with authentication, tweets can positively affect the crisis response
 - To avoid negative consequences, in the case of school crises, careful monitoring of social media by school personnel is essential

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Microblogs




- **Crisis Prevention & Intervention Issues**
 - Twitter can be the source of targeted violence threats
 - Can be monitored through monitoring software
 - ✓ Des Monies College used software (e.g., TwentyFeet or Trackur) to monitor all comments posted about the college
 - ✓ A student's tweet threatening to "shoot up" the campus was quickly identified and flagged
 - ✓ Careful monitoring of social media by school personnel can be a crisis prevention tool
 - However, schools may lack the ability to perform such monitoring
 - [California is the first state to enact comprehensive social media privacy legislation \(California's SB 1349\)](#)

Alex (2011), Shear (2012)

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Apps




- **Smart Phone Applications**
 - FEMA App
 - ✓ <http://www.fema.gov/app>
 - NIMS App: NIMS ICS Guide
 - ✓ <https://itunes.apple.com/us/app/nims-ics-guide/id406880725?mt=8>
 - Psychological First Aid Mobile (NCTSN)
 - ✓ <http://www.nctsn.org/content/pfa-mobile>
 - Psychological First Aid Tutorial (UM)
 - ✓ <http://sph.umn.edu/ce/perf/mobile/pfatutorial/>
 - GO2AID (SAMHSA)
 - ✓ http://store.samhsa.gov/apps/go2aid/?WT.ac=EB_20130812_go2aid

National Child Traumatic Stress Network (2013); SAMHSA (2013); University of Minnesota (2013)

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Apps



- **Smart Phone Applications**
 - Remind: **Free, Safe Messaging**

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FEMA App

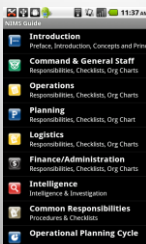


Description

The FEMA App contains preparedness information for different types of disasters, an interactive checklist for emergency kits, a section to plan emergency meeting locations, information on how to stay safe and recover after a disaster, a map with FEMA Disaster Recovery Center locations (one-stop centers where disaster survivors can access key relief services) and Shelters, general ways the public can get involved before and after a disaster, and the FEMA blog. Terms of Use for the FEMA App: <http://www.fema.gov/app>.

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NIMS App: NIMS ICS Guide



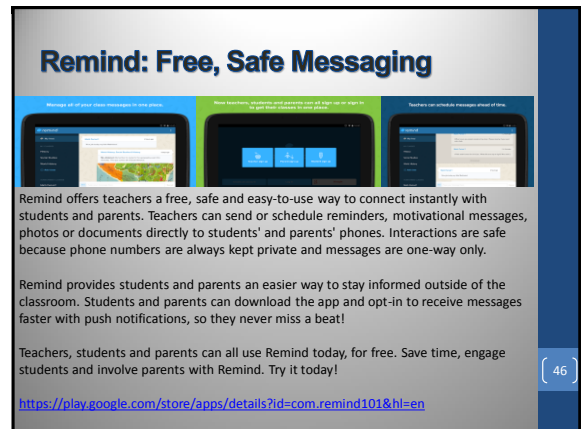
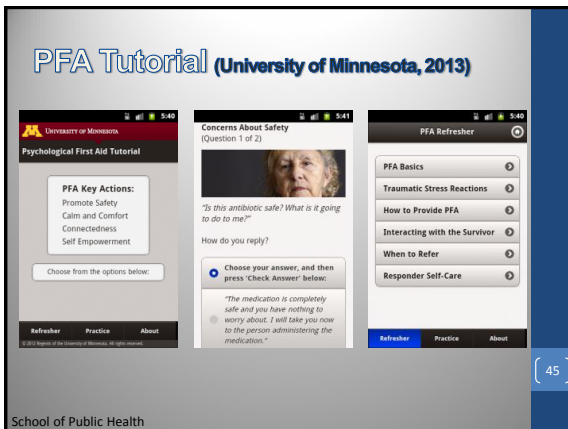
Now available for the iPhone, iPod Touch and iPad and Android devices, this interactive application allows you to customize contact information for each incident for rapid on-scene communication, and provides detailed dynamic checklists that ensure that no detail is missed. The contents is all-hazards, non-jurisdictional and discipline-specific, and includes responsibilities and rules for applying the Incident Command System (ICS).

In addition to being an indispensable field tool, it is ideal for NIMS/ICS training and functional exercises, with dozens of detailed illustrations, charts and checklists. Designed for responders at the local, state or federal level or in private industry, this will quickly become your preferred NIMS training and field decision-support tool.

<https://itunes.apple.com/us/app/nims-ics-guide/id406880725?mt=8>

<http://www.fema.gov>

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Remind offers teachers a free, safe and easy-to-use way to connect instantly with students and parents. Teachers can send or schedule reminders, motivational messages, photos or documents directly to students' and parents' phones. Interactions are safe because phone numbers are always kept private and messages are one-way only.

Remind provides students and parents an easier way to stay informed outside of the classroom. Students and parents can download the app and opt-in to receive messages faster with push notifications, so they never miss a beat!


Teachers, students and parents can all use Remind today, for free. Save time, engage students and involve parents with Remind. Try it today!

<https://play.google.com/store/apps/details?id=com.remind101&hl=en>

Image and Video Sharing

- Allows people to upload videos or images online and distribute them throughout the Internet.
 - YouTube
 - Flickr
 - Vine
 - Snapchat

Image and Video Sharing



- **Crisis Prevention & Intervention Issues**
 - Has the potential to generate and/or exacerbate crisis situations
 - ✓ Unfiltered and unedited crisis images may generate psychological trauma by increasing crisis event exposure
 - ✓ Should carefully consider the content of such images and videos before they are uploaded to any social media site
 - ✓ Must judge whether the potential benefits of sharing the information outweigh the potential harm
 - ✓ Have clearly articulated reasons for posting images or videos

Image and Video Sharing

- **Crisis Prevention & Intervention Issues**
 - Makes it possible to reach the public, and influence or spread knowledge crises
 - ✓ Videos of the Virginia Tech shooter, posted on YouTube, gave insight into his distorted thinking and hatred for his classmates
 - ✓ Potential of such images to prompt copycat behavior

NBC_msnbc.com, & News Service (2007)

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Social Networking

- Websites where users connect, interact, and share
 - Facebook
 - ✓ Designed to facilitate communication among people who share similar interests.

Facebook (2011a, 2011b, 2011c); Lowensohn (2007)

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Social Networking

- **Crisis Prevention & Intervention Issues**
 - Essential to educate students on the importance of thinking about what they are posting since postings can potentially be viewed by just about anyone
 - Has the potential to be a useful tool in a time of crisis
 - ✓ Can provide an online community of individuals coping with similar situations
 - Can increase both social support and psychoeducation
 - Can be the source of crises
 - Can be a way to identify and address crises

Facebook (2011a, 2011b, 2011c); Lowensohn (2007)

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Social Networking

- **Crisis Prevention & Intervention Issues**
 - Facebook's Safety Advisory board
 - ✓ Consists of members from the leading Internet safety organizations:
 - National Network to End Domestic Violence, ConnectSafety, WiredSafety, Childnet International, and The Family Online Safety Institute
 - ✓ Facebook holds regular meetings with the board to review current safety measures and discuss new advances

Facebook (2011d), Facebook (2011e)

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Social Networking

- **Crisis Prevention & Intervention Issues**
 - Facebook has teamed with the National Suicide Prevention Lifeline
 - ✓ Facebook users are now able to quickly and easily report any suicidal comment posted by a friend or family member
 - ✓ Facebook sends the user who posted the suicidal comment a message encouraging them to call the National Suicide Prevention Lifeline
 - ✓ Confidential chat session with a crisis worker

Facebook (2011d), Facebook (2011e)

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Social Media Tools: Software

- **K-12 Alerts**
 - Alert system that quickly sends emergency messages to faculty, parents, and community members during crisis
 - Messages are authentic
 - ✓ Less room for misinterpretation
 - Use multiple social media outlets
 - ✓ e-mail, text messages, Facebook, and Twitter. All with one click
 - Parents can revise contact information online and update students' emergency cards online
 - Provides school staff with organized and useful information during a crisis

Cancro, (2009)

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Social Media Policy



- Policies may need to be modified
- Clearly state policy regarding content
- Assign individual(s) to monitor sites
 - Make sure content is appropriate
 - Answer questions posted in a timely manner

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Social Media Education



- Students should understand the importance of how they are presenting themselves online
- Cyberbullying
 - Users tend to post information in messages not ordinarily offered during face-to-face interactions
- Educate students on dangers of social networking
 - Need to know about online predators, hackers, and how to protect their identity

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Social Media Education




- Students' social media safety is important
 - Create policies and clearly display in schools
- Internet Safety websites can assist schools
 - NASP has partnered with CyberSmart!
 - ✓ A free curriculum for online safety, K-12. Topics include cyberbullying, identity protection and online privacy
 - ✓ Provides online safety awareness activities for schools, families, and the community

NASP (2012)

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CyberSmart!



Internet Safety	Privacy & Security	Relationships & Communication	Cyberbullying
Digital Footprint & Reputation	Self-Image & Identity	Information Literacy	Creative Credit & Copyright

Unit	Category	Title	Description
1		Digital Life 101	Students are introduced to the 24/7, social nature of digital media and the vocabulary and knowledge for discussing the media landscape.
		Strategic Searching	Students learn how to conduct effective and efficient online searches, the searching strategies.
		Scams and Schemes	Students learn strategies for guarding against identity theft and scams information online.
		Cyberbullying: Be Upstanding	Students learn about the difference between being a passive bystander cyberbullying situations.
		A Creator's Rights	Students are introduced to copyright, fair use, and the rights they have as a creator.

NASP (2012)

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Evaluation of Social Media Tools

- Schools should monitor and evaluate strategies
- Beneficial knowing most effective social media tool
 - Knowledge will help better serve community
- Benefits of evaluating these strategies
 - Schools can gauge how knowledgeable students and the community are about both non-crisis and crisis events
 - Learn how organized public is in responding to a crisis
- Better to inform leaders, faculty, and staff on most effective action to take in the case of a crisis event

[Handout: Balancing Technology and School Safety](#)

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COLLABORATING WITH THE MEDIA:

School Crisis Preparedness through Response



#1 Rule: Be Prepared!

- The media can be your best friend or your worst enemy.....you help define.

Before a Crisis

Build positive relationship with media

- Invite to a meeting and talk about ways they have been helpful
- Become a resource for local reporters - send press releases and updates to them
- Educate them on the school district policies and procedures around media communication
 - Will give consistent updates, media not allowed in school, etc..
- Educate them on the do's and don'ts of media coverage after an event (i.e. suicide coverage runs risk of contagion)

Identify the designated PIO from each agency

Before a Crisis

- Identify the command center and separate media briefing area (away from entrances to school)
 - Multiagency response = Joint Command Center (JIC)
- Educate schools employees – they should not talk to media without advanced permission
- Crisis plan needs to delineate how traffic flow of multiple media vehicles will be handled
 - They often arrive before first responders!

During a Crisis

- Communicate clearly and consistently.
 - Develop a fact sheet to share.
 - Provide clear, concise, brief, factual, and unbiased messages.
 - Establish a consistent time for updates (e.g. top of each hour)
 - Avoid “No comment”
 - Verify, Verify, Verify!!
 - School and law enforcement both must verify information
 - Information released must protect the privacy of victims and not jeopardize any investigations of law enforcement.

Media Briefings

- First two hours, hold every 30-45 min; hourly thereafter
- Avoid saying “no comment”
- Reiterate relief and recovery operations
- Only use approved language
- Provide helpful information to be shared with the public.
 - Family reunification, road closures....
- Use the media to notify parents of resources available.
- Steps taken to secure and contain incident
- Create a “zone of privacy”
- They want story – focus on message of restoring safety and security

During and After a Crisis

Media can help to:

- Communicate potential hazards at or near the school
- Enlist participation in prevention-mitigation activities
- Inform the community, build awareness and contribute to an effective incident response.
- Share the positive activities being done to support staff, students, and families

Media Staging Area

- Area need to limit exposure to students and IC team
- Allow for easy access to emergency vehicles
- Identify and train personnel to supervise the staging area
 - Integrate this role into school’s ICS structure
- Escort media to staging area
- Provide basic set of expectations
 - Need to remain in area, not speak with first responders, don’t interview students

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MEMORIALS



Memorial Activities at School

- *Memorial activities can be a valuable way for schools to help students and staff deal with trauma and loss. How a school approaches a memorial can make the difference in the healing nature of the process.*
- *Following are a few Do's and Don'ts to avoid further traumatizing students and promote a positive experience.*

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** prepare for the needs of youth both preceding and following memorial activities in the community or school.
- **Don't** underestimate the resurfacing of intense common grief reactions, including sadness and anger.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** keep parents and staff informed of all upcoming activities related to the memorial plan, and allow any student, with parental permission, to attend a memorial activity.
- **Don't** require all students or staff to attend a memorial activity.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** provide staff and parents with information regarding possible related behaviors and emotions that students may display.
- **Don't** pathologize normal grief reactions. Conversely, do not minimize serious, atypical grief reactions that may require closer clinical investigation.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** focus on the needs and goals related to the students, and include parents and community members in activities as appropriate.
- **Don't** try to accomplish all things in the school context; there are multiple forums to which the school staff, administration, and faculty may contribute that do not occur at school.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** be sensitive to developmental and cultural differences when developing memorials.
- **Don't** assume that "one size fits all" when it comes to developing a memorial.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** develop living memorials (e.g., tolerance programs) that address the problems that lead to the crisis event.
- **Don't** allow the memorial to be a forum for expressions of hatred and anger toward the perpetrators of crises.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** something to prevent other crises from happening. Try to move students from the role of "victims" to the role of "doers."
- **Don't** focus the memorial on the uncontrollable aspects of the crisis.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** emphasize signs of recovery and hope in any memorial activity.
- **Don't** allow a memorial to simply recount tales of the traumatic stressor.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** allow students to discuss, in small group settings, such as classrooms, how they feel about their memorial experiences.
- **Don't** schedule a memorial at such a time that it will not allow students to discuss or process their experiences.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** encourage communication (e.g., writing letters and exchange of ideas) related to memorial activities.
- **Don't** force students to participate or share feelings and ideas.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** provide a referral system (school and community based) to identify youth who display complicated grief reactions and ensure appropriate support services are available.
- **Don't** expect that staff and faculty will be able to independently identify individuals in need of mental health assistance.

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

- **Do** establish an infrastructure (plans and processes) to provide assistance and support to students in immediate need.
- **Don't** anticipate that students will independently seek out the appropriate professional assistance.

[Handout on Memorials: Summary](#)

Adapted from Sandoval & Brock (1996)

Memorial Activities at School

Reference

Sandoval, J., & Brock, S. E. (1996). The school psychologist's role in suicide prevention. *School Psychology Quarterly, 11*, 169-185. doi:10.1037/h0088927

Additional Resources

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http://www.nasponline.org/resources/crisis_safety/memorials_general.aspx

LEGAL ISSUES & CONSIDERATIONS: SCHOOL SAFETY & CRISIS SITUATIONS



Legal Issues – U.S. Constitution

- **1st Amend.** = freedom of speech
 - Not entitled to protection:
 - fighting words, obscenity, and defamation
 - Student speech which **causes substantial disruption** or material interference with school activities or invades rights of others
 - "true threats"
- **4th Amend.** = unreasonable search & seizure
 - Reasonable suspicion
 - Scope of search reasonably related to objective and not excessively intrusive
- **14th Amend.** = due process and equal protection
 - Action must be related to school's interest in protecting students or maintaining order in school
 - Failure to adopt and implement adequate safety measures can be grounds for tort claim in event of school violence
 - Avoid discriminatory practices
 - IDEA guidelines
- **Tort Claim** (under state law) = negligence claim for failure to intervene

Hutton, T. (2007) - National Assoc. School Boards

Foreseeability and Negligence

- If a child writes or talks about suicide/threat, adults should be able to **foresee** a potential threat.
- It is **negligent** on the part of the school not to notify parents or guardians when students are known to be a threat to self or others.
- It is also **negligent** not to supervise the student closely.
- **DOCUMENT, DOCUMENT, DOCUMENT!!!**
- Make appropriate referrals!
- Secure assistance from others!
- Involve parents!

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Legal Cases - Threat

- **Francisco T. vs. the People, CA Solano County** (Super. Ct. No. J41032, Nov 2011)
Student had no First Amendment defense for making threats to a teacher and principal; a true-threat analysis consists of more than just the actual language spoken; threat analysis focuses heavily on context; any threatening gestures, physical behavior and other aggressive action will be factored into the equation in court
- **Biom v Fulton County SD (July 31, 2007):**
Georgia school district did not violate student's right to free speech when they suspended her for writing a narrative about shooting her math teacher; also not entitled to expunge incident from her school records
- **Wisniewski v. Bd. of Educ. of Weedsport Cent. SD (July 5, 2007):** upheld suspension of a student who created an instant message (IM) icon depicting his teacher being shot

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Legal Cases - Threat

- **Pace v. Talley (Nov. 21, 2006):** Louisiana high school did not violate a student's constitutional rights by reporting the alleged threat of school violence to law enforcement without first affording the student an opportunity to respond to the accusation (did not violate confidentiality)
- **Shuman v. Penn Manor SD (Sept 7, 2005):** School did not violate student's 4th Amendment protections against search and seizure when they detained him in a conference room for several hours while they investigated sexual misconduct

Landmark Cases - Suicide

- **Rogers v. Chistina School District, 2013**
 - Delaware Supreme court ruled that the school district is not liable under the state's Wrongful Death Statute for a suicide that occurred off campus; however the parents have a valid negligence per se claim against the district for failure to notify parent/guardian of the student's crisis situation
- **Mares v. Shawnee Mission School District, 2007**
 - Wrongful death suit filed by mother who lost two sons to suicide during 2003 – argued that high school's lack of intervention and insensitive handling of first son's suicide led to 2nd sons suicide. On May 29, 2007, Judge Vano reverses his two earlier rulings and grants the defense a summary dismissal of the lawsuit.
- **Wagon Mound Public Schools, District of New Mexico, 1998**
 - Must notify parents when child suicidal, and train school officials to handle violent/suicidal students

Landmark Cases - Suicide

- **Wyke V. Polk County School Board, 1997**
 - School districts must offer suicide prevention programs, adequate supervision of suicidal students, and notify parents when children are suicidal.
- **Eisel V. Board of Education of Montgomery County, 1991**
 - Even if student denies suicidal intent, and collaborative teams suspects otherwise--obligation is to notify parents.
- **Kelson v. The City of Springfield, 1985**
 - Held that parent of a deceased child could bring action against the school because his death allegedly resulted from inadequate staff training in suicide intervention.

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Bullying/Cyberbullying – New Issues, Few Answers

- In past year, multiple suicides across country allegedly linked to bullying
- 49 states have anti-bullying legislation (exception: Montana)
 - 18 include cyberbullying; 47 include electronic harassment
- 46 states have bullying statutes
 - Fewer than ½ offer guidance on if schools can intervene (especially if outside schools hrs.)
- Balancing act of free speech, school searches, and safety
 - Supreme Court has not addressed student online speech
- Court rulings have not been consistent

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, Analysis of State Bullying Laws and Policies, Washington, D.C. 2011.; http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws.pdf

What is an Educational Record?

