

SAFFORD UNIFIED SCHOOL DISTRICT

CRISIS RESPONSE

PLAN

Introduction

A crisis is a situation caused by an event that puts a person, family, or community (school community) in a position of “At Risk” physically and/or emotionally. We can all expect to experience loss of significant others, objects, social status, and physical health. Change brought about by crisis and loss is important to normal social and emotional growth.

A crisis occurs, as a normal part of life, when problems of change are temporarily beyond our ability or capacity to cope, when our support system is inadequate, or when we are thrown off balance emotionally.

We can help others cope and adjust to change by offering psychological first aid. The goal of crisis management in Safford Unified School District (SUSD) is to provide emotional support to an individual during a vulnerable crisis period that will enable a person to make a healthy adjustment and to function on their own again as soon as possible.

Crisis Team Organization Chart

RELATED SCHOOL SITES	SCHOOL SITE	COMMUNITY
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**SITE
ADMINISTRATOR
(Principal)**

SUPERINTENDENT

SECURITY OFFICER

COORDINATOR

PRINCIPAL/SITE ADMINISTRATOR

Principal/Site Administrator

Role:

The role of the Site Administrator is to take all action that ensures the health and safety of the school site population and school community. It is the Site Administrator's responsibility to insure that all legal issues, Board Policies, and Administrative Regulations are addressed and followed to protect the health, safety, and educational integrity of the school community.

Focus:

Administer, direct, and supervise the school's student population, personnel, facilities, and operations.

Tasks:

1. Obtain accurate information related to crisis.
2. Follow SUSD Emergency/Crisis Procedures, Administrative Regulations and Board Policy EBC.
3. Contact Superintendent and Security Officer and determine level of crisis.
4. Contact, meet, and orient Crisis Coordinator and Team.
5. Coordinate media contacts/inquiries.
6. Coordinate contact with law enforcement.
7. Determine and deal with legal issues, as well as Administrative Regulations and Board Policy.
8. Make contact with family.
9. Update Crisis Coordinator.
10. Conduct mandatory staff meeting.
11. Identify "high risk" individual(s) and group(s).
12. Coordinate correspondence to parents.
13. Meet with Crisis Coordinator for follow-up activities, resources, and support.

Principal/Site Administrator Operational Guidelines

Crisis Intervention is an active systematic response to an individual whose reaction to a crisis event has thrown them off balance emotionally. It can be anything that causes a person to lose control emotionally and whose normal mechanism is not adequate to deal with the stress. Unless there is a planned response, the Site Administrator may find themselves at a loss in dealing with the aftermath of an event which has a widespread effect on the school community.

The SUSD Crisis Teams are organized and trained to assist a school site in implementing its own crisis plan or respond to any crisis event being presented.

Listed below are Guidelines for a Site Administrator that may be helpful in developing the school's crisis action plan:

1. Arrange with local authorities to be informed of any tragic and/or sudden death of a student, faculty member, or staff person. This information is imperative for a Site Administrator to prepare a plan of action.
2. Verify the incident.
3. Notify SUSD's Crisis Coordinator.
4. In coordination with the school superintendent, determine who and how to deal with the news media.
5. Meet with Crisis Team as soon as possible to review the plan.
6. Conduct a staff meeting either before or after school, depending on the time of crisis. Crisis Team can assist in the meeting preparation. (See Sample Faculty Meeting Agenda, page 15.)
7. Review and disburse communique to parents and other relevant persons/groups.
8. Meet with Crisis Team at end of day for post-intervention analysis and follow-up, and debriefing.
9. Plan follow-up activities and support with Crisis Team and staff.

CRISIS MANAGER

Crisis Coordinator

Role:

The role of the Crisis Coordinator is to work closely with the Principal/Site Administrator and to direct the Crisis Team's response to all persons involved and impacted by the crisis event.

Focus:

Plan with the Principal/Site Administrator to meet the school community needs through the Crisis Team and other resources (District and out-of-District).

Tasks:

1. Upon contact from the principal, set time and place of meeting and activate the Crisis Team calling tree.
2. Establish the facts of the crisis as clearly as possible and put it in writing.
3. Monitor and keep the Crisis Team informed through:
 - * Orientation
 - * Updated information
 - * Debriefing before they leave
 - * Follow-up plan and information

Crisis Coordinator Operational Guidelines

CONTACT POINT:

Establish a central location to be maintained throughout the day to serve as a clearinghouse where:

- * The Crisis Team checks in
- * Phone calls are received
- * Information is updated and disseminated
- * Students and staff can seek help
- * Current list of team members, locations, and phone numbers are maintained

ASSESSMENT OF THE SITUATION:

Determine The immediacy of intervention and strategies to be used. Assign Crisis Team Members as needed.

