

# School Crisis Recovery



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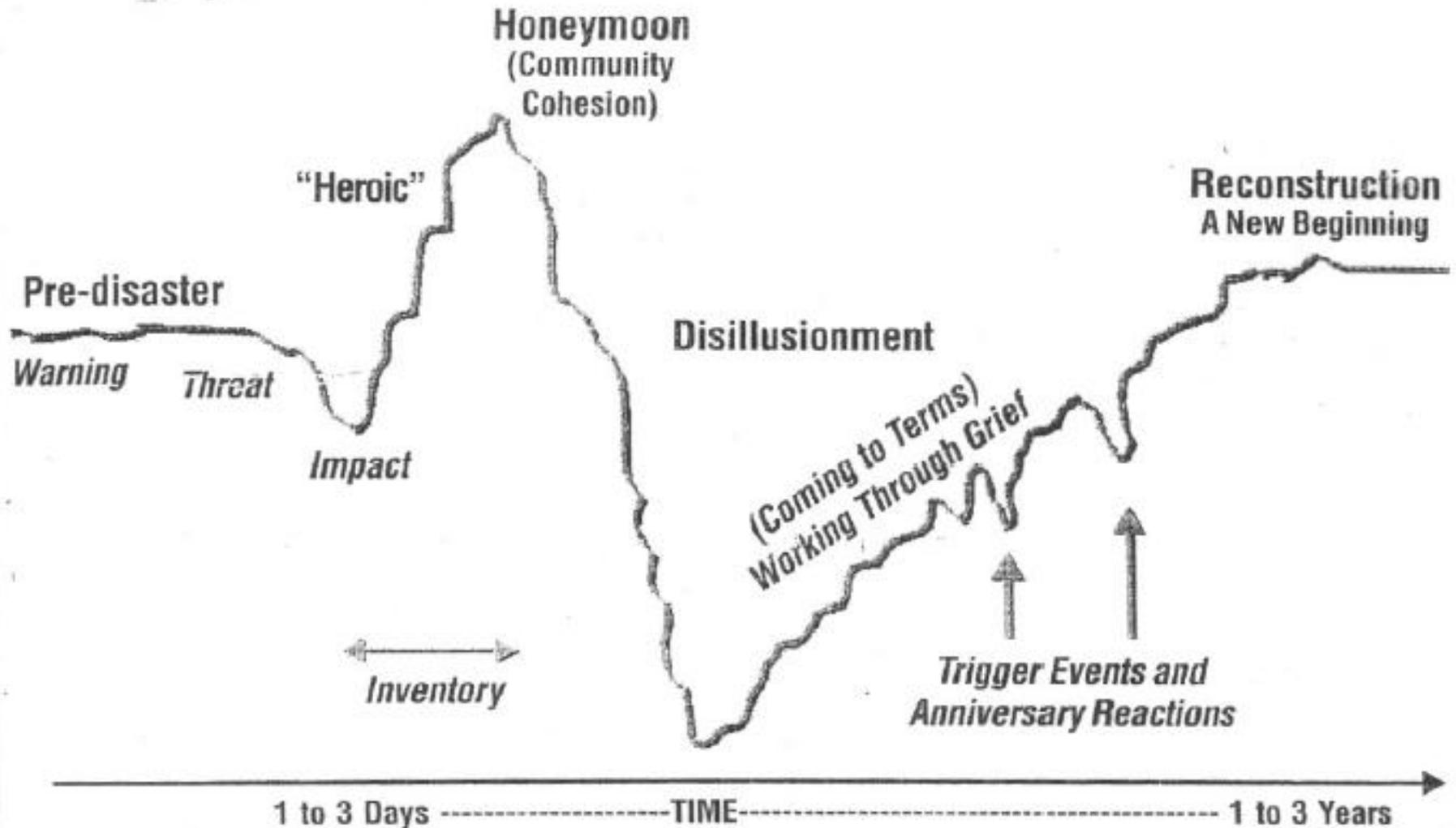
Los Angeles Unified School District

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for Resilience, Hope and Wellness in Schools, USC/RAND/UCLA