Education Records	Not Education Records
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary records	Law enforcement unit records
Standardized test results	Grades on peer-graded papers before they are collected and recorded by a teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual's attendance at the school
Records on services provided to students under the <i>Individuals with Disabilities Education Act (IDEA)</i>	Employee records that relate exclusively to an individual in that individual's capacity as an employee
Records on services and accommodations provided to students under <i>Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA</i>	Information obtained through a school official's personal knowledge or observation and not through school records

FERPA (Family Educational Rights & Privacy Act)

- Applies to educational records
- Common Misunderstandings:
 - Sharing of Personal Observation or Knowledge
 - Releasing Directory Information
- FERPA Considerations
 - Infectious Disease
 - Threat Assessment Teams
 - Security Videos

US Dept of Ed (2013)

1994 FERPA Amendments Regarding Staff and Records

- Disciplinary action may be kept in student records if the behavior posed a significant risk to the safety and well being of that student, other students or staff.
- This information may be disclosed to staff who have **legitimate educational interest** in the behavior of the student.
- *Do you need to tell parents you disclosed PII from their educational records without consent under an emergency?*

<http://www2.ed.gov/policy/gen/guid/fpco/index.html>
Brochures on safe schools and sharing information

US Dept of Ed (2013)

Family Educational Rights and Privacy Act (FERPA) of 1974

New Exception (December 2008): 34 CFR § 99.36

- May disclose information to appropriate parties without consent when knowledge of information is necessary to protect the health and safety of a student or other individual, if there is a significant and articulable threat to the health and safety of an individual.
- Must be directly related to a threat of actual, impending, or imminent emergency

Prior Exceptions allowed

- Educational Agencies and Institutions may share information from educational records of at-risk or delinquent youth
- Court order/subpoena or criminal investigations
- School officials where students is enrolled or seeks to enroll

US Dept of Ed (2013)

Office of Civil Rights (OCR)

Some misconduct can trigger federal antidiscrimination law(s)

- "School districts **may violate these civil rights statutes and the Department's implementing regulations** when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees."
 - Harassment **does not** have to specifically include intent to harm, be directed at a specific target, or involve repeated incidents.
- Schools must do more than take prompt and effective steps reasonably calculated to end the harassment.
 - must also *"eliminate any hostile environment and its effects, and prevent the harassment from occurring."*

Office of Civil Rights, Dear Colleague Letter Harassment and Bullying. (October 26, 2010)
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>

HIPAA (Health Insurance Portability and Accountability Act of 1996)

- Establishes national standards to protect privacy of individual's identifiable health information
- Balances privacy with allowing sharing of information to provide and promote high quality health care
- Typically does not apply to preK-12 schools

US Dept of Ed (2013), <http://www.hhs.gov/ocr/privacy/index.html>

References

- Hinduja, S. & Patchin, J. (2013). *State cyberbullying laws: A brief review of state cyberbullying laws and policies*. The Cyberbullying Research Center.
http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws.pdf
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- <http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveridentities/hipaaferpaiointguide.pdf>
- U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students (2013). *Guide for Developing High-Quality School Emergency Operations Plans*, Washington, DC.
- http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

Cultural and Spiritual Dimensions in Crisis Response



Source: http://www.naspcenter.org/principals/culture_death.html

Cultural and Religious Perspectives

- Be aware of perspectives on death so interventions are appropriate to the cultural context
- Many people dealing with death are also dealing with trauma
- Culture impacts trauma
 - Influences threat perceptions
 - Influences interpretation of the meaning of a traumatic event and reactions
 - Forms a context for which trauma is viewed and how individual's judge their own response
 - Can help define pathways to new lives ("new norm")

www.nasponline.org/resources/principals/culture_death.aspx

Practices in Native American Culture

- Considerable variances in traditions, religions, and rituals
- The Medicine Man or spiritual leader typically moderates the funeral
- Strong community focus on natural world – earth, animals, trees, and natural spirit
- May call on ancestors to come join the deceased and help in the transition
- Embalming is not common
- Strong belief the spirit never dies - often associated with facet of nature
- Important burial is in native homeland so they can join ancestors and inhabit land their loved one will return to
- Some tribal cultures: smoke pipes at gravesite, bury with symbolic reference to circle, significance in non-burial

Practices in Asian American Cultures

- Family elders assume ultimate responsibility for ceremony
- Great respect for body
- Stoic attitudes are common, possible higher risk for depression due to internalization
- Open casket allows respect to elders
- Music often integrated and accompanies procession
- Funeral route, burial location, and monument are important
- Gathering for meal after is seen as respectful to spirit of deceased and gives thanks to those showing respect
- Picture or plaque often displayed in home

Practices in African American Cultures

- Traditions draw from many cultures, ethnic, and religious backgrounds
- High involvement of funeral director
- Gathering at home to share in common grief
- Wake includes music, songs, hymns (Home Going Service)
- Shared meal after
- Funeral service followed by burial – cremation less accepted
- Deep religious faith and observances
- Mourn by dressing in white as sign of resurrection (Native Africans wear red and black)
- Express grief with great physical manifestation of emotion
- "living dead"

Practices in Haitian-American Culture

- Closer family members and relatives make arrangements
- Gathering of family to pay respects
- Wake held at home of deceased every night from time of death to burial
- Viewing followed by funeral service and burial
- Close family dress in white or black (dark colors for funeral)
- Express grief with great physical manifestation of emotion
- After burial gather at home of deceased for reception

Practices in Latino-American Culture

- Very diverse cultures – most are Roman Catholic but not all
- High involvement of priest in arrangements
- Family and friends are part of commemoration
- Rosary said by loved ones, often at home of deceased
 - Some families will say each night for 9 nights after death or every month for a year after death, then each anniversary
- Funeral service includes a Mass and procession to grave
- Many commemorate with promises or commitments
 - if fail to honor considered a sinner
- Typical to give money to help cover costs

Practices in European-American Culture

- Very diverse cultures regarding post-death ceremonial and bereavement practices
- Gather at home of deceased to share common grief
- High dependence on funeral director or clergy for preparations
- Visitation typically followed by gravesite service
- Funeral services are subdued
- Dark clothing tends to be worn but this is evolving to more color to denote hope and celebration
- Interment followed by gathering at home of deceased or family – serve food

Religious Observances of Death: Jewish

- All customs designed to treat body with respect
- Emotional needs of survivors is very important
- Variance among Reform, Conservative, and Orthodox practices
- No funeral allowed on Saturday (the Sabbath) or on major religious holidays
- Music and flowers not encouraged
- Eulogies give by rabbis, family, friends
- Accompany casket to grave – Kaddish or declaration of faith said at gravesite
- Some observe 3 days following burial = visitors not received and time devoted to lamentation
- “Sitting shiva” = 7 day mourning period following burial
- Mourning lasts one year – one year anniversary marked but unveiling of a tombstone during special ceremony

Religious Observances of Death: Roman Catholic

- Sacraments of the Sick – if dies before sacraments given the priest will anoint conditionally within 3 hours
- Often a wake with service and rosary stated
- Distinct phases of mass
- Consecration reaffirms that person will rise again
- Prayers also address survivors
 - Encourage faith in eternal life
- Mass at one month anniversaries and also subsequent anniversaries

Religious Observances of Death: Protestant

- Wide range of observances
- Often a family gathering at home or funeral home
- Casket may be opened or closed
- Memorials may be placed in casket
- Cremation is acceptable for some
- Black dress is part of mourning
- Funeral has music, testimonials, hymns or songs of praise
- Gravesite visits and burials
- Memorial services can replace funeral or other observances
- Flowers and donations usually preferred
- Church family and friends help with food
- No formal structure or timeline to observing death

Religious Observances of Death: Islamic (mostly Turkish Culture)

- Many different traditions depending on country
- Death is act of God and not questioned
- Encouraged to show feelings openly
 - Loud crying cleans the soul
 - Rebellion against God’s decision is a sin
- Friends visit house and will talk about how death occurred
- Family members never left alone for seven days and all food provided
- In past no TV, radio or musical devices for 40 days
- Religious prayer on 40th and 52nd day after death
- Sensitive to where loved ones are buried
- Body buried without coffin and wrapped in white – body should touch the earth
- Body washed and bathed before ceremony
- Start conversation: “May you be alive and May God’s blessings be on him/her - the deceased.”

Accounting and Release Action Checklist

- ___ Identify yourself as the student accounting and release section leader.
- ___ Obtain a briefing from the incident commander, and planning and intelligence section chiefs on the situation, initial objectives, and priorities. Assemble the student accounting and release team.
- ___ Direct the student accounting specialist to obtain class rosters from each teacher to determine status (i.e., safe and healthy, injured, or deceased) and location (i.e., present or missing) of all students and school staff members.
- ___ Direct the student accounting specialist to prepare an initial student and staff information summary as soon as possible. Identify deceased, injured, or missing students or staff members to the school incident commander. Provide a copy of the information summary to the student release specialist.
- ___ Upon determination that students or staff members are deceased, injured, or missing, obtain the school incident commander's approval for parent or guardian notification. (Note: The coroner is the only authority who can legally declare a person dead.) Work with the crisis intervention specialist and the student release specialist to ensure that the parents and guardians of missing, injured, or deceased students are removed to a secure location. This location should be separate from the parent waiting and reunion areas. Use district office or law enforcement personnel for face-to-face notification in cases of death, serious injury, or missing persons.
- ___ Coordinate with the school security or search and rescue unit leader to search for missing students or staff.
- ___ After consultation with the student accounting and student release specialists, make a recommendation for the release of students to the school incident commander. If students are released, ensure that a record is maintained showing the person to whom the student has been released, the time of departure, and other essential information.
- ___ After consultation with the crisis intervention specialist, recommend procedures for how the school incident commander will disseminate information about the status of students to parents or guardians. Dissemination options include the posting of lists with the names of students who are accounted for and are safe and individual notification for students who are missing, injured, or deceased.
- ___ Direct the student release specialist to begin to release students to parents and guardians.
- ___ Maintain a log noting information received and actions taken.

Student Accounting and Release Planning Checklist

- ___ Ensure that the student accounting and release specialists are available, that they understand their roles, and that they are willing and able to serve.
- ___ Working with the student accounting and release specialist, establish a student and staff accounting procedure. This procedure should make use of current attendance rosters and must include a code for whether students and staff members are present or missing, safe and healthy, injured, or deceased.
- ___ Working with the crisis intervention and student release specialists, establish a protocol for informing parents and guardians that their children are missing, injured, or deceased. This protocol must involve the identification of a secure notification area.
- ___ Working with the student release specialist, establish a student–parent release protocol. This protocol must use the emergency cards and will require the establishment of areas for identity verification, parent waiting, and student–parent reunion. Typically the identity verification area will be in the school office. Parent waiting and reunion areas may be in the same location, but they should be separate from the areas that hold students prior to reunion (e.g., classrooms, evacuation sites). Individual parents and guardians of missing, injured, or deceased students must be given their own waiting areas.
- ___ Design the student–parent release protocol to recognize the importance of reuniting preschool and primary school children with their parents and guardians first.
- ___ Working with the crisis intervention specialist, discuss strategies for working with parents and guardians in the waiting area to ensure that they understand the procedure being followed (and the possible delays in reuniting with their children) and the importance of their reactions (upon reunification) in shaping children’s traumatic stress reactions.
- ___ In advance of any crisis event, ensure that the student accounting and release protocol has been disseminated to parents and guardians. Dissemination options include a letter to parents from the principal, articles in a school newsletter, and placement in a student–parent handbook. Included in such documents should be information that stresses the importance of parents’ reactions in shaping student perceptions of the event.

Student Release Procedures Annual Preparation

- ___ Maintain current classroom rosters in each classroom (as well as in the command post location).
- ___ Maintain an emergency card for each student in the main office and in each classroom’s attendance folder that lists persons authorized to pick up student.
- ___ Know where to obtain tables, chairs, writing supplies, and yellow barrier tape for delineating areas for student release, waiting and reunion, and notification areas

Releasing Students to Parents and Guardians

To expedite the release of students to their parents, a student release area should be established and procedures developed to provide for an orderly release process. The student release area should be away from the classroom; evacuation assembly; and missing, injured, or deceased notification areas.

Parents should be carefully informed of, and required to follow, release procedures. The most important tasks are to document when and to whom each student is released, and to ensure that parents are carefully informed about the reunification process. The original student emergency cards should be kept in the main office; copies of all emergency cards for each student should be kept in each classroom's attendance folder.

Each school should develop a release form that is consistent with the protocol they develop. A sample release form follows.

Sample Student Release Form			
Student Name		Parent/Caregiver	
Grade		Form of ID	
Staff Member		Release time	AM/PM
Initials		Destination	

Establish three separate parent areas. Each parent area should have crisis intervention team members available to tell parents how they can best help their child cope with the crisis event.

1. *Identity verification area.* This is where caregiver identities are verified. Here school staff will check authorization for release on the student's emergency cards (maintained in the teacher's attendance folder), and the parent or caregiver will complete duplicate copies of the release form (sample provided above), which documents their identity, destination, and time of release. Both copies of this form will then be signed by the student release specialist. The parent will keep one copy (which can be used to verify identification if necessary) and the second will be attached to the student's emergency card.
2. *Reunion area or reunion and waiting area.* After their identities have been verified, parents and caregivers wait for reunion with their children.
3. *Notification area.* This is where parents and guardians are notified that their children are missing, injured, or deceased.

Following identity verification of his or her parent or caregiver, each student will be summoned to the reunion area. Once students are physically released to a parent or caregiver, the student's name will be checked off the classroom attendance sheet by a school staff member.

SPECIAL NOTE: Younger primary-grade students should be given a priority consideration for release and reunification with their parent or guardian. Youth below the age of 7 are most likely to be traumatized by separation from parents during times of stress.

SPECIAL SITUATION: In the event that a large number of parents arrive at the same time to pick up their children and it is determined that it is the school's priority to release students to their parents or caregivers quickly, then two options are suggested.

1. Intermediate-grade teachers may be asked to combine their classrooms with the primary grade classroom so those teachers can help the student release specialist with reunions.
2. As parent or caregiver identities are verified, instead of calling students down one at a time, a list of parents of students from the same class who are available for reunion can be created, and students can be released in groups to parents (in the reunion or waiting area). Since parents will have a duplicate copy of their release form, they can show this form to the designated team member as they exit the reunion or waiting area with their child. Again, once students are physically released to a parent or caregiver, the student's name will be checked off the master roster by the staff.

Release of Students to Parents—Action Checklist

- Determine the availability of supplies and the safety of areas chosen for identity verification, waiting and reunion, and notification (if applicable).
- Set up tables and chairs, and place emergency cards and master rosters in the identity verification area. Ensure that an ample supply of release forms is available. Multiple tables, separated according to alphabetical groupings, could be set up for quicker identification of parents or caregivers. Be sure the signs identifying alphabetical groupings are elevated on an easel or wall so they can be clearly seen as parents are congregating around tables.
- Have parents or caregivers complete the release form in duplicate; ensure that a designated school staff member has signed the form and that a destination has been indicated. Give one release form to the parent and attach the other to the emergency card. **If the name of the adult is not on the child's emergency card, the student cannot be released.**
- If the adult's name is on the emergency card, use a walkie-talkie or messenger to summon the student to the reunion area.
- If necessary, the incident commander should consider the need to reevaluate the optimal student–parent reunion procedure (the procedure should be adaptable to situation specific needs).
- Check off the name and note the destination of each student on a master roster (generated from each classroom's attendance list) before releasing the student. However, if a classroom attendance list was not available and time does not allow for the creation of a roster at release, keep a copy of the student release form and develop a roster later.

WS1: Classroom Emergency Response Go-Kit Contents

This list includes the specific materials that may be included in a classroom response go-kit. The crisis team is responsible for ensuring that each classroom has a go-kit.

Item

- School's emergency management procedures (e.g., lockdown, secured perimeter)
- School and campus layout (staging areas indicated)
- Large backpack
- Safety vest or hat, with title imprinted in large block letters "Classroom Teacher"
- Whistle attached to a lanyard
- Keys for classroom
- Descriptions of students with special needs (medical, prescription medicine, dietary)
- Student roster
- Student photos
- Student emergency cards
- Evacuation routes and assembly procedures
- Evacuation sites identified
- Individualized evacuation plans
- Student release and reunification plan procedures
- Parent sign-in/sign-out sheet
- Clipboard
- Black ballpoint pens, highlighters
- Mechanical #2 pencils
- Fine-point permanent marker
- Crayons
- Writing pad
- Handcranked LED flashlight
- First-aid kit
- Lightsticks (to last 12 hours)
- Rain poncho
- Waterproof tarp
- Plastic sheeting (for shelter-in-place)
- Duct tape (2" by 60 yards)
- Emergency thermal blanket
- Paper cups
- Hand sanitizer

Classroom Emergency Response Go-Kit Contents

- Latex-free medical gloves
- Breathing masks
- Bottles of water
- Emergency food bars (without nuts)
- Age-appropriate student activities (books, cards, checkers, crayons, construction paper)
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Note. Adapted from Readiness and Emergency Management for Schools. (2010). *Preparedness in School Emergency Management*. Online course; Reeves, M., Nickerson, A., & Jimerson, S. (2006). *PREPaRE: Crisis Prevention and Preparedness - The Comprehensive School Crisis Team*. National Association of School Psychologists, Bethesda, MD; Waukegan Public Schools, Waukegan, IL.

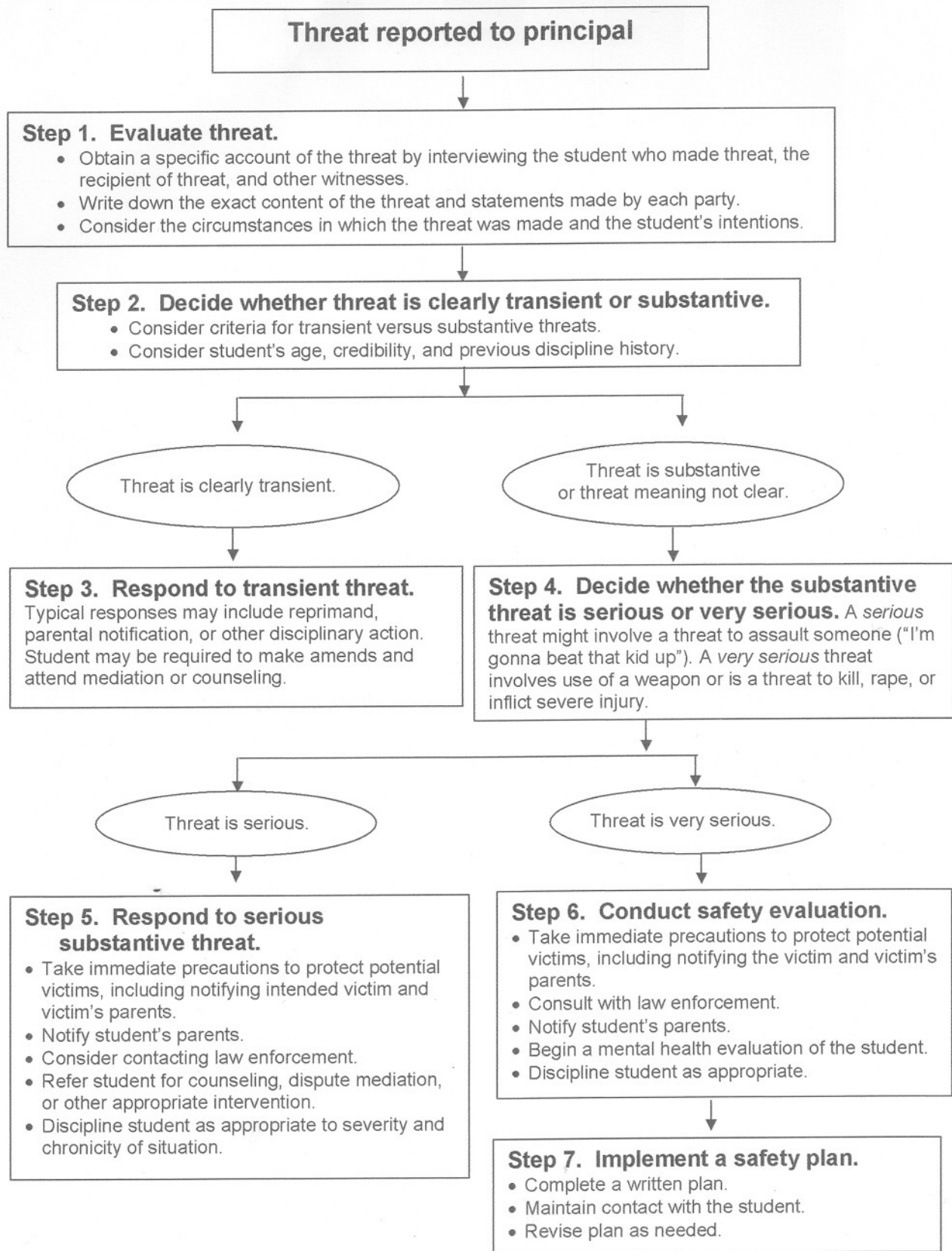
WS1: Mental Health Response Team Go-Kit Contents

This list includes the specific materials that may be included in a crisis team or administrator response go-kit. This list is not exhaustive; each team should consider the needs of their school.

Item

- Mental health team response duties
- Large adult backpack
- Box of tissues
- First-aid kit
- Pens
- Pencils
- Crayons
- Markers
- Clipboards
- Writing pads
- Loose-leaf paper
- Construction paper
- Dry erase markers and eraser (or chalk if school has blackboards)
- Reminder cards:
 - Evaluation of psychological trauma
 - Psychoeducational group
 - Caregiver training
 - Group- or classroom-based crisis intervention
 - Individual crisis intervention
- Two-way radio
- Hand sanitizer
- Hat or vest with "Crisis Team Responder" labeled
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Note. Adapted from Waukegan Public Schools, Waukegan, IL.



**RISK ASSESSMENT
VIOLENT JUVENILE BEHAVIOR WORKSHEET
ADMINISTRATION**

General

The risk assessment worksheet is to be administered as an interview after a student has made a threat of violence. Do not give the worksheet to the student to fill out. Many items require additional contacts with a parent, teacher, counselor or administrator to be able to complete the assessment. Review the student's discipline record if there is one.

Begin the interview with explaining why you were asked to talk with the student and that some information will help get to know him or her better. Identify the feelings that you assume were present at the time of the threat; "You must have been very angry when you said-----," and what you see currently, "I imagine you are worried about what is going to happen now."