PRE-INTERVENTION:

Meet with Principal/Site Administrator (or other key staff) to further assess the situation.

- * Learn of any new developments/consequences
- * Become acquainted with key staff at the site

INTERVENTION:

Review the various intervention strategies, techniques, and specific assignments with Crisis Team Members.

- * Assign room locations of small group sessions, faculty, and classes (directly and indirectly impacted)
- * Focus on purpose: clarify known facts, discuss/encourage reactions and emotions
- * Review strategies for classroom discussions and small group sessions
- * Conclude sessions with students summarizing what took place
- * Offer recommendations as needed (may offer to return for another session as desired by students)
- * Remain in area to talk with individuals or be available for other students
- * Identify “high risk” individual(s) and group(s)

POST INTERVENTION:

Crisis Team Members meet to:

- * Process the interventions
- * Determine follow-up
- * Assess the intervention(s)
- * Share concerns of specific individuals and develop follow-up for them

FOLLOW-UP AND FOLLOW-THROUGH:

- * Coordinate follow-up plan as recommended by Crisis Team.
- * Make recommendations to Principal/Site Administrator (or other key staff) of students still in need.
- * Contact school the following day and a week or so later to offer continued support and further services.

SAMPLE

DAILY ACTIVITIES

7:00 a.m.	Crisis Team Arrives
8:00 a.m.	Faculty
8:15 a.m.	Department Meetings
8:30 a.m.	Teachers in Classrooms
9:00 a.m.	Teachers with Students
10:35 a.m.	Lunch Period(s) to be Covered by Crisis Team
11:00 a.m.	Press Conference
1:00 p.m.	Teachers Send Fifth Period Student Representatives
2:30 p.m.	Faculty Meeting
7:30 p.m.	Parent Meeting - Representatives of the Crisis Team Available

CRISIS COORDINATOR

CRISIS TEAM

OPERATIONAL GUIDELINES

1. Students
 - A. Supportive Counseling
 1. Identify “high risk” students
 2. Provide counseling on individual basis
 3. Provide counseling for small groups or for classroom groups directly involved
 - B. Coordinate
 1. Private location for counseling
 2. Materials, i.e. tissues, writing paper, pencils; crayons for Elementary levels,
 3. Time assignments for flexibility
 4. Sample materials for students to express connectedness with the loss either by writing, drawing, or verbalizing

2. Staff
 - A. Supportive Counseling
 1. Identify “high risk” staff
 2. Arrange for class coverage during their crisis
 - B. Coordinate
 1. Private space in which to work
 2. Coffee or soda/food
 3. Supplies (i.e. tissues, etc.)
 4. School, District, and Community Resources for on-going help
 5. Paper and access to copy machine

3. Parents
 - A. Supportive Counseling
 1. Identify “high risk” families, friends, and neighbors through school Staff, Principal/Site Administrator
 2. Involve parents in follow-up planning
 3. Provide referrals to private counseling services if requested
 4. Provide School, District, and Community Resources
 5. Make tissues available

4. Follow-up
 - A. Confirm a school contact person for follow-up activities
 - B. Maintain contact in case Crisis Team is requested to return to provide follow-up activities, support, and/or resources

CHECK LIST FOR SCHOOL PERSONNEL

In case of the death of a student, the following checklist could facilitate the school personnel in dealing with the student's affairs:

- _____ 1. Notify Attendance Clerk/Registrar who is responsible for maintaining current student census to remove the student's name from the computer/other list(s)
- _____ 2. Notify Book Store in order to avoid billing for fees, books, lockers, etc.
- _____ 3. Notify Librarian to preclude sending overdue notices and/or charges for books/materials
- _____ 4. Notify Classroom Teacher(s), including Itinerant Personnel
- _____ 5. Notify Counselor(s), Coach(es), Nurse, Extra-curricular Activities/Club Sponsor(s)
- _____ 6. Notify Assistant Principal(s)
- _____ 7. Provide for locker clean-up
- _____ 8. Establish a system to deal with overdue books, materials, unpaid fees, unreturned locks, etc.

SAMPLE
FACULTY ANNOUNCEMENT

(DATE)

Mary Smith, fifth grade teacher at _____ Elementary School and an employee of Safford Unified School District for _____ years, died from a heart attack at her home this morning. Information as to visitation and funeral arrangements will be made available to you as soon as possible.

Today, the SUSD Crisis Team and community resource persons will be in the building to provide counseling to classes, groups or individuals, students, faculty, and staff. Crisis Team Members are also available to assist teachers in the classroom.