National Child Traumatic Stress Network/SAMHSA

# Psychological Reactions to Disaster



# Terror in School and Community

May 1927 Bath MI

Jan 1979 San Diego CA

Feb 1984 Los Angeles

May 1992 Yuba CA

Jan 1993 Grayson KY

Jan 1993 Los Angeles

Feb 1993 Los Angeles

Apr 1993 Sheridan WY

Feb 1994 Fort Meyers FL

May 1994 Union KY

Jan 1995 Redlands CA

Nov 1995 Lynnville TN

Feb 1996 Moses Lake WA

Feb 1997 Bethel Alaska

Oct 1997 Pearl MS

Dec 1997 Paducah KY

# Terror in School and Community

Feb 1998 Hoboken NJ

Mar 1998 Jonesboro AR

Apr 1998 Edinboro PA

Apr 1998 Pomona CA

May 1998 Houston TX

May 1998 Fayetteville TN

May 1998 Springfield OR

June 1998 Richmond VA

Apr 1999 Taber Canada

May 1999 Conyers GA

Aug 1999 Granada Hills, CA

Valley Jewish Community Ctr

Nov 1999 Deming NM

Dec 1999 Fort Gibson OK

Feb 2000 West Palm Beach, FL

Jan 2001 Oxnard CA

March 2001 Santee CA

March 2001 El Cajon CA

March 2001 Gary, Indiana

2/22/2013



*We will never  
miss you*

*forget you  
forget you*

*Columbine High School  
Columbine High School*

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# Rationale/Need for Recovery Services

## Trauma Creates Barriers to Learning

- Physical Changes
- Emotional Changes
- Cognitive Changes
- Behavioral Changes
- Spiritual Changes