The student may be aware of consequences that could result from the threat and not be cooperative, remain silent or deny any intention of harm. If the student denies any intention of harm, respond with a positive statement such as, "I'm glad to hear that," or "good", and continue the assessment. The best information may be obtained by asking the student to tell you what is going on and what led up to the incident. Listen and reflect what you hear. Refrain from accusing the student of lying or not telling the truth. Do point out inconsistencies or contradictions and ask for clarification without being accusatory.

Items

The following suggestions may be followed if you need more information to complete the assessment after the student has told his or her story or as an encouragement to continue the story.

1. **Plan** "You have threatened to----- . How would you do it? What did you have in mind? What are you planning to do? When would you do it? What would you use to do it? Who do you know that has a gun? Have you ever seen it? Do you know how to use it?"
2. **Aggressive Behavior** "When you get angry what do you do? Do people treat you fairly? Have you ever set a fire to things or a building?"
3. **Discipline Record** "Have you ever been suspended or expelled? Have your parents ever been called to school because of you behavior?"
4. **Previous Threats** "Have you ever threatened to harm anyone before?"
5. **Exposure to Violence** "Have you ever seen anyone killed or seriously hurt?"
6. **Victim of Abuse** "Has anyone ever intentionally hurt you?"
7. **Cruelty to Animals** "Do you have a pet, or have you ever had a pet? Have you ever intentionally hurt an animal?"

8. **Victim of Harassment** “Has anyone ever teased or harassed you?”

9. **Gang Affiliation** “What gang are you a member of? Would you like to be a part of one? Do you see the gang as a source of protection?”

10. **Family Support** “Who in your family are you close to now? Who were you close to when you were little?”

11. **Empathy** “Is there anyone you feel sorry for? Do you ever wish you hadn’t done something?”

12. **Relationship Skills** “Do you see yourself as having a lot of friends? Do you wish you had more? How would your friends describe you? Do you think others respect you?”

13. **Preoccupation with Violence** “What kinds of movies or TV programs do you like to watch? Do you like to make up stories about violence or do you talk to your friends about stories much?”

14. **Drugs** “How much do you use drugs or drink alcohol each week?”

SCORING

- Use the worksheet as a checklist.
- Add up the checks in the “lower” category, the “medium” category, and the “higher” category
- Indicate the total number of checks at the bottom of each column
- Multiply the “lower” category by 1, the “medium” category by 2, and the “higher” category by 3.
- Add these three weighted scores.
- Divide the total weighted scores by 3. This number is the final score.
- If the final score is below 7 the risk is lower. If the final score is between 7 and 13 the risk is medium. If the final score is above 13 the risk is higher.

Note: If all four sections of the plan (item #1) are checked high, the final risk for violent behavior is automatically assessed as high.

Source: Ryan-Arredondo, K., Remouf, K., Egyed, E., Doxey, M., Dobbins, M., Sanchez, S., & Rakowitz, B. (2001). Threat of violence in schools: The dallas independent school district’s response. *Psychology in the Schools*, 38, 185-196.

RISK ASSESSMENT WORKSHEET FOR VIOLENT JUVENILE BEHAVIOR

(To be used when a child verbally or non-verbally threatens violence)

Student Name: _____ I.D.# _____ Date: _____

Instructions: Use a check list and average for final assessment. Each item carries the same weight.

	Risk Present, But Lower	Medium	Higher
1. Plan* A. Details B. Access to weapons C. Time D. Viability of plan	<p>__vague</p> <p>__unavailable, difficult to obtain</p> <p>__no specific time or in future</p> <p>__plan unrealistic, unlikely to be implemented</p>	<p>__some specifics</p> <p>__available, but will have to obtain</p> <p>__within a few hours</p> <p>__some details of plan are plausible</p>	<p>__well thought out, knows when, where, how, and who</p> <p>__have in hand, close by, easy access</p> <p>__immediately</p> <p>__plan realistic</p>
2. Aggressive behavior	<p>__when angry does not hurt or threaten to hurt others or property</p>	<p>__displays little anger control, considered aggressive, has explosive outbursts, believes has been treated unfairly</p>	<p>__has set fires, has frequent explosive outbursts, believes in violence to solve problems</p>
3. Discipline record	<p>__no previous discipline record</p>	<p>__record of fighting, harassing, verbally abusive</p>	<p>__has a history of disciplinary problems, criminal offenses, has been removed or expelled</p>
4. Academic performance	<p>__no academic difficulties</p>	<p>__history of learning difficulties</p>	<p>__has been retained and/or receiving special education services</p>
5. Exposure to violence	<p>__exposed to violence only through movies, stories, computer software, video games</p>	<p>__has directly witnessed a violent argument or fight at home, in the neighborhood or school</p>	<p>__repeated exposure to violence at home, neighborhood or school</p>
6. History of previous attempts	<p>__no history of previous threats</p>	<p>__friends are aware of threats</p>	<p>__has been disciplined in past for terroristic threat</p>
7. Victim of violence or abuse (verbal, sexual or physical)	<p>__no evidence that child is a victim of violence or abuse</p>	<p>__perceives self as being taken advantage of or a victim but no evidence that abuse has occurred</p>	<p>__child has been a victim of violence or abuse, has been removed from home by Child Protective Services</p>
8. Exhibits cruelty to animals	<p>__no tendency to be cruel to animals</p>	<p>__discusses cruelty to animals with friends</p>	<p>__has tortured or mutilated animals</p>

9. Victim or perceived victim of discrimination or harassment	<input type="checkbox"/> no history of discrimination or harassment	<input type="checkbox"/> has a history of being teased	<input type="checkbox"/> documentation of being harassed or discriminated against
10. Gang membership, member of antisocial group or cult	<input type="checkbox"/> no history of affiliation or interest in becoming a member of a gang, antisocial group, or cult	<input type="checkbox"/> has past affiliation or has interest in becoming a member of a gang, antisocial group, or cult	<input type="checkbox"/> is currently an active gang member, or cult, sees gang as source of power and protection
11. Family support	<input type="checkbox"/> evidence of caring and supportive family relationships	<input type="checkbox"/> history of neglect	<input type="checkbox"/> no evidence of early attachment to primary caretaker, little or no parental supervision
12. Empathy, sympathy, or remorse	<input type="checkbox"/> displays normal capacity to feel for others	<input type="checkbox"/> some indication the development of these feels are delayed or absent	<input type="checkbox"/> seems unable to express or feel empathy, sympathy, or remorse
13. Interpersonal/relationship skills	<input type="checkbox"/> has friends, respected among peers and teachers	<input type="checkbox"/> identified as a bully, has poor interpersonal/relationship skills	<input type="checkbox"/> others afraid of child, intensely withdrawn, takes advantage of others, is considered a loner
14. Preoccupation with weapons, death, and violent themes	<input type="checkbox"/> no unusual history of thinking or talking about violence, does not enjoy reading about or watching violence	<input type="checkbox"/> prefers and enjoys violence on TV or in movies, shows an interest in weapons, talks about violence	<input type="checkbox"/> preoccupation with violence and death in writings, fantasy, drawings or conversation
15. Drugs or alcohol usage, impulsivity	<input type="checkbox"/> does not use drugs or alcohol, is not considered impulsive	<input type="checkbox"/> some experimentation with drugs or alcohol, 1 or 2 times a month	<input type="checkbox"/> heavy use of drugs or alcohol, several times a week, has little impulse control

TOTAL CHECKS

_____ LOWER

_____ MEDIUM

_____ HIGHER

Scoring for Risk Assessment Worksheet

1. Multiply total checks in the lower column by 1
Multiply total checks in the medium column by 2
Multiply total checks in the higher column by 3
2. Add these three weighted scores.
3. Divide the total of the weighted scores by 3.
4. **Final risk assessment:** low—below 7
medium---7 through 13
high---above 13

*5 If all items in #1 (plan) are marked high, the final assessment for violent behavior is automatically scored high.

CHECK FINAL ASSESSMENT: LOW _____ MEDIUM _____ HIGH _____

Source: Ryan-Arredondo, K., Remouf, K., Egyed, E., Doxey, M., Dobbins, M., Sanchez, S., & Rakowitz, B. (2001). Threat of violence in schools: The Dallas independent school district's response. *Psychology in the Schools, 38*, 185-196.

VIOLENT JUVENILE BEHAVIOR REPORT FORM

1. Student's Name: _____ 2. ID# _____

3. Special Education or 504 Disability Yes _____ No _____

If yes: Please check: LD ___ ED ___ MR ___ OHI ___ Speech ___ Autism ___ TBI ___ Hearing/Visual ___
Deaf/Blind ___ Other _____

3. School _____ District _____ Grade _____ 5. DOB _____ Age _____

6. Date of Threat _____ 7. Sex _____ 8. Ethnicity _____

9. Guardian _____ Relationship _____

10. Describe Threat and Circumstances: _____

11. Risk Assessment: Low _____ Medium _____ High _____

12. Action Plan: _____

13. Comments: _____

14. Parent, as required, were notified on _____. Conference with parent(s) held on _____.
Person who notified parent: Name: _____ Title: _____

15. Parents, as required, scheduled interview with _____ of Psychological, Social,
and Diagnostic Services or _____ of Youth and Family Center or _____
of _____.

16. Principal Signature _____

17. A copy of the *Risk Assessment Worksheet for Violent Juvenile Behavior*, a copy of the *Violent Juvenile Behavior Report Form* and a copy of the *Verification of Services* should be placed in the counselor's files, student discipline file, and faxed to Psychological, Social, and Diagnostic Services (phone: _____ attn: _____).

Report completed by: _____ Date: _____

VERIFICATION OF SERVICES PROVIDED

_____ has received an interview by
(name of student)

_____ to determine service needs.
(name of agency or individual)

(print name)

(signature)

(title)

(date)

Source: Ryan-Arredondo, K., Remouf, K., Egyed, E., Doxey, M., Dobbins, M., Sanchez, S., & Rakowitz, B. (2001). Threat of violence in schools: The dallas independent school district's response. Psychology in the Schools, 38, 185-196.



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Conducting Crisis Exercises and Drills: Guidelines for Schools

While high profile crisis events and instances of violent crimes at school are extremely rare (e.g., the odds of a student being the victim of a school-associated homicide are about 1 in 2.5 million), it is essential that all schools be prepared to respond to emergency situations as part of their school safety and crisis planning and preparation. Current state laws already require certain types of drills (e.g., fire drills) and many schools have begun to conduct a much broader range of crisis exercises and drills. Which type of drills are conducted and how is critical to both their effectiveness and minimizing the potential to cause trauma or harm unintentionally. Members of the National Association of School Psychologists' PREPaRE Workgroup offer the following guidelines to help schools understand what might be considered best practices in the development and implementation of a variety of exercises and drills.

Start With Simple Exercises

School crisis response training and exercises can be discussion-based (orientation seminars, workshops, or tabletop drills) or operations-based (a variety of specific emergency drills, functional exercise drills, or full-scale exercises), each of which can be useful in preparing school staff, crisis team members, students and other agencies for a wide variety of crises. However, *it is recommended that districts start with simple, low-cost discussion-based exercises (e.g., orientations) and work their way toward more complex and expensive, operations-based exercises (e.g., full scale drills* U.S. Department of Education, [USDE], 2006; Freeman & Taylor, 2010). Although there is little empirical research about drills, existing research suggests that drills implemented according to best practice can increase students' knowledge and skills of how to respond in an emergency, without elevating their anxiety or perceived safety (Zhe & Nickerson, 2007).

Select an Appropriate Exercise Scenario

There is a difference between crises that are possible and those that are more probable, and *exercises are most useful when based on a vulnerability assessment that identifies the types of risks or potential hazards that have a probability of occurring in a specific community*. Vulnerability assessments that address both physical and psychological safety help schools identify areas wherein they are most vulnerable (e.g., responding to wild animals, trespassers, food contamination, chemical spills, angry students or parents; Reeves et al., 2011). Building administration and crisis response teams should consider training on how to respond to different emergency protocols within their crisis plans (e.g., fire drills, lockdowns, shelter-in-place drills, and evacuation procedures). Districts that are vulnerable to certain types of natural disasters (e.g., tornadoes, hurricanes, floods, wildfires, and earthquakes) should consider drills related to hazards associated with specific events. Exercises should be planned to address multiple hazards and consider unexpected occurrences (e.g., crisis occurring during a passing period or recess). When conducting crisis exercises and drills, schools also need to consider how they will respond to individuals with special needs. This includes students and staff members with physical handicaps (including temporary ones), medical needs, and emotional concerns (Reeves et al., 2011).

Discussion-Based Exercises

Discussion-based exercises are used to familiarize students and school staff members with crisis plans, policies, agency agreements, and emergency procedures. Orientation seminars and workshops can be an efficient way to introduce school staff members, first responders, and volunteers to the school's crisis plans and procedures, and tabletop drills can be an effective first step in testing crisis response protocols (USDE, 2006).

Orientations. These relatively brief seminars (which can be a part of regularly scheduled staff meetings) are discussions facilitated by a school crisis team leader (e.g., school principal). This is often the first step in ensuring that all school staff members understand a recently developed (or revised) school safety or crisis preparedness plan. These meetings review the school's emergency response procedures; and they provide the opportunity to discuss crisis response coordination, roles, responsibilities, procedures, and the equipment that might be needed to respond to a school emergency. Orientations can be facilitated by the use of a PowerPoint presentation, handouts, or videos illustrating the correct response to an emergency situation (Freeman & Taylor, 2010).

Workshops. Relative to an orientation, crisis response workshops typically last longer (up to 3 hours), involve more participant interaction, and may focus on a specific issue. They include sharing information; obtaining different perspectives; testing new ideas, policies, or procedures; training groups to perform specific coordinated crisis response activities; problem-solving; obtaining consensus; and building teams through lecture, discussion, and break-outs (U.S. Department of Homeland Security [USDHS], 2007).

Tabletop drills. These drills involve presenting crisis response teams with a crisis scenario and asking them to then discuss what their crisis response roles would require them to do in the given situation. These drills help participants better understand their crisis response roles and responsibilities, and can last from 1-4 hours (Freeman & Taylor, 2011). Tabletop drills are designed to prompt an in-depth, constructive, problem-solving discussion about existing emergency response plans as participants identify, investigate, and resolve issues (Reeves et al., 2012; USDE, 2006). When conducting this kind of drill a specific individual facilitates the drill, another person records each step the team suggests, and another is responsible for facilitating an evaluative discussion covering what the team did well and what areas are in need of improvement. Schools can develop written or video scenarios for the crisis team to follow during the tabletop drill. Effective tabletop scenarios should inject unexpected events into the discussion. Crisis events typically do not occur predictably. Thus, injecting "new" pieces of information into the tabletop drill makes it more realistic.

Operations-Based Exercises

Operations-based exercises serve to validate plans, policies, and procedures; clarify roles and responsibilities; and identify gaps in resources. They involve school staff and students reacting to a simulated crisis; practicing the response to specific emergency conditions. They may include the mobilization of emergency equipment, resources and networks. When planning operations-based exercises, it is important that schools start with less intense emergency drills and work their way up to functional exercises and full-scale drills. Practicing different types of emergency drills can help a school prepare for a more involved emergency response (Freeman & Taylor, 2010; USDHS, 2007).

Emergency drills. These drills involve practicing a single specific emergency procedure or protocol and can last from 30 minutes to 2 hours (Freeman & Taylor, 2011). Many schools already conduct a variety of these drills (e.g., lockdown, fire, evacuation, reverse evacuation, duck-cover-hold, and shelter-in-place) with students and staff, which allow them to practice the steps they should take in emergency situations. These exercises may include local public safety agencies (USDE, 2006). Each state requires a different number and type of annual emergency drills. Some states also require that local public safety agency representatives be present when schools conduct these drills.

Functional exercises. These exercises are simulations of emergency situations with realistic timelines that can last from 3 to 8 hours, and that test one or more functions of a school's emergency response plan during an interactive, time-pressured, simulated event. Functional exercises are often conducted in a school district's emergency operations center, but do not involve the movement of emergency personnel and equipment. Participants are given directions by exercise controllers and simulators via telephones, radios, and televisions, and they must respond appropriately to the incidents as they arise. Evaluators candidly critique the exercise and the team's performance. Roles in a functional drill include (a) an exercise controller who manages and directs the exercise, (b) players who respond as they would in a real emergency, (c) crisis simulators who assume external roles and deliver planned messages to the players, and (d) evaluators who assess performance through observations. Functional exercises are also

less expensive than a full-scale drill due to the lack of movement of emergency personnel or equipment (Freeman & Taylor, 2010; 2011; USDE, 2006).

Full-scale drills. As a school considers a full-scale drill, it is essential that it be carefully planned and that it does not cause harm (e.g., unnecessarily frighten participants). The local community and parents must be informed about the drill starting at least one month in advance, and the school should work with the media and its local municipality to inform all members of the surrounding community. These drills are the most elaborate, expensive, and time consuming, lasting from a half-day to multiple days, and often have a significant effect on instructional time. The full-scale drill is a simulation of emergency situations in real time with all necessary resources deployed, allowing for the evaluation of operational capabilities of emergency management systems in a highly stressful environment that simulates actual conditions. This type of drill will test multiple emergency protocols at once (e.g., reverse evacuation and lockdown to an off-site evacuation). To design and conduct a full-scale drill, districts collaborate with multiple agencies (including but not limited to police, fire, health departments, mental health agencies, transportation, local utilities, hospitals, and emergency management agencies). Full-scale drills also may involve multiple municipalities and jurisdictions (Freeman & Taylor, 2010; 2011; USDHS, 2007). Additional considerations for the full-scale drill are offered in Table 1.

When conducting full-scale drills, schools should choose a scenario that is most likely to occur in their communities and thereby increase the likelihood of involving all community stakeholders. A vulnerability assessment that includes a local hazard analysis can assist schools in determining what scenario should be chosen for the full-scale drill (Reeves et al., 2011). Additional considerations for the full-scale drill are offered in Table 1.

Table 1 *Essential Considerations When Developing/Conducting Full-Scale Drill*

- May require as long as a year to 18 months to develop.
- Should be preceded by orientation sessions, emergency drills, and functional exercises.
- Should be part of a long-term emergency exercise plan that begins with basic drills and culminates with the full-scale drill.
- May require collaboration with an outside expert or consultant to provide guidance in conducting crisis exercises.
- Must not be mistaken for a real crisis event.
- Likely will not require exposing students and staff to potentially traumatic stimuli (e.g., shooting blanks, fake blood) to meet drill objectives, as this exposure may lead to increased threat perceptions, serve as a reminder of prior trauma, and generate distressing reactions.^b
- Does not need to involve the entire student body.^c
- Should have participating agencies follow the National Incident Management System's Incident Command System and activate an Emergency Operations Center.
- Should require participants to sign in before the drill begins, receive an initial briefing, and wear identification on who they are and what their roles are during the drill.
- Should generate a postincident critique to identify issues to correct.^d
- Establishes a no-fault/no-fail expectation and emphasizes that mistakes or inconsistencies are learning opportunities to improve future crisis response.

Notes. ^aSources include Freeman & Taylor (2010). ^bSchools must consider the costs and benefits of using certain types of props during a full-scale drill and the developmental level of the children that are involved. The district's risk manager and a mental health staff member must be involved in the process of determining what types of dramatizations will occur. In addition, it should be recognized that some props may damage school or community facilities (e.g., blanks can leave nicks in the wall). ^cThe drill can be conducted on the weekend with a small group of student actors and other adults playing students. All drill participants should be carefully selected and screened for past trauma history, trained about what the drill will involve, and supported afterward. ^dThis report summarizes the findings of the drill and analyzes its outcomes relative to drill goals and objectives. Any areas that need improvement are identified and provided to the crisis team to determine further training needs or changes to the crisis response plan.