If you have questions or concerns, please contact

(Designated person)

(Telephone Number)

SAMPLE

FACULTY MEETING AGENDA

(DATE)

- I. Introduction
- II. Facts of Crisis
- III. Day's Schedule
- IV. Building Needs as Identified vs. Faculty/Staff Needs
- V. Outline Personnel's Responsibilities
- VI. Handouts
 - A. Anatomy of Crisis
 - B. Characteristics of Stages of the Mourning Process
 - C. Classroom Presentation Strategies (Primary, Intermediate, Secondary)
 - D. School, District, Community Resources

JOURNAL ARTICLES FOR PROFESSIONALS

Grollman, Earl A. "Explaining Death to Children," The Journal of School Health, June, 1977

Ojanlatva Ansa, Angela M. Hammer, Muron G. Mohr. "The Ultimate Rejection: Helping the Survivors of Teen Suicide Victims," The Journal of School Health, May, 1987

Howard, Elizabeth. "What's It like to Die, Mommy?" Working Woman

A variety of helpful brochures are available through:

Compassionate Friends
PO Box 3696
Oak Brook, IL 60522-3696

Some titles: "Understanding Grief," "When and Employee is Grieving,"
"Sibling Grief," "Coping with Surviving Children," "When
a Child Dies," "Helping Bereaved Parents."

SAMPLE

STUDENT NOTIFICATION

(Date)

Dear _____ Student:

_____ 'S suicide on Wednesday, February _____, touched all of us at _____ High School. Her death had a personal meaning to each of us, and each of us responded to her death differently. There are no right or wrong emotions, but certainly many have been affected and changed by the experience.

Each of our lives is diminished by the loss of someone close to us, and when suicide has been chosen as the means, we must acknowledge that at that moment our friend saw no alternative to resolving deep emotional pain. _____ Chose a permanent solution to feelings and problems that are transitory in life's long journey. She reached toward death before allowing herself the time to heal. She reached toward death instead of the help and friendship available to her.

Many of you may be feeling depressed. Having "down" days here and there is not unusual at any age. But when it continues, and you find yourself: 1) feeling tired all the time 2) withdrawing from people and things that used to interest you 3) allowing grades and attendance to slip 4) getting upset and angry over little things 5) feeling lonely, hopeless, and resigned, please seek help from any of the people listed on the reverse side.

You may have a friend who is very depressed whom you are very worried about. Encourage them to get help. It is important, too, that you let an adult know (teacher, counselor, nurse, etc.). You are not betraying a friendship or confidence when you seek help--you may be saving a life.

Sincerely,

GUIDELINES FOR LETTERS SENT HOME

Letters sent home should include the following:

1. The crisis and a statement of tragedy. Give basic facts.
2. Information on utilization of SUSD Crisis Team and available resources.
3. Reference materials including Guidelines to Help a Child Deal with Loss/Death and Characteristics of the Mourning Process.
4. Statement that parents would be sensitive and listen to child's reaction.
5. Name and phone number of contact person to expect referral process for School, District, and Community Resources.
6. Name of person at school to contact regarding questions and concerns.

SAMPLE

PARENT NOTIFICATION

(Date)

Dear Parent:

A student in your child's class was hit by a car last Friday and subsequently died of internal injuries.

During this time your child may be feeling much confusion and have many questions about death. Listening to your child at this time is of the utmost importance. Enclosed are some resources concerning death which may be helpful with communication between you and your child.

Also included is a community resource list that you may call for additional assistance.

Please feel free to call me tonight at _____, or at school in the morning at _____, if additional assistance is needed.

Yours truly,

SAMPLE

PARENT NOTIFICATION

(DATE)

Dear Parents:

This letter is to inform you of an unfortunate death/accident that is touching our school.
(Details here)

We have members of the SUSD Crisis Team at school working with our faculty, staff, and students today. The team will also be available at a parent meeting tonight in the library at 7:30 p.m. They will answer questions and assist you with support in dealing with your own and your child's grieving process.

We hope you will be able to attend. Please feel free to bring your children.

Yours truly,

SAMPLE

CRISIS TEAM THANK-YOU

(DATE)

TO: Crisis Team Member,

FROM: _____, Principal

RE: Services to _____ School

I wish to extend my most heartfelt thanks to each of you for your timely and effective support to our students, faculty, and staff.

Your professional demeanor, coupled with a genuine and sincere posture, surely stilled the emotional crisis from expanding. I personally felt very proud to be a part of the larger effort shown.

You probably have no way of ever knowing how many lives you touched. Your reassurance, your expressions of love, and your direct truthfulness filled the needs of many.

We at _____ School are indebted to each of you. We are most fortunate to have people like you caring for people like us.

Thank you.

SAMPLE

CRISIS TEAM MEMBER THANK-YOU

(DATE)

Dear _____:

I wish to extend our sincere appreciation for the assistance you provided our students, staff, and especially our counselors during our time of crisis.