The guidance in this document is not a substitute for crisis team training, planning and more in-depth knowledge of the school crisis prevention and intervention process. For more extensive school crisis prevention and intervention information please refer to Brock et al. (2009) or visit www.nasponline.org/prepare for details the PREPaRE School Crisis Prevention and Intervention Training Curriculum. For detailed guidance on planning, conducting, and evaluating crisis exercises and drills specifically, review FEMA's Homeland Security Exercise and Evaluation Program (HSEEP) at https://hseep.dhs.gov/pages/1001_HSEEP7.aspx

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WS1 Handout 13: Emergency Protocols, Drills, Exercises, and Procedures

Emergency Protocols	General Procedure	Potential Crisis Event
Drop-Cover-Hold	Two procedures: 1. Students and staff take cover under a nearby desk, table, or sturdy doorframe to cover their body. Then they cover their eyes by leaning their face against their arms while holding onto the legs of the desk or table until the event ceases. 2. Students and staff move to windowless interior rooms or hallways of the first floor or basement. Then they kneel on the ground, bend over with their face dropped into their lap and arms covering their head and neck.	<ul style="list-style-type: none"> • Earthquake • Nuclear Weapon • Tornado
Evacuation	Students and staff leave the school building or facility using the predetermined evacuation routes. Relocation is at a predetermined, alternative setting, typically off school grounds.	<ul style="list-style-type: none"> • Fire • Bomb threat • Contaminated air inside school • Gas leak
Reverse Evacuation	Staff and students move from school grounds back into the school building. This may then lead into a lockdown or shelter-in-place.	<ul style="list-style-type: none"> • Safety concern outside • Unsafe weather • Environmental hazard close to school (e.g., chemical plant spill)
Secured Perimeter	All staff and students outside the building are returned to the building or other safe area. All exterior doors are locked and secured. Blinds are closed; however, movement within the school is allowed. No outside activity is allowed, but inside activity and schedules are allowed, as authorized. Access in and outside the building is controlled and limited to authorized individuals only.	<ul style="list-style-type: none"> • Major crime or police chase near school • Threat of unauthorized pickup of student • Lockdown implemented at another nearby building • Fight outside that involves numerous individuals • Intruder or suspicious person on campus, but not inside school • Extremely disruptive and/or potentially violent person on campus • Dangerous animal • Preparation for potential lockdown

Lockdown	Students and staff remain in the school building when the threat is outside or within the school, or when moving throughout the school is unsafe. Window blinds are closed, all sit quietly in a room (preferably a locked room) positioned away from windows and doors, safely against a wall.	<ul style="list-style-type: none"> • Dangerous intruder in school or in immediate school vicinity • Act of violence or potential violence
Shelter-in-place	Participants move into lockdown procedure and relocate to predetermined rooms that have minimal to no windows and vents. Disaster go-kit is used in the event of chemical, radiological, or biological emergency; all windows and doors are sealed with duct tape and plastic sheeting, and mechanical building systems are turned off.	<ul style="list-style-type: none"> • Severe weather • Chemical, radiological, or biological emergency

Note: Emergency go-kits need to be ready for activation at all times.

Schools Crisis Drills and Exercises

Discussion-Based			
Type of Drill or Exercise	Learning Objective	Potential Training Forum	Parties Involved
Orientation Seminar	<ul style="list-style-type: none"> • Introduces new programs, policies, or plans • Provides overview of crisis plan and roles and responsibilities within the plan 	<ul style="list-style-type: none"> • Staff meeting • Grade-level meeting • District-level meeting • Support staff meeting 	<ul style="list-style-type: none"> • School staff • Safety team members • Crisis team members • School and district leadership • All involved agencies • Volunteers
Workshop	<ul style="list-style-type: none"> • Teaches specific training goal or skills (exercise objectives, policies, plans) • Serves as a foundation for more detailed drills and exercises 	<ul style="list-style-type: none"> • Half day, full day, or multiple days of training 	<ul style="list-style-type: none"> • School staff • Safety team members • Crisis team members • School and district leadership • All involved agencies
Tabletop Exercises	<ul style="list-style-type: none"> • Validate plan and procedures by using a hypothetical scenario to discuss plans and procedures in a nonthreatening environment 	<ul style="list-style-type: none"> • Written scenario reading, followed by discussion within a crisis team meeting 	<ul style="list-style-type: none"> • Safety team and/or crisis team members • Public safety personnel

	<ul style="list-style-type: none"> • Troubleshoot any anticipated areas of concern • Discuss various viewpoints or possible issues of contention before an event occurs • Clarify roles, responsibilities, and procedures • Facilitate engagement of public safety personnel or community agencies in discussion of plan • Clarify goals and objectives for practice 	<ul style="list-style-type: none"> • Diagrams of floor plans and handouts with roles and responsibilities outlined, or discussing procedures 	<ul style="list-style-type: none"> • School and/or district leadership
Operations–Based			
Type of Drill or Exercise	Learning Objective	Potential Training Forum	Parties Involved
Emergency Drills	<ul style="list-style-type: none"> • Practice and achieve mastery of emergency procedures • Practice one specific type of drill or operation/ function at a time • Provide experience with new procedures and/or equipment • Identify strengths and concerns with plan • Involve response agencies to assess collaboration and clarity of roles and responsibilities 	<ul style="list-style-type: none"> • Practice of drills with school, district, and/or community teams • Types of drills: <ul style="list-style-type: none"> ▪ Drop-cover-hold ▪ Fire drill ▪ Tornado drills ▪ Earthquake drills ▪ Shelter-in-place drills ▪ Evacuation drills ▪ Reverse evacuation drills ▪ Secured perimeter drills ▪ Lockdown drills 	<ul style="list-style-type: none"> • Safety and/ or crisis team members • All district and/or school staff • School and/or district leadership • Students • Public safety personnel • Crisis response agencies
Functional Exercises	<ul style="list-style-type: none"> • Simulate real emergency • Practice periodically to drive activity at management level • Simulate complex and realistic problems in a time-constrained environment • Assess coordination among school personnel and various response agencies 	<ul style="list-style-type: none"> • School and public safety exercises • Medical emergency exercises 	<ul style="list-style-type: none"> • Safety and/ or crisis team members • District and/ or school staff members • School and/or district leadership • Public safety personnel • Crisis response agencies • Students (careful consideration)

	<ul style="list-style-type: none"> Evaluate capabilities, functions, plans, and staff of the ICS and other multiagency coordination Assess strengths and weaknesses in plan Assess needed materials and supports to carry out roles and responsibilities 		
Full-Scale Exercise	<ul style="list-style-type: none"> Allows most complex practice Engages multiple agencies, jurisdictions, and organizations Tests an entire community's capacity to respond Focuses on implementing and analyzing plans, policies, and procedures Uses cooperative agreements developed in a previous discussion-based exercise Simulates exercises in real time, highly stressful, time-constrained environment that is as close to real life as possible Involves actual mobilization of resources and personnel, using real equipment, props, and multiagency personnel 	<ul style="list-style-type: none"> Large community emergency drills—often held during summer or on a weekend at a school site Careful selection of student actors to avoid unknowingly retraumatizing a student with a trauma history Public notice (to prevent mistaking the exercise for an actual event) 	<ul style="list-style-type: none"> Safety and/or crisis team members Selected district and/or school staff members School and/or district leadership Public safety personnel Emergency management and crisis response agencies Community agencies and stakeholders Carefully selected students

Note. Adapted from Cherry Creek School District. (2007). *Emergency Response/Crisis Management Training*, Workshop presented to staff as part of a Title IV Safe and Drug Free Schools Grant, Greenwood Village, Colorado; Federal Emergency Management Agency (FEMA). (2003), *Emergency Management Institute Independent Study: Exercise design*. Washington, DC: Author.; Reeves, M., Kanan, L., & Plog, A. (2010). *Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety: Prevention through Recovery*. New York, NY: Routledge Publishing; Reeves, M., Nickerson, A., & Jimerson, S. (2006). *PREPaRE Workshop 1: Prevention and preparedness: The comprehensive school crisis team*. National Association of School Psychologists, Bethesda, MD; United States Department of Homeland Security. (2007). *Homeland security exercise and evaluation program (HSEEP)*, Washington, DC Retrieved from https://hseep.dhs.gov/pages/1001_HSEEP7.aspx.

POTENTIAL THREAT ASSESSMENT QUESTIONS

1. Explore motivations for violence.

What are your motivations or reasons for the planned violence? How do you think it would solve your problems? What other ways have you tried to solve your problems?

2. Identify thoughts of revenge.

Have any events happened where you felt you would like to get revenge or to get back at someone? Do you hold any grievances or bad feelings about school or individuals at school?

3. Identify experiences with/attitudes toward weapons.

Do you have experience with guns? Do you have any experience with violent point and shoot video games?

4. Explore history of/attitudes toward violence.

What are your views on violence? What do your parents think about violence? What do your friends think about violence? Do you have a history of violent behavior, criminal behavior, harassing others? Have you gathered any information about weapons, murders, suicides, or school shootings (e.g., Internet writings, news accounts, music, etc.)?

5. Identify possible stressors.

What events are happening in your life right now that are stressful? What has happened in the past that was stressful? How have you coped with stress in the past? Have you had any major changes in your life lately (e.g., changes in living arrangements, loss of a significant relationship, death, divorce, a recent personal failure)?

6. Identify signs of depression, helplessness, and/or hopelessness.

Have you written any essays, poems, music, journals with themes of hopelessness, helplessness, homicide, and/or suicide? What kind of course do you feel your life is on right now: even, upward, or downward? Do you have feelings of depression now? Have you had feelings of depression in the past? For how long? How intense? Do you have feelings of being desperate?

7. Identify suicidal ideation.

Have you ever tried to hurt yourself? Do you have any thoughts of hurting yourself or killing yourself now? Have you ever threatened to kill yourself? Have you ever made a gesture of suicide such as trying to slash your wrists? Have you tried to kill yourself before? Do you have a plan? (Ask "how," "how soon," and "how prepared.") Have you told others of your plans to kill yourself? What have been their reactions? What factors might increase the chance that you will attempt suicide? What factors might decrease the chance that you will attempt suicide?

8. Identify homicidal ideation.

Do you have any thoughts of hurting or killing others now? Have you had any homicidal thoughts in the past? What plans do you have? Have you taken any steps or actions to injure or kill others so far? What weapon(s) have you considered? Do you have access to guns (i.e., at home, at relatives)? Have you made any efforts so far to get hold of a gun(s)? Do you know how to get hold of a gun? Have you thought about whom you would target? Do you have a time and place in mind? Have you thought about how you would get close to this target (persons or building)? How well do you know the target? Have you thought of other targets? Have you thought of how to get around security measures? Have you told others of your plans to kill others? What have been their reactions? What factors might increase the chance that you will attempt to attack the target? What factors might decrease the chance that you will attempt to attack the target?

9. Identify possible helping resources.

What do you need right now to make your life a little better? What has helped you cope with angry or depressed feelings in the past? How might the school help you? How might your family help you?

10. Identify additional psychiatric disorders.

Have you had any hallucinations where someone is commanding you to do something? Have you had any delusional ideas, feelings that others are out to get you? Have you acted on these feelings or experiences? Do you have a history of mental illness? Does anyone in your family have a history of mental illness?

Note. Adapted from Borum (2000); Fein and Vossekuil (1998), and Vossekuil et al. (2000).

WS1 Handout 15: Essential Elements of a Release and Reunification Plan

Off-Site Reunification Location

1. The incident commander advises operations chief to implement off-site evacuation and reunification procedures.
2. The incident commander or operations chief notifies teachers to activate off-site reunification procedures.
3. The logistics personnel begin setting up bus staging area and routing buses to staging area.
4. Local law enforcement and other needed personnel should proceed to site to help with traffic and crowd control.
5. The public information officer will provide needed details and instructions to the media and the webmaster, to be conveyed to parents and the community.
6. While en route to the off-site reunification area, a school staff member needs to prepare a list of all evacuees on the bus. The list will be delivered to the supervisor (i.e., the student–parent reunion coordinator) upon arrival.
7. Crisis team members will facilitate the unloading of students and school staff and direct them to the student assembly area.
8. School staff will supervise students at the site.
9. The operations chief will designate an individual to be the commander-in-charge for the site.
10. School staff follow the identified dismissal procedures.
11. The student–parent reunion coordinator will need to obtain up-to-date student emergency information that details special needs, medical, or custody issues from the Administrator/Crisis Response team go-kit.

On-Site Reunification Location

1. Incident commander makes the decision to use alternative dismissal procedures and to activate the reunification crisis plan. The operations chief is notified to activate procedures.
2. All teachers and students are notified of the reunification plan procedures to be followed.
3. The public information officer or incident commander provides needed details and instructions to the media and webmaster, to be conveyed to parents.
4. Parents are notified of the need to come and pick up their child (reverse 911, local media outlets, website, and e-mail).
5. Local law enforcement and other needed personnel will proceed to the site to help with traffic and crowd control.
6. Staff are activated to help with parent verification and procedures. Obtain the up-to-date student emergency information that details special needs, medical, or custody issues from the Administrator/Crisis Response team go-kit
7. Authorized adults and parents are required to check in at the check-in area. They must print and sign their names, in addition to the time, on a sign-out sheet (a printed name is needed, as signatures sometimes cannot be read). Two different methods of check-out can be used:
 - a. Parents must check in at a central location, show ID, sign their child out, and wait for the child to be called down to the reunion area to be released.
 - i. *Pro.* Parents are not provided access to the building.
 - ii. *Con.* Keeping up with demand is difficult if large numbers of parents are arriving at once. Parents get frustrated with waiting for their child to be called down to the parent waiting area.
 - iii. *Strategy.* Staff can offer caregiver training while parents are waiting for their child to be called down to meet them. This gives parents information about what happened, strategies for working with their child when they get home, and time for staff to get the student ready to meet their parent.

- b. Parents must check in at a central location and show ID that is matched to a student emergency release card; they are then permitted access to a classroom and allowed to sign their child out with teacher.
 - i. *Pro.* Staff are better able to keep up with demand and it accelerates the dismissal process.
 - ii. *Con.* Parents have access to the building, and a parent that is emotional may trigger reactions in other students and parents. Also, parents may not leave readily and may congregate within the school, causing other potential difficulties.

Specific On-Site Duties to Facilitate the Reunification Process

The command staff work together to conduct the following activities:

1. Establish an Incident Command post.
2. Organize the response if multiple agencies are involved.
3. Check identification of all personnel and staff who arrive to provide assistance.
4. Secure the areas for student and staff away from where parents will be arriving.
5. Set up the student release sign-out area.
6. If needed, set up a media staging area.
7. Have mental health and medical staff available for medically and emotionally fragile students.
8. Release students only to authorized individuals who show ID and are listed on the student's emergency release card (ensure there are not custody disputes). Have an administrator ready to handle any unauthorized adult who tries to pick-up a student. Have multiple tables ready to accommodate large numbers of parents signing in and out.
9. Provide handouts to parents on traumatic stress reactions and resources.
10. Provide supervision for students whose parents or an authorized person do not come and pick them up.
11. Make every effort to maintain order and ease fears and anxiety. Be prepared for emotional parents who may feel a need to circumvent the process to get to their child faster.
12. Have additional staff and security to help with crowd control and to maintain order. Consider traffic flow patterns. Do not have parents entering and exiting through the same doors, as this creates a traffic jam.

Note. For additional guidelines for the release and reunification of students and caregivers, see Figure 4.2 of Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School Crisis Prevention & Intervention, the PREPaRE Model*. Bethesda, MD: National Association of School Psychologists. Adapted from Cherry Creek School District. (2007). *Emergency Response/Crisis Management Training*, Workshop presented to staff as part of a Title IV Safe and Drug Free Schools Grant, Greenwood Village, Colorado; Reeves, M., Kanan, L., and Plog, A. (2010). *Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety: Prevention through Recovery*. New York: Routledge Publishing.; United States Department of Education Readiness and Emergency Management (2010). *Preparedness in School Emergency Management* website course. www.rems.ed.gov; United States Department of Education (2007). *Lessons learned: After-Action Reports: Capturing lessons learned and identifying areas for improvement*. 2(1), 1–6.; United States Department of Education (2007). *Helpful hints: Steps for developing a school emergency management plan*. 2(1), 1–6.

WS1 Handout 16: Crisis Team or Administrator Emergency Response Go-Kit Contents

This list includes the specific materials that may be included in a crisis team's or crisis administrator's response go-kit. This is not an exhaustive list, and each team should consider the needs of their school.

- Crisis response team phone numbers
- Crisis response team role descriptions
- Crisis team identification vests with titles printed in large block letters on back
 - Incident Commander
 - Safety Officer
 - Public Information Officer
 - Liaison Officer
 - Mental Health Officer
 - Operations Section Chief
 - Logistics Section Chief
 - Planning Section Chief
 - Finance Section Chief
- Aerial photos of the campus
- Copy of building safety and crisis team plans, including
 - Response protocols
 - Individualized evacuation plans
 - Release and reunification plan
 - List of students and staff with medical needs
 - Community resource list
 - Traffic management plan
- Campus map and floor plans (including each individual building), with the following clearly identified:
 - Emergency command and staging areas (including media)
 - Clearly marked evacuation routes
 - Fire alarm deactivation switch
 - Sprinkler system deactivation switch
 - Utility shutoff valves
 - Gas line shutoff valves
 - Cable television and satellite feed shutoff
 - Water shutoff valve
- Teacher roster and assignments
- Staff phone tree and family contact information
- Student emergency cards
- Student attendance roster
 - Student and staff photos
 - Student disposition and release forms
 - Rolling cart or rolling duffel bag (with itemized list of emergency items to be included)
 - First-aid kit (at least 64 pieces)

- Building master keys
- Bullhorn or other external communication system
- Two-way radios with at least 10 different channels
- AM/FM battery-operated radio (with batteries)
- Battery-operated weather radio (with batteries)
- Emergency crank radio
- Battery-operated laptop (with AirPort)
- Site status report forms
- Damage documentation tools (e.g., cameras)
- Yellow caution tape

- Reminder cards:
 - Evaluation of psychological trauma
 - Psychoeducational group
 - Caregiver training
 - Group- or classroom-based crisis intervention
 - Individual crisis intervention

- Mechanical #2 pencils
- Black ballpoint pens
- Black fine-point permanent marker
- Clipboards
- Writing pads (8.5" X 11" glue-top writing pad, legal ruled)
- 8.5" X 11" dry-erase whiteboard with markers and eraser
- Highlighters (yellow and pink)
- Flashlights (with extra batteries)
- Hand-cranked LED light
- Whistles attached to lanyards
- Stopwatch
- Solar Calculator
- Bag of large rubber bands
- Light sticks (to last 12 hours)
- Adult rain ponchos
- Work or gardening gloves
- Latex-free medical gloves (large adult size)
- Gray duct tape (2" by 60 yards)
- Safety breathing masks
- Hand sanitizer
- Emergency thermal blankets
- Emergency energy food bars without nuts
- Solar calculator
- Emergency resource budget information
- Emergency personnel sign-in/sign-out sheet
- FEMA forms

Note. Adapted from Readiness and Emergency Management for Schools. (2010). *Online Preparedness in School Emergency Management* course; Reeves, M., Nickerson, A., & Jimerson, S. (2006). *PREPaRE: Crisis Prevention and Preparedness—The Comprehensive School Crisis Team*. Bethesda, MD: National Association of School Psychologists, Waukegan Public Schools, Waukegan, IL

Threat/Risk Assessment: Developing a Proactive and Consistent Approach to Evaluating Risk

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Wisconsin School Psychologists Association Summer Institute
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Workshop Objectives

- Participants will learn:
 - how to establish a consistent school- or district-wide approach to risk assessment.
 - the critical factors contributing to risk to include current statistics and early identification of warning signs
 - best practice guidelines as established by prior legal cases
 - primary prevention strategies to break the code of silence
 - about a variety of risk assessment models that guide risk assessment procedures
 - strategies for interventions and postvention
 - strategies for working with difficult parents
 - from case study examples and shared forms that illustrate the risk assessment process

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Workshop Outline

Introduction

- Legal Issues
- Threat Assessment: Other-Directed Violence
 - Violence Statistics
 - Primary Prevention of School Violence
 - Risk Assessment
- Referral & Postvention
- Conclusion

3

Myths of Directed School Violence

- It won't happen here
- School violence is just about homicide
- Perpetrators dislike and do poorly in school
- Potentially violent individuals just snap
- Perpetrators had many discipline problems at school

4

Staff Development & Training: General Staff

- General Staff Procedures & Awareness Training
 - All school staff members are responsible for recognizing warning signs and knowing the referral procedure to report concerns whenever warning signs are displayed.
- Clear reporting procedures with common language
- Staff know all reporting procedures for:

•Bullying	•Harassment
•Suicide risk	•Violence or danger concerns
•Child abuse & neglect	•Substance abuse
•Sexual assault	•Cyber/internet/texting concerns

5

What is Risk Assessment?

- A process for assessing, intervening and managing a threat.
- The process is centered upon analysis of facts and evidence.
- Focuses on actions, communications, and specific circumstances that might suggest an intent to commit a violent act.
- It also includes developing an intervention plan.

6

6 Principles of Risk Assessment

1. Targeted violence or threat to self is end result of an understandable process of thinking & behavior
2. Stems from interaction between individual, situation, setting, & target
3. An investigative, skeptical, inquisitive mindset is needed.
4. Based on facts, rather than characteristics or traits
5. "Integrated systems approach" is best
6. Investigate if *poses* a threat, not whether he/she made a threat

US Secret Service & US Dept. of Ed. (2002)

7

Principles of use

- Principles to avoid misuse of risk assessment for violence.
 - Do no harm (keep information confidential and use signs to identify the need for interventions, rather than as a punishment tool).
 - Understand that many students show multiple signs and it is important not to overreact.
 - Avoid stereotypes and labeling.
 - View student behavior within a developmental and culturally appropriate context.
 - Developmentally typical behavior should not be misinterpreted

Adapted from Dwyer, Osher, & Warger (1998)

8

4 Elements to Effective Risk Assessment

1. Establish authority and leadership to conduct an inquiry
2. Develop a multidisciplinary district and/or school based team and provide ongoing training
3. Establish integrated and interagency systems relationships to respond to safety concerns
4. Provide awareness training to students, staff, parents, and community regarding warning signs and reporting procedures

Colorado School Safety Resource Center (2011)

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Risk Assessments Provide:

- Teaming process
- Descriptive information [Action Flow Chart](#)
- Common language
- Level of concern
- Documentation
- Safety planning for reducing risk
 - discipline/consequences
 - monitoring
 - skill development
 - relationship building

Dr.'s Linda Kanan and Ron Lee, 2005

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Staff Development & Training: Risk Assessment Team

- **Trained** multi-disciplinary Risk Assessment Team
 - Conducting risk/danger assessments - A **TEAM** process
 - Administrator, School Disciplinary/Safety Personnel, Mental Health (School Psychologist, Counselor, Social Worker)
 - Other potential members: teachers, coach, nurse, Sp.Ed...
 - Moderate to serious risk of directed violence suspected, include law enforcement in the evaluation and investigation
 - Risk level is a team decision!
- Select a "Risk Assessment Team Leader"
 - Initial threats/concerns reported to this person to activate process
 - Responsible for coordinating process and ensuring collaboration
 - Have back-up team leader identified
- Focus on determining level of risk & appropriate interventions
- Document, document, document!!!

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Inquiry versus Investigation

- Inquiry should be initiated when information about a student's behavior and communications passes an agreed-upon threshold of concern.
 - Conducted by school team
- Investigation is initiated when potential threat is serious (substantive)
 - Conducted by police with school involvement in providing info
 - Be careful how questioning is set-up and done when SRO involved!
 - Potential 5th amendment issue which prohibits self-incrimination

The central question in a threat assessment inquiry or investigation is whether a student *poses* a threat, not whether the student has *made a threat.*"

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Limitations of Risk Assessments

- Protocol based on research of targeted school violence incidents at school (Secret Service, FBI)
 - not a foolproof method
- Are not reliable procedures for incidents of violence motivated by gang involvement, drugs or alcohol, sexual gratification
- Don't provide predictions of future behavior, placement, or eligibility

(Dr.'s Linda Kanan and Ron Lee, 2005)

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Legal Issues: U.S. Constitution

- **1st Amendment:** Freedom of speech
 - Not entitled to protection:
 - fighting words, obscenity, and defamation
 - Student speech which causes substantial disruption or material interference with school activities or invades rights of others
 - "true threat"
- **4th Amendment:** Unreasonable search & seizure
 - Reasonable suspicion
 - Scope of search reasonably related to objective and not excessively intrusive

Hutton, T. (2007) - National Assoc. School Boards

Legal Issues: U.S. Constitution

- **14th Amendment:** Due process and equal protection
 - Action must be related to school's interest in protecting students or maintaining order in school
 - Failure to adopt and implement adequate safety measures can be grounds for tort claim in event of school violence
 - Avoid discriminatory practices
 - IDEA guidelines
- **Tort Claim** (under state law): negligence claim for failure to intervene

Hutton, T. (2007) - National Assoc. School Boards

Legal Issues: Family Educational Rights and Privacy Act (FERPA) of 1974

- Applies to educational records - New Exception (December 2008): 34 CFR § 99.36
 - May disclose information to appropriate parties without consent when knowledge of information is necessary to protect the health and safety of a student or other individual, if there is a significant and articulable threat to the health and safety of an individual.
 - Must be directly related to a threat of actual, impending, or imminent emergency
- Prior Exceptions allowed
 - Educational Agencies and Institutions may share information from educational records of at-risk or delinquent youth
 - Court order/subpoena or criminal investigations
 - School officials where students is enrolled or seeks to enroll

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Legal Issues: 1994 FERPA Amendments Regarding Staff and Records

- Disciplinary action may be kept in student records if the behavior posed a significant risk to the safety and well being of that student, other students or staff.
- This information may be disclosed to staff who have legitimate educational interest in the behavior of the student.

FERPA Resources:
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html>
<http://www2.ed.gov/policy/gen/guid/fpco/index.html>
<http://www.pent.ca.gov/thr/ferpa.html>

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What is an Educational Record?

Education Records	Not Education Records
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary records	Law enforcement unit records
Standardized test results	Grades on peer-graded papers before they are collected and recorded by a teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual's attendance at the school
Records on services provided to students under the <i>Individuals with Disabilities Education Act (IDEA)</i>	Employee records that relate exclusively to an individual in that individual's capacity as an employee
Records on services and accommodations provided to students under <i>Section 504 of the Rehabilitation Act of 1973</i> and <i>Title II of the ADA</i>	Information obtained through a school official's personal knowledge or observation and not

Source: US Dept of Ed (2013)

Legal Issues: Duty to Warn

- ▣ When a student is a danger to self or others there is a duty to warn.
 - *Tarasoff v. Regents of the University of California*



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Legal Issues: Foreseeability & Negligence

- If a child writes or talks in a threatening manner, adults should be able to *foresee* potential safety issues.
- It is *negligent* on the part of the school not to notify parents or guardians or potential victim when students are known to be dangerous.
- It is also *negligent* not to supervise the student closely.
- *Negligent* to not provide staff training in regards to identification, reporting, intervening/supervision, and parent notification

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Legal Issues: Threats

***Biom v Fulton County SD* (July 31, 2007):**
 Georgia school district did not violate student's right to free speech when they suspended her for writing a narrative about shooting her math teacher; also not entitled to expunge incident from her school records

***Wisniewski v. Bd. of Educ. of Weedsport Cent. SD* (July 5, 2007):**
 Upheld suspension of a student who created an instant message (IM) icon depicting his teacher being shot

***Francisco T. vs. the People, CA Solano County* (Super. Ct. No. J41032, Nov 2011)**
 Student had no First Amendment defense to making threats to a teacher and principal; a true-threat analysis consists of more than just the actual language spoken; threat analysis focuses heavily on context; any threatening gestures, physical behavior and other aggressive action will be factored into the equation in court.

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Legal Issues: Threats

***Pace v. Talley* (Nov. 21, 2006):**
 Louisiana high school did not violate a student's constitutional rights by reporting the alleged threat of school violence to law enforcement without first affording the student an opportunity to respond to the accusation (did not violate confidentiality)

***Shuman v. Penn Manor SD* (Sept 7, 2005):**
 School did not violate student's 4th Amendment protections against search and seizure when they detained him in a conference room for several hours while they investigated sexual misconduct

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Office of Civil Rights (OCR)

Some misconduct can trigger federal antidiscrimination law(s)

- ▣ "School districts **may violate these civil rights statutes and the Department's implementing regulations** when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees."
 - Harassment **does not** have to specifically include intent to harm, be directed at a specific target, or involve repeated incidents.
- ▣ Schools must do more than take prompt and effective steps reasonably calculated to end the harassment.
 - must also **"eliminate any hostile environment and its effects, and prevent the harassment from occurring."**

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Office of Civil Rights, Dear Colleague Letter Harassment and Bullying, (October 26, 2010) <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>

Legal Issues

- DOCUMENT, DOCUMENT, DOCUMENT!!!!
- Make appropriate referrals!
- Secure assistance from others!
- Involve parents!

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Legal Issues:

Establish a Clear District-Wide Policy

- Specific, well-articulated procedures for exploring allegations of actual or potential violence/self-harm.
 - Require prompt, discrete, and responsible action on the part of school officials.
- The policy should include protocols for:
 - Assigning and training the risk assessment team
 - Evaluating and interviewing the potential offender
 - Notifying and working with parents
 - Interviewing other students and staff
 - Determining the level of intervention required
 - Bringing in additional professionals (e.g., mental health, social service, law enforcement)
 - Providing follow-up observation and services
 - Responding to media should the need arise

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Biggest Myth



It won't happen here.

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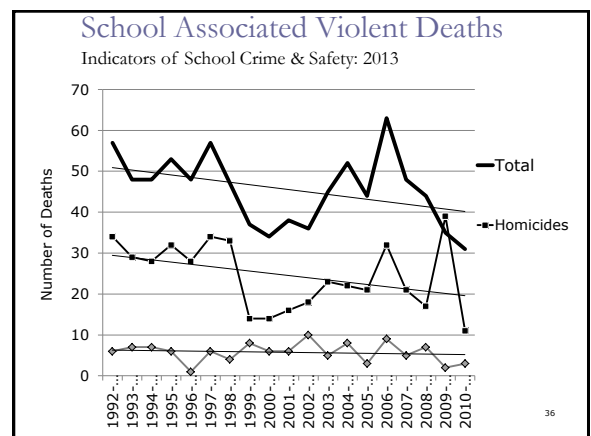
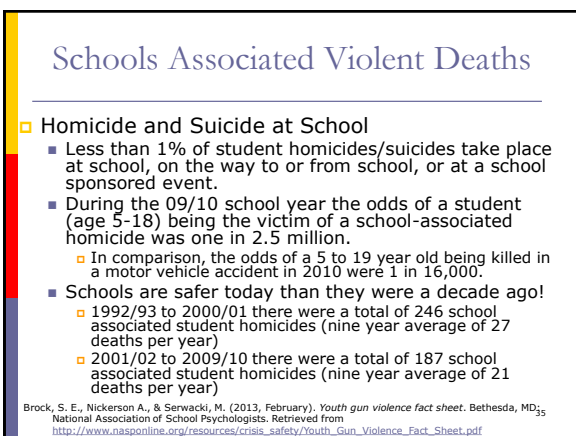
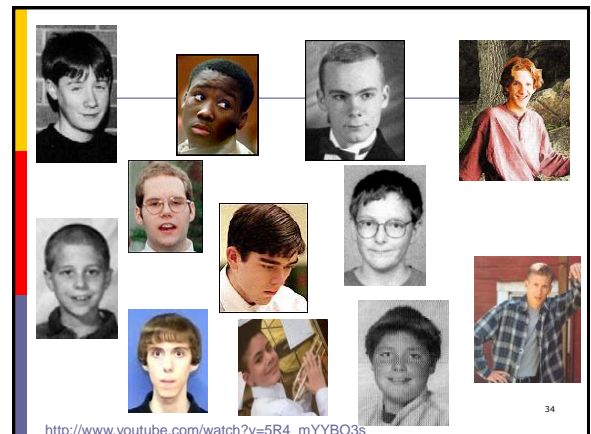
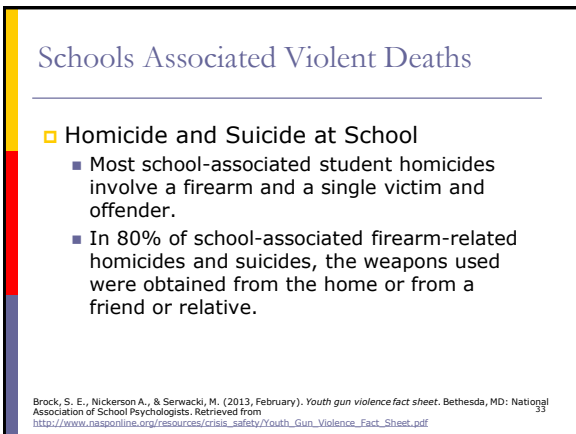
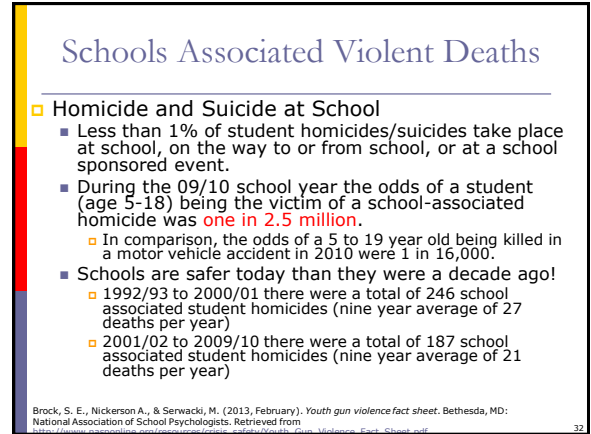
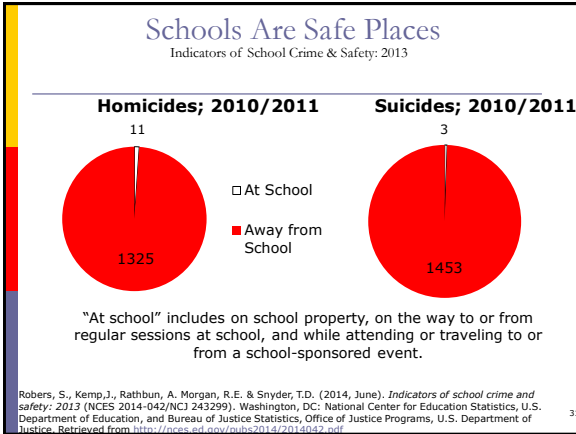


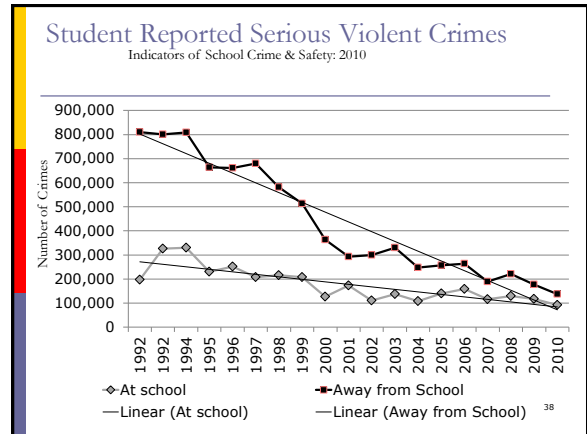
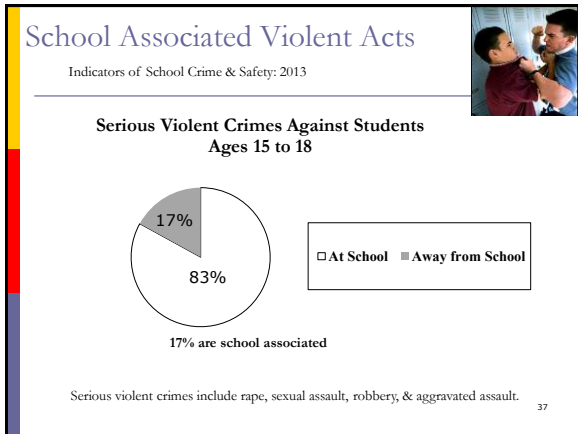
U.S. K-12 - School Killings

- June 10, 2014 - Troutdale, OR
- December 13, 2013 - Centennial, CO
- October 21, 2013 - Sparks, NV
- December 14, 2012 - Newtown, CT
- March 6, 2012 - Jacksonville, FL
- August 27, 2012 - Baltimore, MD
- February 27, 2012 - Chardon, OH
- January 5, 2011 - Houston, TX
- January 5, 2011 - Omaha, NE
- February 5, 2010 - Madison, AL
- November 12, 2008 - Ft. Lauderdale, FL
- February 12, 2008 - Oxnard, CA
- January 3, 2007 - Tacoma, WA
- October 10, 2007 - Cleveland, OH
- October 2, 2006 - Paradise/Nickel Mines, PA
- September 29, 2006 - Cazenovia, WI
- September 27, 2006 - Bailey, CO
- November 8, 2005 - Jacksboro, TN
- March 21, 2005 - Red Lakes, MN
- September 24, 2003 - Cold Spring, MN
- April 24, 2003 - Red Lion, PA
- March 30, 2001 - Gary, IN
- March 5, 2001 - Santee, CA
- May 26, 2000 - Lake Worth, FL
- February 29, 2000 - Mount Morris Township, MI
- November 19, 1999 - Deming, NM
- May 20, 1999 - Conyers, GA
- April 20, 1999 - Littleton, CO
- May 21, 1998 - Springfield, OR
- May 19, 1998 - Fayetteville, TN
- April 24, 1998 - Edinboro, PA
- March 24, 1998 - Jonesboro, AR
- December 1, 1997 - West Paducah, KY
- October 1, 1997 - Pearl, MS
- February 19, 1997 - Bethel, AK
- Feb 2, 1996 - Moses Lake, WA
- May 1, 1992 - Olivehurst, CA
- January 17, 1989 - Stockton, CA
- September 26, 1988 - Greenwood SC
- May 20, 1988 - Winnetka, IL
- January 29, 1979 - San Diego, CA

**only includes school shootings, non-gang related*
 Source: Time Line of Worldwide School Shootings - www.infoplease.com

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- ### Workshop Outline
- Introduction
 - Legal Issues
 - Threat Assessment: Other-Directed Violence
 - Violence Statistics
 - Primary Prevention of School Violence
 - Risk Assessment
 - Referral & Postvention
 - Conclusion

- ### Preventing Violence: 12 Characteristics of Safe Schools
- **Focus on academic achievement**
 - Involve families
 - Develop community links
 - **Emphasize positive relationships**
 - **Discuss safety issues openly**
 - Treat students with respect
 - **Create ways for students to share concerns**
 - Help children feel safe expressing feelings
 - Promote good citizenship & character
 - **Identify problems & assess progress toward solutions**
 - Referral system for abused & neglected children
 - Extended day programs
 - Support students making transition to adult life & workplace
- Dwyer, K., Osher, D. & Warger, C. (1998). *Early warning, timely response: A guide to safe schools*. Washington DC: US Department of Education.

- ### Preventing Violence: Creating a Climate of School Safety
- Assess the school's emotional climate
 - Do people in the school community feel safe?
 - Respect and Listen
 - All students (and staff) must feel that they are respected (schools as "a shame free zone") & listened to.
 - Break the "Code of Silence"
 - Unwritten, but powerful.
 - Encourage communication and change norms (i.e., make it "heroic" to break the code).

- ### Preventing Violence: Creating a Climate of School Safety
- Stop bullying Video: The Path to Violence
 - Empower students by involving them
 - Especially important for adolescents.
 - Ensure caring adult connections
 - Relationships are a powerful protective factor
 - Connections can easily be assessed
 1. Alpha List of student body
 2. Staff place checks on list after names of students to whom they feel "connected."
 3. Emphasize relationships with those who are not checked.
- Source: http://www.secretservice.gov/ntac/ssi_guide.pdf

Preventing Violence: Creating a Climate of School Safety

- For further guidance on creating safe school environments refer to



- <http://www2.ed.gov/about/offices/list/osep/gtss.html>
- <http://www2.ed.gov/admins/lead/safety/actguide/index.html>
- Osher, D., Dwyer, K., & Jackson, S. (2005). *Safe, supportive and successful schools: Step by step*. Longmont, CO: Sopris West. (ISBN 1-57035-918-0)
- http://rems.ed.gov/docs/BEMS_K-12_Guide_508.pdf

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Preventing Violence: Specific Prevention Programs

- Selection requires assessment of unique school needs.
 - Which problems are we likely to face in **OUR** school?
 - What are the primary short-term and long-term objectives of our school violence prevention efforts?
 - Who are the targets of the violence-prevention efforts?
 - Are these prevention efforts organized primarily at the school or district levels?
 - How are the prevention efforts linked to broader, community-level violence initiatives?

Source: Furlong et al. (2002)

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Preventing Violence: Specific Prevention Programs

- While prepackaged programs may work for specific schools with specific needs...
 - They cannot be randomly selected off the shelf and be expected to be beneficial.
 - Knowing who you want violence prevention efforts to target and what aspect(s) of school violence you are most interested in preventing will be a first step in program selection.

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Preventing Violence: Risk Factor Reduction



Restriction of Lethal Means: Gun Control

TABLE 1. Number and percentage of firearms used by student perpetrators in all school-associated, firearm-related events and firearm-related suicide and homicide events, by source of firearm—United States, 1992–1999*

Source	Firearms used in suicide events		Firearms used in homicide events		Total	
	No.	(%)	No.	(%)	No.	(%)
Home of perpetrator	26	(76.5)	22	(23.4)	48	(37.5)
Friend/relative of perpetrator	4	(11.8)	26	(27.6)	30	(23.4)
Purchased	0	(0.0)	9	(9.6)	9	(7.0)
Stolen	2	(5.9)	5	(5.3)	7	(5.5)
Victim	—	—	2	(2.1)	2	(1.6)
Other	0	(0.0)	3	(3.2)	3	(2.3)
Unknown	2	(5.9)	27	(28.7)	29	(22.7)
Total	34		94		128	

*Firearms used by perpetrators who committed a homicide and then killed themselves as part of a homicide-suicide event were included in analyses of firearms used by homicide perpetrators.