It is gratifying to know that such professionals are always available to help our children. Your sincerity in addressing our students certainly helped in easing the pain of the loss of _____.

With our heartfelt gratitude,

Principal

CRISIS TEAM MEMBER

CRISIS TEAM MEMBER

Role: The role of the Crisis Team Member is to assist people in crisis; to build their defenses to the point where they are able to cope and adjust to change brought about by a crisis event.

Focus: Upon those individuals directly impacted by a crisis event. Individuals will be assisted in the most supportive structure (i.e. one-on-one, pairs, trios, foursomes, small groups (5-99 people), or the directly affected group (i.e. teams/classes).

- Tasks:**
1. Attend briefing and debriefing meetings
 2. Know all facts surrounding the crisis
 3. Know the day's schedule
 4. Know location of own assignment
 5. Know and follow referral procedures and follow-up responsibilities
 6. Know legal responsibilities which may include confidentiality and privacy issues
 7. Refer questions from the media to the appropriate and/or designated person(s)
 8. Know and follow an appropriate strategy of crisis intervention for the particular group assigned (see Plan of Action for specific group.)
 9. Distribute and review any handouts given to client group (from Crisis Coordinator)
 10. Identify "high risk" individual(s)/group(s).
 11. Identify immediate friends of victim and person(s) with recent similar event.
 12. Meet with Crisis Team
 - A. Review known facts.
 - B. Outline schedule of events.
 - C. Discuss "high risk" individual(s)/group(s).
 - D. Explain how news media will be handled.

- E. Explore policy issues and procedures.
13. Decide what facts to pass along.
 14. Determine location and types of counseling services available.
 15. Determine the school resources and whether more than one Crisis Team needs to be called.
 16. Determine the groups impacted by the event and what type of response and support is needed.
 17. Determine if other resources are needed and have Crisis Coordinator(s) make contacts.
 18. Practice the following methods:
 - * Present a sharp contrast to person's panic: be warm, firm, and reassuring.
 - * Reassure persons that the need for help is legitimate and normal
 - * Assess person's support system
 - * Help plan for future
 - * Encourage self-reliance
 19. Design a schedule of activities for the day, evening, next day.
 20. Develop an assignment chart for facilitators and presenters that specifies who, what, when, and where.
 21. Determine a central location to be used as a clearinghouse and a school staff person to work with Crisis Manager in terms of school resources and logistics.

Each person is an individual and will react somewhat differently to any given traumatic situation. Similarly, each one of us has an individual style and preset notions regarding crisis situations. Perhaps the most important factor in truly helping a person through crisis is just to be yourself. If you are comfortable, or as comfortable as possible (These situations are never easy.), then the individual will be more comfortable dealing with some very difficult issues. There are any number of techniques you could use to help children "work through" their feelings and thoughts. Choose the ones that fit best for you.

As long as your personal strategy takes into consideration the developmental age of the individuals and helps them deal with the crisis at hand, your strategy is working!

ELEVEN ACTIONS

- I. Act Quickly
 - Help person understand crisis
 - Respond to appearance
 - Get at feeling
- II. Control Environment
 - Quiet, unconfusing place
- III. Assess the Person's General Alertness and ability to Communicate
- IV. Do Something Quickly
 - Move toward meaningful purpose
 - Goal-directed behavior
- V. Set Limited Goal
 - Challenging, but achievable
- VI. Foster Hope and Expectation
- VII. Assess Person's Support System
- VIII. Plan for Future
- IX. Promote Good Self Image
 - Treat the person with courtesy and respect
- X. Encourage Self Reliance

INDIVIDUAL/GROUP COUNSELING

1. Find out size of group with whom you will be working. Get any pertinent background information on individual students, teachers, parents.
2. Follow “Guideline” for Individual, Small Group, or Large Group Counseling.
3. Make sure individuals know the planned schedule for the day.
4. Make the best of your physical surroundings--location should be as comfortable and private as possible.
5. Before finishing counseling session, ascertain if person(s) want/need to meet another time--later in the day, next day, one month later, etc.
6. Make sure that individual has knowledge of immediate and long-term resources.
7. Make sure that individuals get safely back to their classroom/destination.

STRATEGIES FOR INDIVIDUAL COUNSELING

I. Help client:

1. Identify feelings
2. Understand emotions
3. Accept, instead of deny, feelings:
 - * Anger
 - * Hurt
 - * Annoyance
 - * Guilt
 - * Depression
 - * Abandonment
 - * Fear
 - * Blame
 - * Sadness
 - * Other feelings
4. Work through crying/shock (allow release of emotions)
5. Work on past issues which may surface
6. Identify person(s) who is/are a support to client
7. Explore ways of coping:
 - * Journal writing
 - * Private personal counseling
 - * Physical exercise
 - * Proper nutrition and rest
8. Advise client to take time to be alone, but do not isolate self for too long.

II. Plan for follow-up contacts and support:

1. Obtain name of support person(s)
2. Offer name of support person(s)
3. Utilize School, District, Community Resources

STRATEGIES FOR SMALL GROUP COUNSELING

I. Help Clients:

1. Realize that grief is a natural and normal reaction to loss
2. Cope through use of activities (i.e. journal writing, physical exercise, etc.)
3. Explore how to be supportive of each other
4. Understand the burden of pain which is left
5. Express hurt feelings for deceased/injured
6. Identify the real fears/feelings they are having
7. Clarify confusion over incident
8. Identify individuals “at risk” who may need more support

II. Explore ways of helping someone who denies need for help. For example:

1. Be persistent and say you care about them too much to ignore what is going on
2. Describe behavior which signals need for help
3. Understand that purpose of anger is to keep people away
4. Be a reflective listener
5. Understand confidentiality is not helpful if someone is in danger
6. Know School, District, Community Resources available

III. Plan for follow-up contacts and support

1. Obtain name of support person(s)
2. Offer name of support person(s)
3. Utilize School, District, Community Resources

STRATEGIES FOR LARGE GROUP COUNSELING

- I. Introduction
 1. Be brief! State name/position
 2. Personal feelings and reason for being there

- II. Triage
 1. Provide for any immediate physical needs
 2. Check if there are any students exhibiting any severe reactions which may need to be handled individually and/or privately
 3. Assess teacher's situation

- III. Provide Factual Information
 1. Explain the incident, as much as is known (be sensitive to potential confidentiality aspects)
 - A. Be specific
 - B. Keep it simple
 - C. Don't cover up information for younger children, use discretion and respond in age-appropriate fashion
 2. Dispel rumors
 - A. Ask students what they know/have heard
 - B. Deal with responses systematically based on known information

- IV. Crisis Processing
 1. Deal with feelings using techniques comfortable for you and age appropriate
 - A. Drawing/art activities
 - B. Talking/reading stories
 - C. Writing letters to affected family, friends, etc.
 - D. Use relaxation techniques
 2. Share past experiences students may have had with accidents/death/violence
 - A. Family/friends
 - B. Pet(s)
 - C. Media
 3. Discuss the crisis as it might affect the students as individuals and/or group

- V. Take Concrete Action
 1. Discuss appropriate ideas for activities related to the crisis
 - A. Send letters
 - B. Write editorial in student newspaper or memorial mention
 - C. Plant a tree
 - D. Arrange memorial ceremony
 - E. Send flowers
 - F. Make a memorial book with pictures, comments; set up a memorial space in the library, etc.
 2. Establish timeline(s) and designate person(s) to complete the activities

STRATEGIES FOR LARGE GROUP COUNSELING (Continued)

3. Deal with any remaining questions, suggestions, etc.
- VI. Wrap-Up
1. Summarize
 - A. Current status of crisis
 - B. Potential activities
 - C. Schedule of events for the class school, etc.
 - D. Field remaining questions
 2. Provide for individual students who may need comfort, support
- VII. Provide for Follow-Up
1. Discuss with school staff ideas for immediate, short term and/or long term follow-up activities, needs
 2. Arrange for follow-up meeting with class/group
 3. Meet with entire Crisis Team to develop follow-up activities/schedule/staff
- VIII. Resources
1. Provide appropriate resources (i.e. School, District, Community; Selected Bibliographies, etc.)

Points to Remember:

1. Students are not only at different developmental levels, but also have had varied experiences with death, crisis, violence, accidents, etc. Individual student reactions need to be closely monitored.
2. Remind students that people express feelings in different ways--there is no one way to feel or react; their feelings are valid.
3. Try to keep as close to the overall regular schedule as possible.
4. Provide for physical exercise/stretching in/outside class.
5. Provide for breaks: drink of water, restroom, tissue needs, etc.
6. Monitor if younger children become incontinent, provide for their comfort in as unobtrusive way as possible.
7. If a student is having a particularly difficult time, notify teacher, administrator, etc. These persons may have information which may be helpful to the student. Insure for follow-up.