Source: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5209a1.htm>

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Other-Directed Violence Risk Assessment

- There is no accurate or useful "profile" of students who engaged in targeted school violence.
 - Attackers come from a variety of family situations.
 - Attackers differ from one another in academic achievement.
 - Attackers vary in the types of social relationships they have.
 - Histories of disciplinary problems at school vary.
 - Most attackers show no marked change prior to an attack.
 - A majority of attackers do demonstrate some interest in violence.
 - Most attackers have no history of prior violent or criminal behavior.



Other-Directed Violence Risk Assessment

- Profiles are not effective
 - Criticisms
 - Unjustly stigmatizes students
 - Information may result in discrimination, invasion of privacy, punishment, isolation, and exclusion from school and activities without due process (rather than as a tool for identifying youths in need of intervention).
 - Focus on behavior and communications (not appearances)
 - Appearances may direct our attention, but should not direct our action.
 - Profiling focuses on appearances.
 - Risk assessment focuses on behaviors/communications



Other-Directed Violence Risk Assessment

- Others Typically Have Knowledge of Violent Acts
 - Students are an important part of prevention efforts.
 - Schools must have an effective system for dealing with information brought forward.
 - Positive relationships among students and staff increases the potential for reporting incidents of concern.
 - Do not wait for threats, but begin inquiry behaviors are evident.
 - Respond to ALL threats.



Other-Directed Violence Risk Assessment

- Most Attacks Were Not Stopped by Law Enforcement
 - Have protocols & procedures for managing threats and other behaviors of concern.
 - We must act quickly.
 - Practice and evaluate crisis procedures routinely.



Other-Directed Violence Risk Assessment

- Principles to avoid misuse of risk assessment for violence.
 - Do no harm (keep information confidential and use signs to identify the need for interventions, rather than as a punishment tool).
 - Understand that many students show multiple signs and it is important not to overreact.
 - Avoid stereotypes and labeling.
 - Appearances should direct attention not action
 - View student behavior within a developmental context.
 - Developmentally typical behavior should not be misinterpreted



Adapted from Dwyer, Osher, & Warger (1998)

Risk Factors: Youth Violence

- Social withdrawal
- Isolation, alienation
- Feelings of rejection
- Victim of violence & bullying
- Feelings of being picked on & persecuted
- Low school interest & performance
- Violent expressions in writings and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying
- History of discipline problems
- History of violence
- Intolerance & prejudice
- Drug & alcohol use
- Affiliation with gangs
- Access & possession of firearms
- Serious threats of violence

More Recent Events: hallucinations, delusions; social isolation
Stressors:

- Significant losses
- Significant disappointments
- Having been bullied
- Associated coping failure

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Dwyer, K., Osher, D. & Warger, C. (1998). Early warning, timely response: A guide to safe schools. Washington DC: US Department of Education.

IMMINENT WARNING SIGNS



- Suicidal ideation and behaviors
- Gun use
- Interest in violence
- Hopelessness and despair
- A need for revenge
- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for seemingly minor reasons
- Detailed threats of lethal violence
- Possession and/or use of firearms and other weapons
- Other self-injurious behaviors or threats of suicide⁶⁴

APA/MTV Fight for Your Rights: "Warning Signs" Video

*These factors MAY signal that a youth has thoughts of violence

“Why Kids Kill” by Dr. Peter Langman

3 types of shooters

- **Psychopathic**
 - narcissistic - no conscience; sadistic with personality traits
 - wanted to be “Godlike”
 - Paranoid
 - Good at **“impression management”**
- **Psychotic**
 - Avoidant; schizotypal and dependent personality traits
 - Schizophrenia - paranoid delusions, auditory hallucinations
 - depressed and full of rage
- **Traumatized**
 - suffered emotional and physical abuse at home
 - some sexually abused
 - ongoing stress and losses—parental substance abuse - frequent moves—lost parent to separation, jail and death, ss trauma history resulted in suicidal thoughts

<http://www.cnn.com/2014/06/25/us/minnesota-attack-teen-interview/index.html>

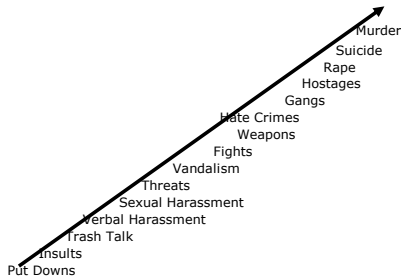
Other-Directed Violence Risk Assessment: “CPR”

- Factors that PREDICT youth violence.
 - How immediate is the risk of violent behavior?
- **Current Plan** (the greater the planning the greater the concern)
 - How?
 - How Soon?
 - How Prepared?
- **Prior Behavior** (breaks down social norms against violence)
 - The best predictor of prior behavior is future behavior.
 - A personal history of act of aggressive violence
 - Personal identification with others who are violent
- **Resources**
 - Lack of connectedness to pro-social role models (especially adults).

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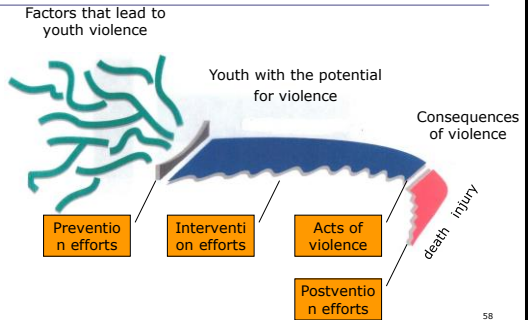
The Violence Continuum

adapted from the National School Safety Center



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Youth Violence: The River Analogy



Adapted from Ramsay, Tanney, Tierney & Lang (1996)

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Assessing Written or Artistic Material



- Understand the context of the writing or drawing
- Ask in detail about the material
- Express concern
- Think of written and artistic material as attempts to practice violence
- Look for themes
- Monitor past & future materials
- Be persistent and specific with questions
- Assess access to or knowledge of weapons
- Triangulate data
- Watch for non-verbal cues
- Share information with team

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*I have become acquainted with guns
I have used everything from a 9mm to a 12 gauge
I have hit the smallest target quite accurately.*

*I have quickly set up an AK-47
I have killed the smallest, most innocent rabbit
and never stopped to think about it.*

*I have blown away the dumbest deer
and let its body be carried away,
It will never again see the light of day.*

*But, I don't know what I will kill next
I have the urge to kill many things
But some things are off limits to kill.*

*I will blow away whatever runs.
I have become acquainted with guns.*

-9th grade student

I sit here all alone. I am always alone. I don't know who I am. I want to be something I can never be. I try so hard every day. But in the end, I hate myself for what I've become.

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Drawings

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Other-Directed Violence Risk Assessment

Singh, J. P., Grann, M., & Fazel, S. (2011). A comparative study of violence risk assessment tools: A systematic review and metaregression analysis of 68 studies involving 25,980 participants. *Clinical Psychology Review, 31*, 499-513.

Abstract

There are a large number of structured instruments that assist in the assessment of antisocial, violent and sexual risk, and their use appears to be increasing in mental health and criminal justice settings. However, little is known about which commonly used instruments produce the highest rates of predictive validity, and whether overall rates of predictive validity differ by gender, ethnicity, outcome, and other study characteristics. ... A tool designed to detect violence risk in juveniles, the Structured Assessment of Violence Risk in Youth (SAVRY), produced the highest rates of predictive validity

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Other-Directed Violence Risk Assessment: SAVRY™

Structured Assessment of Violence Risk in Youth™

- **Age range:** 12 to 18 years
- **Admin time:** 10-15 minutes to administer
- **Scoring time:** 10 minutes [Handout: SAVRY Model](#)
- Considers developmental factors
- Emphasizes dynamic and contextual nature of risk
- 24 risk factors: historical, social/contextual, individual
 - Rate low/moderate/high
 - 6 protective factors: coded either present or absent
- Assesses protective factors
- Not a formal test or scale
- Use as an aide or guide
- Informal surveying not real strong for use in schools

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Other-Directed Violence Risk Assessment: Nicoletti-Spencer-Thomas Model

Practicing Violence

- There will always be practice sessions.
 - Practice sessions involve pushing the edge of the envelope.
- Are they:
 - Normal behaviors
 - Boundary probing behaviors
 - Attack related behaviors
 - Involve dehumanization/desensitization
 - Attach behaviors
- Practice sessions will increase when there are no interventions (trees).
- When a tree is placed after a practice session, they either back off, go over it, or go around it.

Nicoletti, J (2007) *Managing Threats in Schools*; Nicoletti, J. & Spencer-Thomas, S. (2002) *Violence goes to school*. Bloomington, IN: National Educational Service..


Other-Directed Violence Risk Assessment: Nicoletti-Spencer-Thomas Model

- **Vortex of Information**
 - Vortex = knowledge base
 - Need to centralize information
 - Track incidences and responses over time
 - Threat assessment is not a one time process
 - Determine patterns of behavior
 - Clear and consistent procedures for reporting concerns among schools
 - Must be supported by awareness and reporting training

Nicoletti, J (2007) *Managing Threats in Schools*; Nicoletti, J. & Spencer-Thomas, S. (2002) *Violence goes to school*. Bloomington, IN: National Educational Service..

Other-Directed Violence Risk Assessment:
Nicoletti-Spencer-Thomas Model

- Types of Trees
 - Questioning
 - Confronting
 - Consequences
- Other Interventions
 - Treatment, Monitoring, Protection



Nicoletti, J (2007) *Managing Threats in Schools*; Nicoletti, J. & Spencer-Thomas, S. (2002) *Violence goes to school*. Bloomington, IN: National Educational Service..

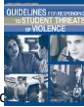
Other-Directed Violence Risk Assessment:
Nicoletti-Spencer-Thomas Model

- Evaluating Risk
 - Time
 - Opportunity
 - Ability
 - Desire
 - Stimulus

Nicoletti, J (2007) *Managing Threats in Schools*; Nicoletti, J. & Spencer-Thomas, S. (2002) *Violence goes to school*. Bloomington, IN: National Educational Service..

Other-Directed Violence Risk Assessment:
The Virginia Model (Cornell & Sheras)

- Interview guidance
 - Advocates for a team approach
 - Uses U.S. Secret Service recommendations
 - 7 step process
 - Transient threats
 - Not serious and readily resolved, often expressions of frustration and anger
 - May not need involvement of full team
 - Substantive threats
 - serious, intent to harm
 - Listed in the federal government's National Registry of Evidence-based Programs and Practices.



[Handout: Flowchart of Model](#)

Cornell, D.G & Sheras, P.L. (2006). *Guidelines for responding to student threats of violence*. <http://curry.virginia.edu/research/projects/threat-assessment/guidelines-for-responding-to-student-threats-of-violence>

Recent study results: Virginia Student Threat Assessment Guidelines

- Those students where threat assessment guidelines were implemented (vs.. control group) were:
 - More likely to receive counseling services and a parent conference
 - Counseling = 56% (intervention) vs. 25% (control)
 - Conference = 75% (intervention) vs. 55% (control)
 - Less likely to receive long-term suspension or alternative placement
 - LT suspension = 25% (intervention) vs. 49% (control)
 - Alternative placement = 4% (intervention) vs. 20% (control)
- Staff received a one-day workshop on threat assessment and implementation of guidelines
- Consistent with PBS models – not just reactive
- Focus on resolving and preventing – not just prediction

Cornell, D. G., Allen, K., & Fan, X. (2012). A randomized control study of the Virginia Student Threat Assessment Guidelines in kindergarten through grade 12. *School Psychology Review, 41*(1), 100-115.


Other-Directed Violence Risk Assessment: *Dallas Violence Risk Assessment*

- Designed before Safe School Initiative published
- Assesses:
 - Viability/feasibility of plan
 - Prior academic, social, behavioral, and MH histories
 - Group affiliation
 - Empathy, remorse
 - Interpersonal skills
 - Alcohol/drug use
 - Exposure to violence and abuse
- Reliability and validity uncertain

[Handout: Dallas Model Worksheet](#)

Dallas Independent School District

Other-Directed Violence Risk Assessment: *Secret Service Threat-Assessment Model*



- Focuses on the facts of a specific case
- Examines the progression of ideas and planning behavior over time
- Corroborates information through multiple sources.
- Cased on three guiding principles.

Adapted from Borum (2000); Fein and Vossekuil (1998); Vossekuil et al. (2000).

Other-Directed Violence Risk Assessment: *Secret Service Threat-Assessment Model*

Three guiding principles

1. There is no single type of perpetrator.
 - Instead, targeted violence is perceived as the interaction of perpetrator, setting, situation, and the target.
2. There is a distinction between posing a threat and making a threat.
 - Many individuals who pose a threat will not make a threat before the attack.
 - Conversely, many individuals who make a threat may pose no harm.
3. Targeted violence is often a product of an understandable and often discernable pattern of behavior and thinking.
 - It is not random or spontaneous.

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Adapted from Borum (2000); Fein and Vossekuil (1998), Vossekuil et al. (2000).

Other-Directed Violence Risk Assessment: *Secret Service Threat-Assessment Model*

Questions to ask during a student interview

1. Identify possible stressors.
2. Identify thoughts of revenge.
3. Identify experiences with/attitudes toward weapons.
4. Explore history of/attitudes toward violence.
5. Identify signs of depression, helplessness, and/or hopelessness.
6. Identify suicidal ideation.
7. Identify homicidal ideation.
8. Explore motivations for violence.
9. Identify additional psychiatric disorders.
10. Identify possible helping resources.

[Handout: Threat Assessment Questions](#)

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Adapted from Borum (2000); Fein and Vossekuil (1998), Vossekuil et al. (2000).

Other-Directed Violence Risk Assessment: *Secret Service Threat-Assessment Model*

Questions for Others

1. For family and/or friends:
 - Has the student at risk told you of any ideas or plan to commit a violent act against the school?
 - Against any specific person(s)? If so, describe these ideas/plans.
 - Has he or she taken any steps to act on these ideas/plans?
2. For school staff, family and/or friends:
 - How organized is the student at risk?
 - How capable do you think he/she is of acting on his/her ideas?
 - How concerned do you think staff and family should be about the safety of the target(s)?

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Adapted from Borum (2000); Fein and Vossekuil (1998), Vossekuil et al. (2000).

Other-Directed Violence Risk Assessment: *Secret Service Threat-Assessment Model*

Questions for Others

3. For identified target:
 - How well do you know the student at risk of violence?
 - How well does this person know your work and personal lifestyle patterns?
 - What changes could make an attack less likely?
 - How seriously do you take this threat of potential attack?
 - How concerned are you about your safety?
 - It is infrequent (less than 25% of cases) for direct threats to be made to the intended victims.

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Adapted from Borum (2000); Fein and Vossekuil (1998), Vossekuil et al. (2000).

Other-Directed Violence Risk Assessment: *Secret Service Threat-Assessment Model*

Other Assessment Procedures

- Review the following student data for at-risk students:
 - group achievement test scores
 - test scores from local district assessment measures
 - attendance records
 - discipline records
 - language proficiency status
 - school history
- Analyze the academic instruction across subject areas and suggest modifications if needed.
- Develop a behavior contract if needed.
- Develop a plan to improve attendance if needed.

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Adapted from Borum (2000); Fein and Vossekuil (1998), Vossekuil et al. (2000).

Other-Directed Violence Risk Assessment

Levels of Risk

Low Risk	Medium Risk	High Risk
Vague, indirect threat.	Threat is more direct and more concrete.	Threat is direct, specific and plausible.
Threat lacks detail, is inconsistent, or implausible.	Wording suggests some thought as to how act will be carried out.	Threat suggests that steps have been taken toward carrying it out.
Threat lacks realism.	May be indication of time, place, but no detailed plan.	Statements include acquiring or practicing with weapons.
Content suggests person is unlikely to carry it out.	No strong indication that preparatory steps have been taken. May have general statement about availability of weapons. May have specific statement to convey threat is not empty.	

M.E. (2000, August). The school shooter: A threat assessment perspective. Federal Bureau of Investigation, U.S. Department of Justice. Available:www.fbi.gov

Other-Directed Violence Risk Assessment

- Limitations of Threat/Danger Assessments
 - Protocol based on research of targeted school violence incidents at school (Secret Service, FBI)
 - Not a foolproof method
 - Are not reliable procedures for incidents of violence motivated by gang involvement, drugs or alcohol, sexual gratification
 - Don't provide predictions of future behavior, placement, or eligibility

Kanan & Lee (2005)

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Danger/Threat Assessments (DA's) are NOT Manifestation Determination Reviews (MDR's)

MDR's	DA's
MDR's focus on the student's special ed. needs and services as it relates to a specific event	DA's review the student's patterns of dangerous behaviors and the school's past interventions
MDR's determine whether or not a student's specific act was a manifestation of the student's identified area of disability	DA's determine the level of concern regarding a student's overall pattern of behavior
MDR's may lead to changes in service/placement or to expulsion hearing	DA's focus on <i>preventative planning</i> in a specific setting to reduce risk

Kanan & Lee (2005)

Danger/Threat Assessments are NOT Expulsion Hearings

Expulsion Hearing	Danger/Threat Assessments
Expulsion hearings determine whether or not a specific behavior violated school policy	Danger assessments assess levels of concern regarding a student's pattern of behavior over time
Expulsion hearings determine whether or not a student should be expelled	Danger assessments lead to <i>preventative</i> planning for safety in a specific placement to reduce risk

Kanan & Lee (2005)

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Postvention: Skill Development & Relat. Building

- Implement prevention & intervention programs
- Changes of placement to access additional resources
 - FBA/BIP
 - Support in and out of school
 - Participation in school activities/clubs
 - Mentoring
 - Family resources
 - Special education as appropriate



http://www.sprc.org/library_resource/items/after-suicide-toolkit-schools

- Direct teaching of skills (anger management, conflict resolution, social skills)
- Direct academic support

Kanan & Lee, 2005

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Responding to At-Risk Youth

1. Teach appropriate behavior and social problem-solving skills in the classroom or in a small group setting.
2. Additional problems or risk factors are addressed through determining student and family needs.
 - Referrals made to appropriate support systems
3. Protective factors for student are analyzed and provisions made to continue or to add to these factors, which provide support for the at-risk student.
 - For example, provide an adult mentor who meets periodically with the student.

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Responding to High Risk Youth

4. Determine if there are any imminent warning signs.
 - If there are, then refer student for an immediate suicide and/or homicide risk assessment.
5. If imminent warning signs are not present, then give the student a high priority for a Student Success Team Meeting.
 - Assign a Student Success Team member (e.g., principal, school psychologist, or teacher) to provide informal consultation until a formal meeting may be scheduled.
6. At the SST meeting, develop recommendations for responding to high-risk youth and consider the need for a referral for Special Education services.
7. Consider a referral to school site mental health and community-based mental health services. 85

Responding to High Risk Youth

8. Consider the need to revise student's behavior contract and/or to conduct a more in-depth functional assessment.
9. Obtain parental permission to exchange information with the appropriate community agencies to determine if student is eligible for additional services.
 - If available, call a meeting with other agency personnel to focus on provisions for wrap-around intervention and support for the student and family.
10. Develop an action plan for immediate interventions that includes provisions for increased supervision. 86

Handout: Danger Assessment & Intervention Plan

Other Resources

Threat Assessment: An Essential Component of a Comprehensive Safe School Program

- http://www.nasponline.org/resources/principals/nassp_threat.pdf

Threat Assessment: A Primer for Educators

- http://www.nasponline.org/resources/crisis_safety/threatassess.pdf

PENT

- <http://www.pent.ca.gov/thr/threat.html>

UCLA

- <http://smhp.psych.ucla.edu/qf/threatassessment.html>

Fairfax County Public Schools Treat Assessment Documentation

- http://rems.cd.gov/docs/repository/REMS_000053_0002.pdf

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SAMPLE DANGER ASSESSMENT AND INTERVENTION PLAN (DAIP)

The objective of this screening is to determine if a student poses a threat to the safety of others or to the school. The school danger assessment team should initiate a Danger Assessment and Intervention Plan when a student makes a threat, uses threatening behavior, or if there is concern that the student's behavior indicates an escalation in the potential for violence. These concerns may include (check those that apply):

Student directly or indirectly threatens to harm person, group, and/or entire school

- Artistic, written, or symbolic expression with disturbing and/or violent content is presented
- Belief or evidence that someone may possess a weapon on campus
- The student is demonstrating any imminent warning signs or a cluster of early warning signs
- Student makes threat to harm or kill self (along with indicators of harm to others)
- Student has escalating pattern of behavior that has been resistive to intervention at school
- Other reason for assessment: _____

The school must secure the school's safety by appropriately detaining the student and not allowing the student(s) access to coats, backpacks, lockers, or cars. If there is concern for imminent danger, contact the Building Administrator, School Resource Officer, or call 911 immediately.

Student _____ School: _____

DOB: _____ Student ID#: _____ Grade: _____ Age: _____

Gender (circle): M F

Ethnicity: American Indian _____ Asian (includes Pacific & Alaskan) _____ Black _____
White _____ Hispanic _____

Date of incident: _____ Special Education: Y N Disability: _____

For best practice, review and complete ALL of the following seven steps:

1. Assemble the school danger assessment team and determine facts. If there is risk of imminent danger, contact the SRO or local police immediately.