PRESENTATION

STRATEGIES

PRESENTATION STRATEGY

Classroom Presentation

Operation Guidelines

1. As much as possible, find out background of students, faculty, staff, parents.
2. Explore teacher wishes as to presentation:
 - A. Crisis Team Member alone
 - B. Teacher alone (provide materials, agenda, etc.)
 - C. Teacher and Crisis Team Member
 - D. Teacher primarily with Crisis Team Member as a resource
3. Implement Action Plan
 - A. Tell them what you know
 - B. Ask them what they know
4. Discuss available resources (School, District, Community)
 - A. That day
 - B. For use at a later time
5. Evaluate need for wrap-up with teacher
 - A. Provide teacher with checklist to wrap up day's event(s)
 - B. Provide teacher with resources, reference materials, selected bibliographies, etc.
6. Meet with other Crisis Team Members for wrap-up

PRESENTATION STRATEGY
Crisis Team Member Plan of Action
Parent Groups (Primary, Intermediate, Secondary)

I. Thank them for coming

- A. Show support
- B. Be compassionate
- C. Create involvement

II. Explain the Crisis Team Process

III. Introduce Crisis Team and explain who worked with each group

- A. Ask parents what they have heard
- B. Provide accurate information
- C. Request their input on how to approach family for sympathy gesture
 - 1. Committees, etc. (Visitation, transportation, baby sitting)
 - 2. Discuss impact on children. Depending on their ages, be specific in that children know or imagine
- D. Describe possible subtle behavior changes which might be expected in their children. Remind them that all grief is not alike. Permit and encourage their child to keep regular routine as much as possible
- E. Permit parents to structure their submeetings regarding mechanics of help (pages 18-19).

PRESENTATION STRATEGY

Crisis Team Member Plan of Action

Elementary-General Presentation

- I. Meet with teacher; find out teacher attitude regarding dealing with crisis
 - A. Counsel teacher if necessary

- II. Meet fact-to-face with appropriate individuals/groups
 - A. Students in entire class
 - B. Observers of crisis
 - C. Immediate family friends
 - D. Concerned family members who enter the building
 - E. Children with overwhelming grief-reaction

- III. Focus
 - A. Discuss actual facts. Dispel rumors
 - 1. Elicit student's perceptions/view of crisis
 - B. Deal with crisis in cathartic manner with goal to resume daily routine
 - C. Inform/clarify resources for follow-up

- IV. Crisis Activities
 - A. Drawing
 - 1. The way you remember the person the last time you saw him/her
 - 2. How you think person looks right this minute
 - 3. Draw the person and you doing an activity you enjoyed together
 - B. Talking
 - 1. Talking about specific loss
 - a. Loss in general
 - 2. Attributes of (child) victim
 - a. Good and bad memories
 - C. Write letters to deceased
 - 1. Possibly make a book about victim (child) to give to family
 - D. Visualization
 - 1. Visualizing dialogue with child, eyes closed
 - 2. Closure of saying good-by to victim
 - E. Teacher writes letter to parent concerning death of victim (pages 19-20).

PRESENTATION STRATEGY
Crisis Team Member Plan of Action
Primary Level (5-7 years)

I. Introductions

A. Make it simple

“A counselor helps you talk about your feelings.”

“A counselor is a person who works with kids your age.”

“We’re going to talk about Johnny dying.”

“We’re going to share our feelings.”

“We’ll have a chance to talk about how we feel.”

“How do we help each other with our feelings and support each other?”

II. Information Sharing (Examples of questions to elicit sharing)

A. “Does anyone know what happened? What have you heard?” Give time for sharing. Accept without correcting.

B. “This is the information that I have from _____.” (Principal, teacher, meeting, etc.) Dispel rumors and fears.

C. “How will this affect our classroom?” Accept and explore comments.

III. Crisis Processing

A. Expressing feelings through a variety of activities

1. Stuffed animals to hug and share

2. Art: painting, drawing, clay

“Can you tell us about your picture?” Specific assignment:

“Make pictures of _____.(deceased).” Surviving children need to say good-bye or “I’m sorry I was mean to you.”

3. Group discussion: “Have you ever lost someone you loved? A pet? Do you know someone who has lost someone they loved? What did you do? What did your friends do to make you feel better?”

4. Visualization--feeling posters. You may even get a smiling face and comment, “I’m glad.” Explore feelings. Be careful about making judgments.

5. Write class letter to deceased. Student dictation, can leave letter up for a period of time. “What will we do with _____ ‘S things?’”

6. Classroom memorial: remembering positive and neat things about deceased. Could be in mural form.

7. Read-aloud stories

a. The Fall of Freddie Leaf, Leo Buscaglio

b. Velveteen Rabbit

c. Current Health Series

d. Check your school library/LIRC to find additional available books.

PRESENTATION STRATEGY

Teacher Plan of Action
Primary Level (5-7 Years)
STEPS A K-3 TEACHER MIGHT FOLLOW WHO HAS NOT A CRISIS TEAM
MEMBER IN THE CLASSROOM.