Check those school team members involved in this screening:

- | | | |
|--|---|--|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Counselor | <input type="checkbox"/> SRO |
| <input type="checkbox"/> Dean | <input type="checkbox"/> Nurse | <input type="checkbox"/> Classroom Teacher |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Special Education
representative, if needed | <input type="checkbox"/> Other relevant
adults: _____ |

2. Describe the incident or behavior of concern. Who/what was your source(s) of information? What happened, who was present, where and when did the incident occur, who was the target of the threat?

3. Information gathering (consider all of the following & check sources of information used in this assessment):

- Current school academic and discipline records
 - Previous school academic and discipline records
 - Law Enforcement records of student Agency checked: _____
 - Search of student, locker, car (if applicable) on school property, according to district policy
 - Initiate search (or search warrant) of room/home/vehicle with law enforcement, if appropriate.
 - Interview with student of concern
 - Parent/guardian interview
 - Parent/guardian has not been notified because: _____
 - Interview with school staff and/or classroom teacher
 - Interview with target individual(s) of threat
 - Interview with other student (s)
 - Internet histories, written and artistic material, etc.
 - Contact with: Probation Diversion Human Services other involved agencies
 - Other contact(s): _____
-
-

4. Evaluate information. Mark the level of risk that best describes the situation. Consider both risk and protective factors.

THREATENING RISK FACTORS TO CONSIDER :

- Type of threat: no threat threat was vague threat was indirect but possible
 threat was direct, specific/plausible
- Target: target not identified target is identified but not accessible target is identified and accessible
- Threat was: impulsive somewhat planned extensively planned
- Student has communicated ideas or intent to attack. Details: _____.
- Student has: no access to weapons possible access to weapons definite access to weapons
- Student has: no ability some ability considerable ability to carry out plan
- The plan itself: no plan plan is vague has some details has great amount of details

- Student has: no violent history one or two episodes of violence extensive violent history
- Motive: no known reason for student to act on plan at this time possible reasons due to recent circumstances definite triggers or events that would make student likely to act now

List of Triggering Event(s): _____

- Other _____

BEHAVIOR RISK FACTORS TO CONSIDER:

- Student is identified Special Education. Disability: _____ Case Manager: _____
- Student has been disciplined by school: truancy suspensions expulsion(s).
Details: _____

- Student has expressed suicidal ideation/attempt (date/nature of incident(s): _____

- Legal concerns: prior assault charges other charges probation _____
Details: _____

- Student has conflict or grievances with: other student(s) parent sibling school.
Details: _____

- Family concerns: _____

- Student has experienced: a recent loss emotional trauma symptoms of depression, hopelessness or despair

- Student has shown inappropriate interest in: weapons school attacks (attackers)
 incidents of mass violence, terrorism, or murder

- Student has been victim of bullying/harassment: mild moderate severe

- Student has engaged in bullying/harassment of other students: mild moderate severe

- Student sees violence as acceptable or desirable way to solve problems

- Practicing behavior: no known practicing behavior some practicing but no apparent escalation a definite escalation of practicing behavior. Chronological list of practicing behavior(s):

- Other people are concerned about the student's potential for violence.
Details: _____

- Student's behavior appears motivated by: _____

- Student uses illegal substances (kind of substance/frequency): _____

- Student has been known to associate with peers of concern. Name(s) of peers (s):

- Other _____

PROTECTIVE FACTORS TO CONSIDER:

- When distressed student: does not seek help sometimes seeks help often seeks help
If yes, name(s) of resource: _____
- Peers or adults are: not monitoring sometimes monitor constantly monitor the student's actions. If yes, name(s) of peers/adults who monitor _____
- Supportive agencies: are not involved may soon be involved are currently involved
If yes, name of agency: _____
- Student has a trusting relationship with at least one responsible adult _____
- Student has shown ability to self-monitor or self-restrain
- Previous measures have been effective inhibiting the student from acting violently:
 never sometimes often.
List the effective interventions: _____
- _____

5. Based on the factors listed in #4 and after consideration of the Secret Service questions, determine the level of concern. If team is unable to determine level of risk, call for consultation (Intervention Coordinator, (XXX-XXXX) or Mental Health Coordinator, XXX-XXXX, Director of Safety, XXX-XXXX). Check the determination of threat/danger level.

- LOW LEVEL: Risk to target(s), students, staff, and school safety is minimal.**
- Threat is vague and indirect.
 - Information contained within the threat is inconsistent, implausible, lacks detail, or realism.
 - Available information suggests that the person is unlikely to carry out the threat or become violent.
 - Identify appropriate interventions and document intervention plan.
- MEDIUM LEVEL: The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.**
- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat would be carried out (e.g. possible place and time).
 - No clear indication that the student has taken preparatory steps (e.g. weapon seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty (e.g. "I'm serious").
 - Moderate or lingering concerns about a student's potential to act violently.
 - **Building administrator should be notified.** Create intervention plan and document referrals to resources. Include active case management.
- HIGH LEVEL: The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.**
- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.

- Information suggests concrete steps have been taken to act on the threat. (e.g. acquired or practiced with weapon has victim under surveillance)
- Information suggests a strong concern about a student’s potential to act violently.
- Threats at this level almost always require immediate law enforcement intervention or hospitalization.
- **If High Level of concern, notify Building Principal, Executive Director and Director of Safety. SRO notifies supervisor.**

6. Develop an Action and Supervision Plan (Use the following suggested intervention areas to help address all concerns identified during the danger assessment screening and consider the use of a Functional Behavioral Assessment, if needed).

- For MEDIUM/HIGH LEVEL concern. Principal was notified on: _____
- For HIGH LEVEL concern: Executive Director was notified on: _____
- For HIGH LEVEL of concern: Director of Safety (XXX-XXXX) was notified on: _____
- Action and Supervision Plan was communicated to student and parent/guardian on: _____

DISCIPLINE MEASURES:

- Student will be suspended for ____ days for violation of _____
- Student will be ticketed by _____ police for charge(s) of _____
- Student will be apprehended and detained by _____ police for charge(s) of _____
- Student will be placed on Habitually Disruptive Student Plan. Level: _____ Date: _____
- Student will be reviewed for expulsion for violation of _____
- Student will write a letter of apology to _____ as part of discipline plan
- Other: _____

MONITORING MEASURES:

- Student will check in every _____ with _____
- Student will check out every _____ with _____
- Student will maintain a safety contract with _____ and promise to contact _____ and/or _____ if (s) he feels close to hurting self or others.
- Student’s attendance and whereabouts on campus will be monitored by _____
- Student will have a “no contact agreement” with _____
- Student’s daily schedule will be modified by: _____
- Parent(s) or guardian(s) will be contacted every _____ by the school to maintain ongoing communication between school and home.
- Parents will provide the following intervention/supervision: _____
- Agency _____ will be contacted every _____ by the school to maintain ongoing communication between school and community setting.

- Probation/Juvenile Diversion will be contacted regularly by school. Name of contact(s): _____
- Mental Health professional (s) will be contacted regularly by school. Name of contact(s): _____
- Other agencies to be contacted regularly: _____
- Permission to exchange/obtain information was obtained.
- Student will be detained, incarcerated, or placed at/by: _____
- Other: _____

SKILL DEVELOPMENT MEASURES:

- Student will begin: conflict resolution anger management social skills group
 other: _____ Contact person: _____
- Student will work with (name of community professional or agency) _____
to focus on the development of _____
- Student will be considered for special education assessment by (date): _____
- A behavior intervention plan (BIP) will be developed for the student using a Functional Behavioral Assessment (FBA), if needed
- Student will be considered for a change in placement in order to _____
- Other: _____

RELATIONSHIP BUILDING MEASURES:

- Student will seek support from: counselor mental health dean mentor
 other: _____
- Individual will participate in one or more school activities: _____
- Individual will participate in the _____ program
 Contact: _____
- Individual will participate in the community-based program to develop support. Name of program: _____ Agency involved: _____
- Other: _____

7. Documentation and review. File original School Danger Assessment Screening and Intervention Plan form in discipline file at building level and keep copy in confidential central file. Fax copy to district Student Achievement Services Office, Intervention Coordinator, XXX-XXXX.

- Plan will be reviewed on _____
- Confidential building location and contact for document and plan: _____
- District location and contact for document: Student Achievement Services, Intervention Office.

Administrator

Date

Mental Health

Counselor

Dean

School Resource Officer

Other

Other

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and supervision plan.

This screening form was developed by Linda Kanan, Ph.D. and Ronald Lee, Psy.D. with information adapted from the U.S. Department of Secret Service, Federal Bureau of Investigation, U.S. Department of Education, John Nicoletti, Ph.D., Nicoletti – Flater Associates and Christopher Saiz, Ph.D., Denver Public Schools.

SAVRY

Structured Assessment of Violence Risk in Youth Bartel, Borum, & Forth, 2000

A structured professional judgement model, anchored in empirical and professional literature.

Designed for adolescents ages 12-18

Allows for consideration of developmental factors, and emphasizes the dynamic, contextual nature of risk.

Not a formal test or scale. Designed for use as an aide or guide in risk assessment and intervention planning.

24 risk items drawn from research on aggression, violence and adolescent development.

- Historical
- Social/Contextual
- Individual

Each risk item has High/Moderate/Low coding guidelines

6 protective factors

Coded Present/Absent

Historical:

- History of Violence
- History of Non-Violent Offending
- Early Initiation of Violence
- Past supervision/Intervention Failures
- History of Self-Harm or Suicide Attempts
- Exposure to Violence in the Home
- Childhood History of Maltreatment
- Parental/Caregiver Criminality
- Early Caregiver Disruption
- Poor School Achievement

Social/Contextual Risk Factors:

- Peer Delinquency
- Peer Rejection
- Stress and Poor Coping
- Poor Parental Management
- Lack of Personal/Social Support
- Community Disorganization

Individual Risk Factors:

- Negative Attitudes
- Risk Taking/Impulsivity
- Substance Use Difficulties
- Anger Management Problems
- Psychopathic Traits
- Attention Deficit/Hyperactivity Difficulties
- Poor compliance
- Low Interest/Commitment to School

Protective Factors:

- Prosocial Involvement
- Strong Social Support
- Strong Attachments and Bonds
- Positive Attitude Towards Intervention and Authority
- Strong Commitment to School
- Resilient Personality Traits

Additional Risk Factors:

Allows for situational factors or variables that may be important to weigh in making final conclusions (i.e. pattern of animal cruelty, etc.)

Violence/Harm toward Others Screening Summary Worksheet

	<i>Lower Risk</i>	<i>Medium Risk</i>	<i>Higher Risk</i>
Plans			
A. Details	<input type="checkbox"/> Vague.	<input type="checkbox"/> Some specifics.	<input type="checkbox"/> Direct, plausible, specific, very detailed.
B. How prepared	<input type="checkbox"/> Means not available; lacks realism.	<input type="checkbox"/> Has means close by, or thoughts as to how would carry out	<input type="checkbox"/> Has means in hand; steps taken toward carrying out
C. Immediacy	<input type="checkbox"/> No specific time.	<input type="checkbox"/> Within a few days or hours; indication of time.	<input type="checkbox"/> Immediately
D. Lethality	<input type="checkbox"/> Fists/Fighting/Kicking	<input type="checkbox"/> General statement about availability of weapons	<input type="checkbox"/> Weapons or statement including acquiring
E. Chance for Intervention	<input type="checkbox"/> Others present most of the time.	<input type="checkbox"/> Others available if called upon.	<input type="checkbox"/> No one nearby, intended victim is isolated
Negative Emotions			
A. Tolerance	<input type="checkbox"/> Emotions are bearable.	<input type="checkbox"/> Emotions are almost unbearable.	<input type="checkbox"/> Emotions are unbearable.
B. Desperation	<input type="checkbox"/> Wants emotional pain to stop, but not desperate.	<input type="checkbox"/> Becoming desperate for relief from emotional pain.	<input type="checkbox"/> Desperate for relief from emotional pain.
C. Coping	<input type="checkbox"/> Identifies non-violent ways to stop emotional pain.	<input type="checkbox"/> Has limited ways to cope with emotional pain.	<input type="checkbox"/> Has few or minimal ways to cope with their emotional pain.
Resources			
A. Availability/Quality	<input type="checkbox"/> Help available; student acknowledges that significant others are concerned and available to help.	<input type="checkbox"/> Family and friends are available, but are not perceived by the student to be willing to help.	<input type="checkbox"/> Family and friends are not available and/or are hostile, injurious, or exhausted.
B. Accomplices	<input type="checkbox"/> No accomplices for their plan.	<input type="checkbox"/> Indicates passive support from friends and/or family members.	<input type="checkbox"/> Indicates active support from friends and/or family members.
Prior Violent Behavior			
A. Self	<input type="checkbox"/> No prior violent behavior.	<input type="checkbox"/> At least 1 violent incident in the past year; or a history of making threats/stalking.	<input type="checkbox"/> History of multiple (2+) violent acts in the past year, and/or following through on a violent threat/stalking.
B. Significant Others	<input type="checkbox"/> No significant others have engaged in violent behavior.	<input type="checkbox"/> Significant others have recently engaged in violent behaviors.	<input type="checkbox"/> Significant others have a significant history of violent behaviors.
C. Bullying Others	<input type="checkbox"/> No prior bullying behavior.	<input type="checkbox"/> At least 1 bullying incident in the past year.	<input type="checkbox"/> History of multiple (2+) bullying acts in the past year
Mental Health			
A. Coping Behaviors	<input type="checkbox"/> History of mental illness, but not currently considered mentally ill.	<input type="checkbox"/> Mentally ill, but currently receiving treatment.	<input type="checkbox"/> Mentally ill and not currently receiving treatment.
B. Medical status	<input type="checkbox"/> No significant medical problems.	<input type="checkbox"/> Acute, but short-term, or psychosomatic illness.	<input type="checkbox"/> Chronic debilitating or acute catastrophic illness.
C. Other Psychopathology	<input type="checkbox"/> Stable relationships, personality, and school performance.	<input type="checkbox"/> Recent acting-out behavior and substance abuse; acute violent behavior in an otherwise stable personality.	<input type="checkbox"/> Violent behavior in unstable personality; emotional disturbance; repeated difficulty with peers, family, and teachers.
Stress			
A. Current Levels	<input type="checkbox"/> No significant stress.	<input type="checkbox"/> Moderate reaction to loss and environmental changes.	<input type="checkbox"/> Severe reaction to loss or environmental changes.
B. Bullying Victim	<input type="checkbox"/> No prior incidents of being bullied	<input type="checkbox"/> At least 1 bullying incident in the past year.	<input type="checkbox"/> History of multiple (2+) bullying acts in the past year
Total Number of Checks			

Violence/Harm toward Others Screening Summary Worksheet

	<i>Lower Risk</i>	<i>Medium Risk</i>	<i>Higher Risk</i>
Total Number of Checks			
Multiplied by:	1	2	3
Weighted Scores			
Total Weighted score			
Divided by:	3		
Final Risk Assessment Score			
Risk Level	Transient Threat (≤ 9)	Serious Substantive Threat (10 to 14)	Very Serious Substantive Threat (≥ 15)

Scoring for Violence/Harm toward Others Risk Assessment Worksheet:

1. Multiply total checks in the “lower” column by one.
2. Multiple total checks in the “medium” column by two.
3. Multiple total checks in the “higher” column by three.
4. Add these three weighted scores.
5. Divide the total of the weighted scores by three.
6. Final risk assessment:
 - a. Transient Threat = score of ≤ 9
 - a. Serious Substantive Threat = score of 10 to 14
 - b. Very Serious Substantive Threat = score ≥ 15

**Note: The total score is not norm referenced but is to be used as a guide in consideration with other factors and data gathered.*

Response to Transient Threat	Response to Serious Threat	Response to Very Serious Threat
Contact student's parents if necessary.	Mobilize crisis management team members as needed.	Mobilize crisis management team.
Notify intended victim's parents if necessary.	Notify student's parents and caution the student about the consequences of carrying out the threat.	Notify student's parents.
See that threat is resolved through explanation, apology or making amends.	Protect and notify intended victim and parents/sponsor(s) of victim.	Protect and notify intended victim and parents/sponsor(s) of victim.
Consult with law enforcement, SRO, security personnel if necessary.	Provide direct supervision of student until parents assume control.	Provide direct supervision of student until parents assume control.
Refer for conflict mediation or counseling, to resolve problem, if appropriate.	Consult with law enforcement/security personnel.	Consult with law enforcement/security personnel.
Follow established discipline procedures.	Refer student for conflict resolution or counseling.	Follow established discipline procedures.
Develop Behavior Intervention Plan, as appropriate.	Follow established discipline procedures.	Refer for comprehensive mental health assessment.
Maintain threat screening documentation.	Develop/revise Behavior Intervention Plan.	Develop/revise Behavior Intervention Plan.
	Maintain threat screening documentation.	Maintain threat screening documentation.

**Note: The above list of responses to threats is not all-exhaustive. The threat/risk assessment team should determine the appropriate course of action for each case.*

WS1 Handout 19: Balancing Technology and School Safety

One of the challenges facing schools is the increasing use of technology. Students have more access to computers and personal devices, including cell phones. There is often great educational benefit in technology use, including using it as part of a crisis response; however, it is also being used as a means of bullying, threats, and harassment. To maintain positive technology use, school boards are encouraged to develop policies that clearly outline appropriate use and discipline measures that address first amendment rights when the activity occurs off campus. Because of an increase in cyberbullying and sexting (sending sexually explicit language or nude or seminude photos), state laws and education codes have been developed or revised to specifically address these issues.

Recommended School Policy on Technology Use

- Provide guidelines for technology use at school. Obtain a signed technology use agreement.
- Use filters to block sites, including Facebook, Myspace, Twitter, Flickr, and YouTube.
- Closely monitor computer use at school.
- Limit cell phone use on campus.
- Provide specific definitions of harassment, intimidation, threats, and bullying (including the electronic variants).
- Provide information about consequences (disciplinary actions) that are consistent with state education codes and school policy.

Provide specific language that if a student's offschool speech or behavior results in substantial disruption of the learning environment, the student can be disciplined.

- Provide procedures for reporting instances of cyberbullying, sexting, and harassment.
 - Provide students with the ability to report confidentially or anonymously if they are fearful of retribution.
 - Encourage students to save messages, Internet postings, or texts so that they can show them to administrators or the authorities. Suggest that they make copies as backup.
- Describe investigation procedures, including police contact when necessary.

Recommended School Actions in Cases of Technology Misuse

- If bullying, harassment, or threats occur at school, act immediately:
 - Notify parents of the victim and harasser.
 - Monitor the victim for reactions to being bullied.
 - Provide counseling support or referral to the victim if warranted.
 - Notify police if a threat has been made.
- Document investigation procedures, including review of materials (e.g., messages, texts, posts), interviews, parent contact, and law enforcement contact, if necessary.
- Contact the police immediately if known or suspected cyberbullying involves acts such as the following:
 - Threats of violence
 - Extortion
 - Obscene or harassing phone calls or text messages
 - Harassment, stalking, or hate crimes
 - Child pornography
 - Sexual exploitation
 - Photographic images of someone, taken in a place where he or she would expect privacy

- Develop prevention activities, including workshops, staff training, and curriculum enhancements (e.g., social skills, character education, conflict resolution, and violence prevention). Educate students and staff about the harm caused by cyberbullying, imitating someone online, creating fake profiles, and sexting.

Definitions of Cyberbullying

- Sending mean, vulgar, or threatening messages or images
- Posting sensitive, private information and/or lies about another person
- Pretending to be someone else in order to make that person look bad
- Intentionally excluding someone from an online group
- Using the following technologies (e-mails, instant messaging, text, or digital imaging messages sent on cell phones, social networking sites, webpages, blogs, chat rooms, or discussion groups) to do the above

School Discipline for Cyberbullying

At this time, most states have mandates for schools to participate in prevention activities and to develop anti-bullying and harassment policies. Some state education codes include bullying in their discipline policies (e.g., California Education Code 48900 (r)); however, not all of the policies include harassment or bullying that is done by electronic means.

Court Cases Involving School Discipline and Technology

Example 1

Question

Are webpages and texts that are generated off campus protected under First Amendment rights?

Court Ruling

Schools have the burden of proving that the off-campus activity caused substantial disruption and is therefore not protected by First Amendment rights.

Court Case

Emmett v. Kent School District No. 415 (2000). The U.S. District Court for the Western District of Washington reviewed a case in which a student had been expelled for creating a website titled the “Unofficial Kentlake High Home Page.” This site included mock obituaries and the ability for visitors to vote on who should be the next to die. The court ruled that the website did not actually threaten anyone and that no violent action occurred as a result of the site. The district was not able to prove that anyone was actually threatened by the site or that a major school disturbance had occurred. The student’s expulsion was revoked and he was given a 5-day suspension.

Example 2

Question

Can a school discipline a student for Web-based activities that occur off campus?