Students should be given an opportunity to express their grief and fears. Children need to be assisted in learning healthy ways of coping with each death, particularly in a crisis situation, (i.e. death of a classmate, teacher). Children at this age will be very graphic and full of hard to answer questions. Honesty and simplicity are essential.

- I. Introductions
 - A. "We are going to spend some time talking about _____'s death."
- II. Information Sharing (Examples of questions to elicit sharing)
 - A. "Does anyone know what happened? What have you heard?" Give time for sharing. Accept without correcting.
 - B. "This is the information that I have from _____." (principal, teacher, meeting, etc.) Dispel rumors and fears.
 - C. "How will this affect our classroom?" Accept and explore comments.
- III. Crisis Processing
 - A. Expressing feelings through a variety of activities.
 1. Stuffed animals to hug and share
 2. Art: painting, drawing, clay
"Can you tell us about your picture?" Specific assignment:
"Make pictures of _____" (deceased). Surviving children need a chance to say good-bye or "I'm sorry I was mean to you."
 3. Group discussion: "Have you ever lost someone you loved? A pet? Do you know someone who has lost a loved one? What did you do? What did your friends do to make you feel better?"
 4. Visualization--feeling posters. You may even get a smiling face and comment, "I'm glad." Explore feelings. Be careful about making judgments.
 5. Write class letter to deceased. Student dictation, can leave letter up for a period of time.
 6. Classroom memorial: remembering positive and neat things about deceased. Could be in mural form.
 7. Read-aloud stories
 - a. The Fall of Freddie Leaf, Leo Buscaglio
 - b. Velveteen Rabbit
 - c. Current Health Series
 - d. Check your school library/LIRC to find additional available books.

If the student is from a different classroom, you may want to choose II, A, B; III, and any activity that would be helpful.

On-Going:

1. Provide opportunities for those students who may have additional questions/concerns
2. Identify "high risk" students for additional follow-up
3. School, District, Community Resources

PRESENTATION STRATEGY

Crisis Team Member Plan of Action Primary Level (5-7 years)

I. Introductions

- A. Make it simple
 - “A counselor helps you talk about your feelings.”
 - “A counselor is a person who works with kids your age.”
 - “We’re going to talk about Johnny dying.”
 - “We’re going to share our feelings.”
 - “How do we help each other with our feelings and support each other?”

II. Information Sharing (Examples of questions to elicit sharing)

- A. “Does anyone know what happened? What have you heard?” Give time for sharing. Accept without correcting.
- B. “This is the information that I have from _____.” (principal, teacher, meeting, etc.) Dispel rumors and fears.
- C. “How will this affect our classroom?” Accept and explore comments.

III. Crisis Processing

- A. Expressing feelings through a variety of activities.
 - 1. Stuffed animals to hug and share
 - 2. Art: painting, drawing, clay
 - “Can you tell us about your picture?” Specific assignment:
“Make pictures of _____” (deceased). Surviving children need a chance to say good-bye or “I’m sorry I was mean to you.”
 - 3. Group discussion: “Have you ever lost someone you loved? A pet? Do you know someone who has lost a loved one? What did you do? What did your friends do to make you feel better?”
 - 4. Visualization--feeling posters. You may even get a smiling face and comment, “I’m glad.” Explore feelings. Be careful about making judgments.
 - 5. Write class letter to deceased. Student dictation, can leave letter up for a period of time.
 - 6. Classroom memorial: remembering positive and neat things about deceased. Could be in mural form.
 - 7. Read-aloud stories
 - a. The Fall of Freddie Leaf, Leo Buscaglio
 - b. Velveteen Rabbit
 - c. Current Health Series
 - d. Check your school library/LIRC to find additional available books.

If the student is from a different classroom, you may want to choose II, A, B; III, or any activity that would be helpful.

On-Going:

- 1. Provide opportunities for those students who may have additional questions/concerns
- 2. Identify “high risk” students for additional follow-up
- 3. School, District, Community Resources

PRESENTATION STRATEGY

Counselor Plan of Action Intermediate Level (8-12 Years)

I. Introduction

- A. Go with intuition
- B. Be brief and simple
- C. Move into circle
- D. Go outside on a nice day
- E. Move to a new location if necessary

II. Rationale

- A. Develop closeness
- B. Be open to sharing

III. Information Sharing

- A. Share facts
- B. Give eye contact
- C. Attend to questions and responses
- D. What did you hear?
- E. Ask questions (i.e. "What do you know? Do you want to know what I know?")
- F. Develop trust
- G. Be open for expression
- H. Know what they know
- I. Identify high risk students
- J. Present facts to dispel rumors