Court Ruling

“Courts have long recognized that punishments for off-campus misconduct were appropriate when the off-campus misconduct involved harassment of students or faculty that reasonably threatened safety or a substantial disruption to the educational process.” (Education Law Consortium, www.educationlawconsortium.org)

Court Case

Wisniewski v. Bd. of Educ. of Weedsport Cent. SD (July 5, 2007). The District Court upheld suspension of a student who created an instant message (IM) icon depicting his teacher being shot. A police investigator found

that the icon was meant as a joke and said that the student was not dangerous. The psychologist who evaluated the student agreed. However, the hearing officer concluded that “the icon was threatening and should not have been understood as a joke.” Even though the act took place outside of school, she found that “it was in violation of school rules and disrupted school operations by requiring special attention from school officials, replacement of the threatened teacher, and interviewing pupils during class time.” The student was suspended for a semester. Later, The U.S. Court of Appeals, Second Circuit dismissed a lawsuit by the parents claiming First Amendment protection. The Court of Appeals affirmed the judgment of the District Court, upholding the hearing officer’s original ruling.

Technology Use in Crisis Response

Following a crisis event, students are likely to be communicating about the event via social media sites. To reach as many students as possible, schools also can use the Internet as a useful tool for providing resources and support.

Rumor Control/Triage

Following a crisis event, students will likely be using technology to communicate. In one study following the 2007 California wildfires, 76% of respondents reported using websites provided by traditional media, 38% got information through alternative news sources and blogs, 15% participated in discussions on Web forums, 10% used photo sharing sites, and 10% used Twitter for information (Sutton, Palen, & Shklovski, 2008). Social networking sites and blogs can be monitored to determine if incorrect information is being distributed. Monitoring will help the school staff address rumors and provide students with factual information at school in the days following the event. The sites can also be monitored for threats and statements that may indicate that a student is in need of more intensive support.

Information and Resources

Technology sites, including Twitter and Facebook, can be used to provide factual information about the crisis event, links to news stories, postvention activities planned by the school, memorial information, caregiver information (e.g., how to monitor children’s reactions, how to talk about death), reporting procedures for students concerned about peers, and links to both local and national resources

Suicide

Following a suicide, a person’s social profile page may include messages from friends and family. It often becomes a place for people to memorialize and discuss the event. This exposure may increase risk of contagion, and individuals may express ideation. Schools can take steps to support students, including the following:

1. Find profiles of the student using a search engine like Google, pipl.com, or bing.com
2. If the profile is private, ask friends and family who may have access.
3. Once access is available, post resources. Maintain consistent resources across profiles. Also, post national resources.
4. Resource language may include: “The best way to honor (person’s name) is to seek help if you or someone you know is struggling. If you’re feeling lost, desperate, or alone, please call the National Suicide Prevention Lifeline: 1-800-273-TALK (8255). The call is free and confidential, and crisis workers are available 24/7 to assist you. To learn more about the Lifeline, visit www.suicidepreventionlifeline.org.”
5. Contact site administrators and ask them to post resources and language similar to the above.
6. Continue to monitor sites for harmful messages or ideation.
7. Send a letter to parents suggesting that they monitor their child’s Internet use (Lifeline Online Postvention Manual, www.sprc.org).

Resources

California School Board Association. (2007). *Cyberbullying Policy Considerations for Boards*. Retrieved from www.csba.org

Education Law Consortium. ELC blog and updates. (2010). University of Georgia, Athens, GA. www.educationlawconsortium.org

Hindjia, S., & Patchin, J. W. (2010). *State Cyberbullying Laws. A Brief Review of State Cyberbullying Laws and Policies*. Cyberbullying Research Center. Retrieved from www.cyberbullying.us

National School Climate Council. *Stop Cyberbullying*, www.schoolclimate.org

- Suicide Prevention Resource Center. <http://www.sprc.org> *Lifeline Online Postvention Manual, Suicide Prevention Resource Center, Education Development Center Inc.*
- Sutton, J., Palen, L., & Shklovski, I. (2008) "Backchannels on the Front Lines: Emergent Uses of Social Media in the 2007 Southern California Wildfires." Proceedings of the 5th International ISCRAM Conference, Frank Fiedrich and Bartel Van de Wall, eds., Washington, DC.
- U.S. Department of Health and Human Services Health Resources and Services Administration. *Stop Bullying Now!* Retrieved from <http://stopbullyingnow.hrsa.gov>
- Willard, N. (2007). *Cyber bullying and cyberthreats: Responding to the challenge of online social cruelty, threats, and distress*. Champaign, IL: Research Press.

WS1 Handout 20: Collaborating With the Media

Before a Crisis

- Build a relationship with the media by sharing positive stories about the school and students.
- Cooperate to facilitate a positive relationship.
- Identify the designated Public Information Officer and direct most communications to that person.
- Identify a communication center and a separate media briefing area for each school (should not allow immediate or easy access to the building).
- Meet with media spokespersons from other collaborating agencies (local police and fire) to review site maps that show the location of media and communication centers.
- Inform school employees that the only people who are to speak to the media are those who have received permission from the superintendent or administrator.
- Make sure your crisis plan addresses how to handle the traffic flow of multiple media vehicles.

During a Crisis

- Communicate clearly and consistently.
 - Develop a fact sheet to share.
 - Provide clear, concise, brief, factual, and unbiased messages.
 - Stay specific; avoid technical terms.
 - Verify information before reporting to the media, especially about physical conditions of students or staff.
 - Ensure that information presented protects the privacy of victims and does not jeopardize any investigations of law enforcement.
- Maintain a positive and calm demeanor. Do not treat media representatives as adversaries.
- Be prepared for the media to arrive before responders.
- Hold regular briefings and tell the media when you will be doing the briefings.
 - After the original media release, update the media every half hour for the first 2 hours and then hourly thereafter (even to say there is no new news to report).
 - Avoid saying “no comment”—it is better to say “we have no new information.”
 - Include steps that the school is taking or will take the next day to ensure safety (increased police presence, mental health professionals available).
 - Provide helpful information to be shared with the public.
 - Use the media to notify parents of resources available.
 - Note the district’s concern for the safety of students.
- Create a “zone of privacy.”
 - Tell students, staff, and parents that they have a right to refuse to talk; tell them to refer all media inquiries to a designated representative.
 - If a parent also happens to be a media professional, he or she must agree to not report on the meeting.
- Conduct effective media interviews.
 - Listen to the entire question before answering.
 - Use layperson’s terms (avoid jargon).
 - Maintain eye contact.
 - Portray an image that is respectful, positive, calm, and concerned.
 - Remember that media representatives need a story, but you can help steer the message toward restoring the safety and security of the children.

Resources

- Colorado Society of School Psychologists. (2001–2005). *State-Wide Crisis Response Team Threat Assessment: Best Practice* (a curriculum created by Kanan, L., Sievering, K., & the state-wide team). Monument, CO: Author.
- Dorn, M., Thomas, G., Wong, M., Shepherd, S., Kelly, J., & Stephens, R. (2004). *Jane's school safety handbook* (2nd ed.). Surrey, UK: Jane's Information Group.
- Kerr, M. M. (2009). *School crisis prevention and intervention*. Upper Saddle River, NJ: Merrill.
- Poland, S., & McCormick, J. (1999). *Coping with crisis: Lessons learned*. Longmont, CO: Sopris West.
- Sieckert. (n.d.). *Suggestions for dealing with the media* [webpage]. Retrieved from http://www.nasponline.org/resources/crisis_safety/neat_media.aspx

WS1 Handout 21: Memorials: Special Considerations When Memorializing an Incident

When a tragedy occurs at a school, there often is a call for the creation of a memorial to remember or commemorate the loss or tragic event. Many recommendations, special considerations, and decisions will need to be made in the emotional aftermath of a school crisis. This handout highlights and addresses some key points for your memorial committee to consider when your school is faced with the challenge of designing a memorial following an incident.

The Purpose of a Memorial

Memorials are a way for students, staff, and the community to express their grief. Because they are often group events, they serve to normalize feelings. Memorials can also be learning events for children and opportunities for students to take an active role in the grieving process.

Depending on the age of your students, many of them will not have much experience, if any, with death and the grieving process. Therefore, part of the response will be to teach students about the grieving process and what to expect at memorial services, events, or activities. Children may learn about customs, rituals, and the different kinds of reactions and emotions they can expect to have themselves or see in others. Memorials will likely evoke questions from students, so they should be given time to ask questions. This will help them feel more prepared for the memorial, which may subsequently serve to reduce feelings of anxiety.

Do No Harm

A memorial should “do no harm”—memorial or gathering sites should be safe. For example, if a student has died in a car crash, do not allow students to gather and grieve at the accident site if it is beside a busy street or highway. Keep candles at the memorial site separate from stuffed animals, flowers, and letters and poems. Let students’ questions be the guide; do not force them to discuss or attend the memorial if they are not ready. Making students feel obligated to express themselves or grieve before they are ready may be doing more harm than good. Emotional numbing may be a protective factor for a child during the initial stages of grief.

Types of Memorials

When appropriate, encourage your students to express themselves by providing them with a number of choices in memorial activities. A variety of activities will increase the likelihood that individual students can choose their preferred mode of expression. Choosing to create a memorial—whether permanent, semipermanent, or temporary—is no small decision.

Permanent memorials may include a granite monument, permanent artwork, an engraved stone, or a permanent plaque (e.g., <http://www.columbinememorial.org/Welcome.asp>).

Permanent memorials require careful planning and discussion before any final decisions are made: Is there potential for retraumatization? Are there design, perception, and/or political implications? Other things to consider

are maintenance costs, memorial policies, cultural norms, time commitment, location, management of initial donations, long-term implications, and costs. One large high school district established a policy that no space or place on campus can be permanently named after a person. This district-wide policy decreases the likelihood of permanent memorials and promotes renewable or living memorials.

Semipermanent, renewable, or living memorials may include a tree planting, a memory garden, dedication of a space such as the library or gymnasium, a bench, an annual scholarship, or an annual 5K run. For semipermanent memorials, the school will want to designate how many years the memorial will remain in place.

Temporary memorials may include a nonrenewable scholarship; a temporary website or online memorial; a one-time monetary donation to charity; a message on a poster or banner; a memory book; writing an individual or group letter; keeping a journal; creating a personal song, poem, or other art project; a candlelight vigil; or an impromptu memorial site (collection of balloons, flowers, stuffed animals, and photos). Most temporary memorials are short term, can be given away as a gift or donation, or they will expire or come to an end within a year.

In most school-related deaths, it is most appropriate to create temporary memorials. Temporary memorials allow students, staff, and families to express their grief in a positive and constructive manner.

Memorial Best Practices

- Develop a school- or district-wide policy concerning memorials.
- Suggest having a written “memorial procedures” plan.
- Designate a memorial committee and committee chairperson to make decisions.
- Involve all important stakeholders (students, staff, parents, and community members).
- Be proactive in working with families and students to create appropriate memorials.
- Follow the maxim of “do no harm.” Memorials should not be a source of retraumatization.
- Do not make memorial creation or attendance mandatory.

Although some literature exists regarding memorials, there is not a great deal of empirical research validating the use of memorials. In the crisis preparedness phase, it is recommended that districts develop guidelines about memorials before a crisis event takes place. The guidelines serve several purposes: (a) common definitions; (b) guidance for administrators, especially with an event that is highly emotional; and (c) consistency of implementing memorials between schools and crises.

A memorial committee may be assembled to help develop and promote memorial guidelines and policies. The committee will be responsible for making difficult and sensitive decisions. The committee will need to obtain support and consensus among the stakeholders involved. This is not always an easy task. For example, following a school shooting in Springfield, Oregon, Cathy Paine wrote: “The design and construction of a permanent memorial proved to be one of the biggest challenges of our recovery. Initially, there was a lack of funding and agreement about the details of the memorial design. A second committee was formed and the memorial was dedicated on the fifth anniversary of the shooting. The permanent memorial consists of trees, benches, a basalt pillar, and a memorial fence, which are all located in a small park near the high school.”

Because memorials are group events, it is a time for people to come together and to support one another. Often memorials serve as a gathering place on important anniversaries after an event. If groups are gathering at a memorial site, the memorial committee should make school staff aware of the events so they can provide supervision; monitor student reactions and the appropriateness of the activities; and support students, staff, and community members. If memorials take place off school grounds, at least one school representative should be present, if possible.

Memorials After a Suicide

Memorials following a suicide are particularly important to monitor. The following approaches are recommended:

- Do not make a permanent memorial following a suicide.
- Do not glorify, highlight, or accentuate the event in any way.
- Choose memorials that are temporary, nonrenewable, or in the form of a “living” memorial (e.g., monetary donation to charity or research, purchase of a suicide prevention program for students). These memorials will positively affect surviving students as opposed to glorifying the students that died by suicide, which increases the risk that others will copy the act.

Every decision made regarding memorials after a student suicide will be extremely important, because it may help prevent the death of another student. It has been estimated that 100–200 students die each year in suicide clusters. School administrators and mental health staff can help by making recommendations not to establish permanent memorials after a death by a suicide. Memorials following a suicide may glamorize death or communicate that suicide is an appropriate or desired response to stress. School staff should discourage whole-school assemblies, full-page dedications in a yearbook, establishment of a scholarship, flying a flag at half mast, or any long-term commemoration. Spontaneous memorials (balloons, flowers, pictures, and letters) should be removed or allowed for only a short time.

Having an established school policy that addresses memorials in the district, and educating students, staff, and parents, will help to alleviate potential hard feelings and resentment by those who may not understand the reasoning for this approach and may be upset by it. Addressing the requests of grieving parents is easier when administrators can refer to a school policy. Decision makers need to remember that their primary concern should be about the surviving students that are left in their care. Otherwise, saying no to a memorial can be misinterpreted as the school not caring or being insensitive.

Memorials: A List of “Dos and Don’ts”

Memorial events and activities can be healthy venues that promote emotional expression and provide a sense of hope and recovery for those who participate. This list will serve as a quick guide for school officials who will ultimately be making decisions to best support students.

DOs	DON'Ts
<p>DO designate a chairperson and/or committee to oversee current and future memorial activities.</p> <p>DO create or refer to school policies that specifically address memorial plans and procedures.</p> <p>DO provide a variety or range of memorial activities for students so they can choose their own way of expressing grief.</p>	<p>DO NOT underestimate people’s intense emotions, such as anger, sadness, or the resurfacing of past losses or traumas at memorial events.</p> <p>DO NOT pathologize normal grief reactions (consider handing out information about “common grief reactions”).</p> <p>DO NOT mandate that students attend or participate in memorial events or funeral services.</p>

DOs	DON'Ts
<p>DO promote memorials and activities that foster a sense of hope, recovery, and positive action.</p> <p>DO educate students about memorial behavior and expectations (e.g., people may express their emotions openly at a memorial).</p> <p>DO provide a variety of age-appropriate memorial activities that reflect the student's developmental stage.</p> <p>DO give permission for students to leave a memorial event if they do not feel comfortable and suggest an alternate activity (recommended that staff supervise students that leave).</p> <p>Do provide students and staff with additional options (counseling, talking to a trusted adult) should they become overwhelmed with emotions and need additional support.</p> <p>DO disseminate facts and provide information to parents and staff about crisis reactions and adaptive and maladaptive coping responses.</p> <p>DO demonstrate awareness and sensitivity toward culturally related expressions, practices, and activities.</p> <p>DO closely supervise all memorial events to make sure they are appropriate, safe, and follow the maxim of "do no harm."</p> <p>DO monitor individuals at memorial events and make sure they are linked with or referred to mental health professionals, if needed. (Students indicating self-harm or violent intent need to be referred immediately.)</p> <p>DO promote "living" memorials that benefit others (e.g., donations for a suicide prevention program).</p>	<p>DO NOT designate permanent memorials, plaques, or pages in a yearbook for students that die by suicide.</p> <p>DO NOT glorify or accentuate any temporary memorials for a student that dies by suicide.</p> <p>DO NOT hold an assembly after the death of a student who died by suicide (to minimize glorification of the student's death).</p> <p>DO NOT close school or dismiss early to allow students and staff to attend a funeral (students and staff should be permitted to attend on an individual basis).</p> <p>DO NOT allow any form of subtle or obvious gang representation such as symbols or colors.</p> <p>DO NOT announce the death of a student over the intercom system (classroom announcements are more personal).</p> <p>DO NOT encourage funerals to be held at a school.</p> <p>DO NOT allow memorials to be placed at the entrance of a school (memorials need to be optional).</p> <p>DO NOT attempt to have the school provide all memorials (community groups may also provide venues and activities as a remembrance or commemoration of the event).</p>

Note. Adapted from *Memorial activities at school: A list of "Do's and Don'ts."* http://www.nasponline.org/resources/crisis_safety

Remembrance or commemoration T-shirts have gained in popularity but can present potential problems. Most often, school staff may not be aware of the T-shirts until multiple students are wearing the T-shirts. Questions to discuss when forming memorial policies include: (a) Will T-shirts be allowed? If not, what other alternative memorial activities can be suggested to students? (b) If no T-shirts are allowed and students violate policy, how will the administration handle the violation? Will the staff have students remove or cover the T-shirts or will they send the students home?

(c) If T-shirts are allowed, can they be created to memorialize a student who was involved in illegal or gang activities? (d) How long is it appropriate for students to wear the shirts? (e) Can students wear them for more than a week, more than a month, or for the rest of the year? These are challenging decisions for schools and districts to make; thus the importance of developing consistent policies.

Many decisions must be made when creating a memorial following a school crisis or tragedy. It is important for school districts to proactively establish memorial policies and procedures before a crisis occurs. Establishing a committee to help guide the creation of appropriate memorials will allow students, staff, and community members an opportunity to grieve and express themselves in a manner that promotes healthy healing.

Resources

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- National Association of State Mental Health Program Directors. (2010). *Preventing Suicide: A Toolkit for High Schools*. HHS Publication No. (SMA) Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.
- Paine, C. K. (2007, January). *Hope and healing: Recovery from school violence*. Paper presented at the Confronting Violence in Our Schools: Planning, Response, and Recovery symposium of the Public Entity Risk Institute. Retrieved from: https://www.riskinstitute.org/peril/images/file/Paine_HopeandHealing.pdf
- Poland, S., & Poland, D. (2004, April). Dealing with death at school. *Principal Leadership*, 8, 8–12.
- U.S. Department of Education, Emergency Response and Crisis Management (ERCM) Technical Assistance Center. (2007). Paying tribute to deceased school community members. *ERCM Express*, 3(3), 1–8. Retrieved from http://rems.ed.gov/docs/ERCMNewsletter_Memorials.pdf
- Zenere, F. (2009, October). Suicide clusters and contagion. *Principal Leadership*, 12, 12–16.

WSPA – 2014 Summer Institute Agenda

Thursday, August 7

8-8:30 a.m.	Registration	<i>Conference Center Lobby</i>
	Continental Breakfast	<i>Mendota Meeting Room</i>
8:30-10:30 a.m.	Threat & Suicide Risk Assessment: Developing a Proactive & Consistent Approach to Evaluation Risk <i>Dr. Melissa A. Reeves; Dr. Stephen E. Brock</i>	<i>Geneva Meeting Room</i>
10:30-10:45 a.m.	Break	<i>Mendota Meeting Room</i>
10:30 a.m.-noon	Threat & Suicide Risk Assessment – Cont’d	<i>Geneva Meeting Room</i>
12-12:45 p.m.	Lunch	<i>Mendota Meeting Room</i>
12:45-4:15 p.m.	Advanced Skills in School-Based Crisis Prevention & Intervention <i>Dr. Melissa A. Reeves; Dr. Stephen E. Brock</i>	<i>Geneva Meeting Room</i>
2:45-3 p.m.	Break	<i>Mendota Meeting Room</i>
3-4:15 p.m.	Advanced Administrative Skills in School-Based Crisis Preparedness and Response Cont’d	<i>Geneva Meeting Room</i>

Friday, August 8

8-8:30 a.m.	Registration	<i>Conference Center Lobby</i>
	Continental Breakfast	<i>Mendota Meeting Room</i>
8:30-10:30 a.m.	Suicide Assessment & Intervention: Critical Skills for School Psychologists <i>Dr. Melissa A. Reeves; Dr. Stephen E. Brock</i>	<i>Geneva Meeting Room</i>
10:30-10:45 a.m.	Break	<i>Mendota Meeting Room</i>
10:30 a.m.-noon	Suicide Assessment & Intervention - Cont’d	<i>Geneva Meeting Room</i>
12-12:45 p.m.	Lunch	<i>Mendota Meeting Room</i>
12:45-4:15 p.m.	Suicide Assessment & Intervention Cont’d	<i>Geneva Meeting Room</i>
2:45-3 p.m.	Break	<i>Mendota Meeting Room</i>
3-4:15 p.m.	Suicide Assessment & Intervention Cont’d	<i>Geneva Meeting Room</i>