IV. Crisis Processing

- A. Questions
 - 1. "Will _____ Be coming back?"
 - 2. "What is death?"
 - 3. "What do you think happens when someone dies?" (Draw it later)
 - 4. "What might happen to you as a result of this incident?"
- B. Activities
 - 1. Do yoga for relaxation, breathing and centering.
 - 2. In a circle do visualization: Close their eyes and ask them to visualize their child. Get affirmative, "Yes, I can see _____." "Say something to _____." "Wait for _____ to say something to you." Share all of this in open discussion.
 - 3. Now discuss losses anyone has ever had; including person, pets, houses, etc.
 - 4. Best thing about _____. It's okay to share moments that aren't good. We are all human, and we all make mistakes.
 - 5. Hold hands, close eyes, visualize _____. "Together we'll say good-bye to _____." (Repeat good-bye part of the visualization.) Group hug.
 - 6. Rationale for activity
 - a. Bonding group
 - b. Maintaining safety/security
 - c. Taking control over situation
 - d. Giving empowerment
 - e. Adding closure

PRESENTATION STRATEGY

Teacher Plan of Action Intermediate Group (8-12 Years)

STEPS A 4-6 TEACHER MIGHT FOLLOW WHO HAS HAD A CRISIS TEAM MEMBER IN THE CLASSROOM:

- I. Introduction of Crisis Team Member
 - A. Give permission to feel
 1. Talk and label feelings
 2. Write feelings on board
 3. Use pictures depicting feelings
 4. Bring out, that confusion is a normal feeling right now
 5. Talk about humor and how some people use it to respond
 - B. Sharing
 1. Tell what Crisis Team Member has told class
 2. Sharing of classmates who have experienced loss (grandparents/pets/etc.)
 3. Draw pictures to share these feelings and losses
 4. Allow time to share with each other
 5. Let them know they will all have a chance to share sometimes
 - C. Activities for on-going follow-up
 1. Write letters
 2. Talk about memories (all memories) are okay; positive, negative, funny, or silly
 3. Draw pictures
 4. Visualize: close eyes and ask them to visualize the child. Ask them to say something to _____ And wait for _____ To say something back.
 5. Talk about how they feel about _____.
 6. Use pictures to help facilitate discussion.
 7. Do physical activity to release feeling (punching with safety and breathing)
 8. Use puppets or stuffed animals to discuss feelings
 - D. Books to read
 1. Dream Tree
 2. Fall of Freddie the Leaf
 3. Ten Good Things About Barney
 4. Current Health Series
 - a. Why Did Grandma Die?
 - b. When Grandpa Died
 - E. Things for the Teacher to Do On-Going
 1. Provide place in room as a quiet corner for child to go alone or with a friend if unable to handle group
 2. Touch children often; pats and hugs are important at this time particularly
 3. Ask children to join you for quiet time, for lunch in the room, etc.
 4. Identify "high risk" students
 5. Be aware of parent need for resources phone numbers
 - F. School, District, Community Resources

PRESENTATION STRATEGY

Crisis Team Member/Teacher Plan of Action Secondary Level (13-18 Years)

I. Introduction

- A. Teacher preparation for class
- B. Teacher introduces Crisis Team Member(s)

II. Information Sharing by Crisis Team Member

- A. Talk about the known facts
 - 1. What happened
 - 2. How you found out the details
 - 3. What you heard
 - 4. What we don't know
 - 5. What we're going to do
- B. Ask the class what they know

III. Crisis Processing

- A. Identify and acknowledge students' feelings
 - 1. Anger: towards self, the person, others
 - 2. Guilt/self blame
 - 3. Withdrawal and isolation: You may want to put off the pain.
 - 4. Emotions of crying, yelling, laughing
 - 5. Numbness (shock), disbelief: It hurts too much.
 - 6. Panic
 - 7. Anxiety
 - 8. Fear: What's going to happen to me?
 - 9. Bodily distress: headache, upset stomach, etc.
 - 10. Unable to concentrate
 - 11. Confusion: Why did it happen?
- B. Talk about past individual loss
 - 1. Grief
 - a. Experienced and expressed in different ways
 - b. Done in individual's own time frame. No time limit.
 - c. Give permission to express feelings (i.e. anger, blame, guilt, sadness, depression)
- C. Solicit ways of coping in a crisis
- D. Explore what can be done to help support one another
- E. Strategies which encourage working through the pain of a crisis
 - 1. Be willing to listen to the questions, stories, and feelings as many times as it takes
 - 2. When you can't listen anymore, refer to outside help
 - 3. Take care of yourself!
- F. Positive outcomes of this crisis
 - 1. Write a letter

2. Make a promise
3. Call a friend
4. Forgive someone
5. Learn more about the problem
6. Tell someone that you care and share a feeling
7. Do something nice for yourself

IV. Closure

- A. State that school activities will continue with an opportunity for assistance as needed
- B. School, District, Community Resources