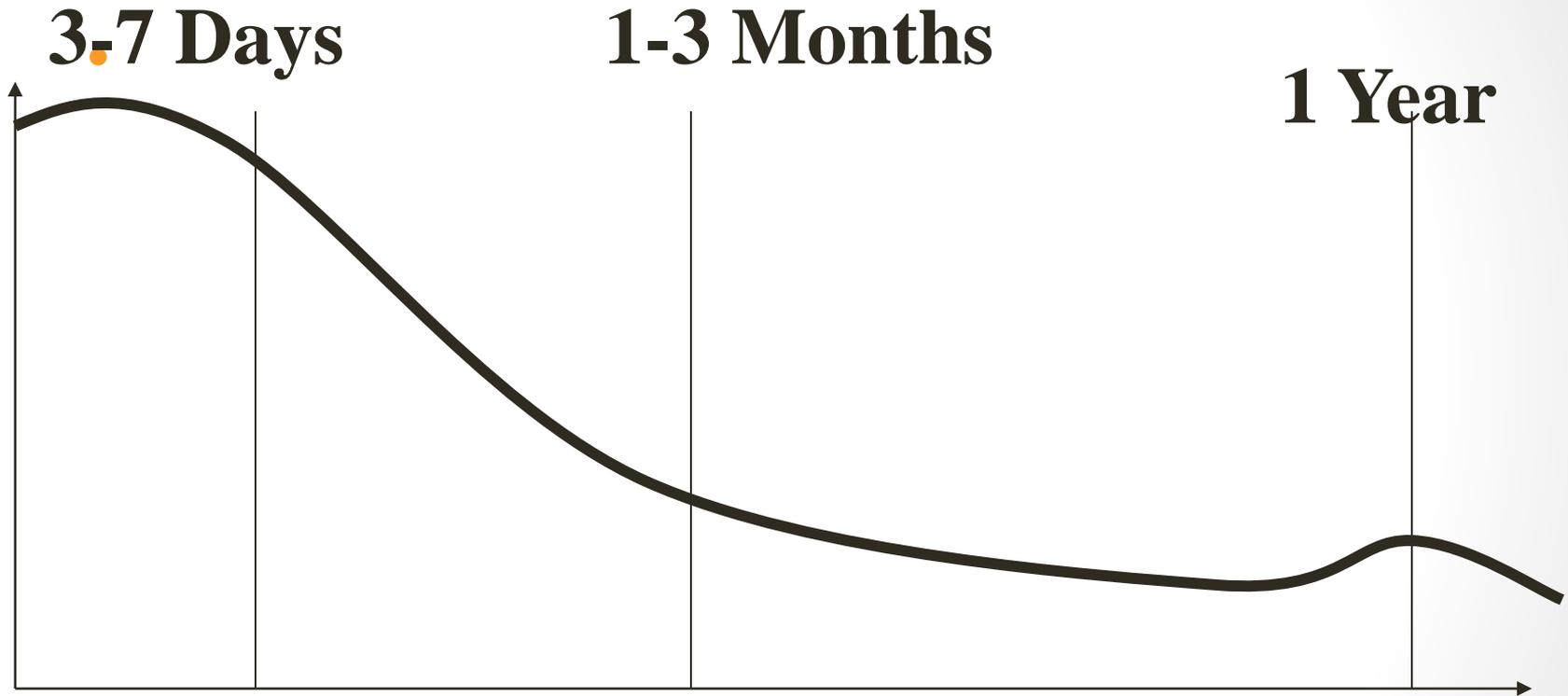


# How Does a School Begin to Recover?

**It begins with student and teacher  
perceptions of renewed security**

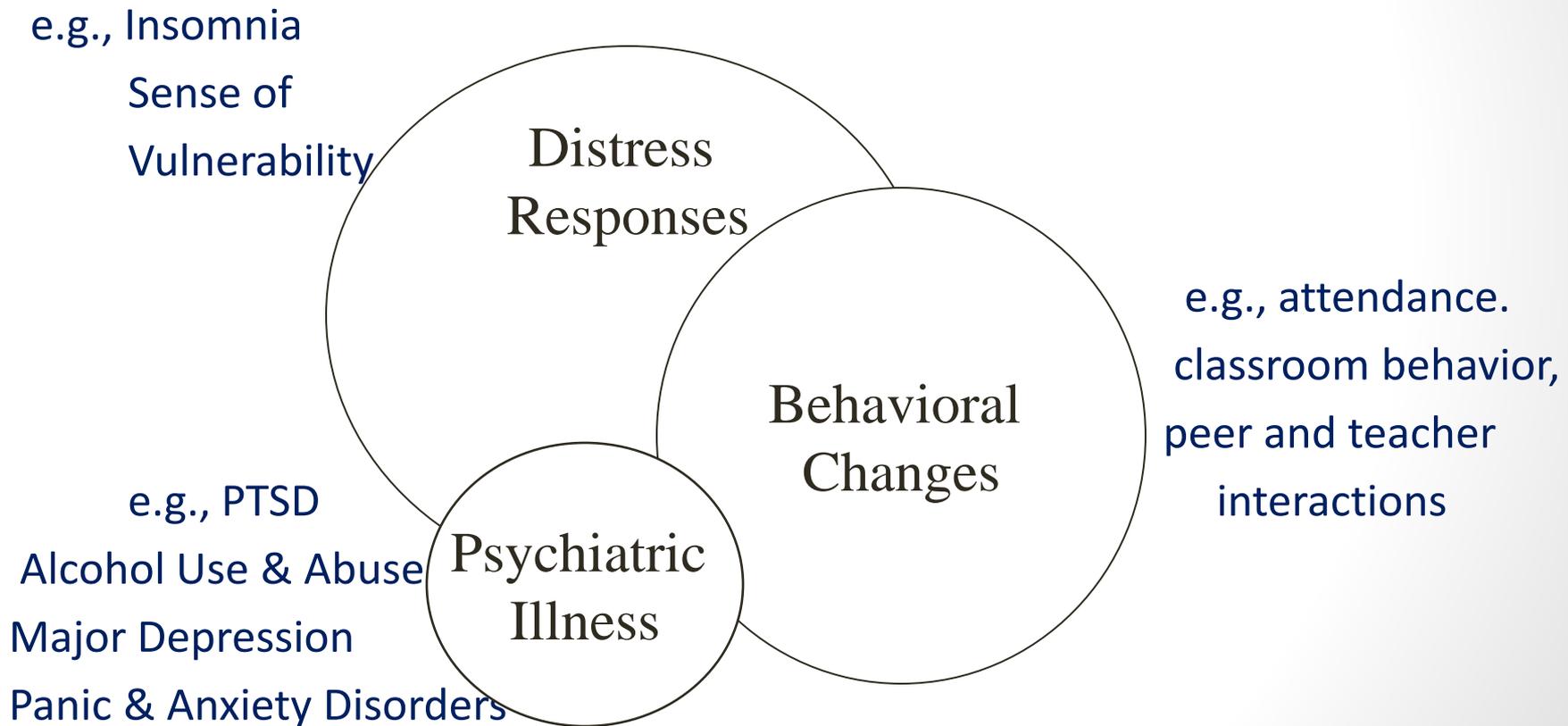
# Understanding the Components of Recovery

# Students with significant post-traumatic stress symptoms after an event



# Institute of Medicine Report - *Preparing for the Psychological Consequences of Terrorism*

## Emotional, behavioral and cognitive effects





# **Planning For School Crisis Recovery and Infrastructure**

## **Selecting and Training Crisis Team Members**

# An Interdisciplinary Crisis Recovery Team

## Who Should be on the Crisis Team?

Principal selects the School and District Crisis Team Members

- Team Members can be:

- **School Psychologist**
- **School Counselor**
- **School Nurse**
- **Psychiatric Social Worker**
- **Custodian**
- **Welfare and Attendance Counselor**
- **School Resource Officer**
- **Administrators**
- **Secretaries**
- **Other Support Staff**

# Desirable Qualities for Crisis Team Members

A sense of responsibility beyond routine

- Ability to establish rapport quickly
- Ability to listen to difficult feelings and experiences of others
- Ability to forge consensus/Reduce conflict
- Clear about feelings thoughts biases
- Maintain confidentiality
- Aware of limitations
- Aware of the need for self care



# The Objective of the Recovery Phase: Restore the Learning Environment

- Act to re-establish a sense of emotional safety
- Return the school to calm routine/schedule
- Assist with Coping and Understanding of Reactions to Danger and Traumatic Stress
- Support the Emotional Stabilization of Teachers and Parents



# How do you determine exposure? **TRIAGE**

Physical Proximity

Emotional Proximity

Similar Previous Experience

Fragile Personality

History of Emotional Disturbance



# **Common Action Steps to School Recovery**

## **Importance of Project SERV – School Emergency Response to Violence**

- **Provide Psychoeducation**
- **Triage and Assess**
- **Make Individual and Group Crisis Counseling Available Beyond the First Year After a Crisis Event**
- **Prepare for Immediate and Long Term Effect**
- **Be Aware of Secondary Trauma and Adversities**



# Symptoms of Traumatic Stress

- Difficulty Concentrating
- Difficulty Sleeping or Staying Asleep
- Recurring Traumatic Images
- Hypervigilance
- Fear of Recurrence
- Avoidance of and Reactions to Traumatic Reminders

# Triage Questions

- Where were you when the incident occurred?
- If you did not see what happened, what were you told?
- What is the most difficult part of this experience for you?
- Do you or your friends have disturbing thoughts about the incident, can't eat or sleep or have thoughts about harming yourself?

# Multi-Level Short and Long Term Interventions

## Tier 1 – General School-Based Interventions

Psychoeducation, Triage and Assessment

Psychological First Aid for Schools: Listen Protect Connect

## Tier 2 – School-Based Interventions

Trauma and Grief - Focused Counseling

Short-Term Group or Individual Counseling

## Tier 3 – Specialized Community-Based Interventions

Referral to On or Off-Site MH Services



# Example of Tier 1 School-Based Intervention: **Psychological First Aid for Schools: Listen Protect Connect**

Evidence Informed – Universal Prevention

5 Step Intervention/ Trauma and Grief - Focused

Short-Term Group or Individual Intervention

Developed in schools for school use by

Dr. Robin Gurwitch, Duke, Dr. Merritt Schreiber,  
California University at Irvine, Dr. Marleen Wong,  
University of Southern California

[www.cbits.org](http://www.cbits.org)



# What is Psychological First Aid?

- **Psychological First Aid is a set of supportive actions that help people cope more effectively during times of stress.**
  - American Red Cross



# Psychological First Aid after Traumatic Crises: The Responsibility of Caring Adults

- Listen
- Protect
- Connect
- Model
- Teach



# The Goals of PFA

- Establish safety
- Stabilize the emotions and behaviors
- Create a compassionate Recovery Environment
- Return students, faculty and staff to an improved mental and emotional state to the classroom, - ready to resume education and re-engage in school, peer and family relationships



# Example of Tier 2 School-Based Intervention: **Cognitive Behavioral Intervention for Trauma in Schools - CBITS**

Evidence Based

Trauma and Grief - Focused

Short-Term Group or Individual Counseling

10 Sessions

Developed in schools for school use

Dr. Lisa Jaycox, RAND.org

CBITS MANUAL

[www.cbits.org](http://www.cbits.org)



# Example of Tier 3 Mental Health Intervention: **Trauma Focused Cognitive Behavioral Therapy (TF-CBT)**

Evidence Based Intervention

15 Sessions Intervention/ Trauma and Grief - Focused

Developed by

Dr. Judy Cohen, Duke, Dr. Tony Mannarino

Pittsburgh



# Evaluating Efforts

- Desirable Outcomes
  - Returns to average educator and student attendance
  - Resumes peer and student relationships
  - Maintains academic achievement of class(es)
  - Look at grades and standardized tests scores
- Undesirable Outcomes
  - Increased discipline referrals
  - Educators absenteeism
  - Resignation



# War in America - September 11, 2001

## 8 million witnesses to violence in NYC

### 1.2 million students in the New York City Public Schools

2/22/2013



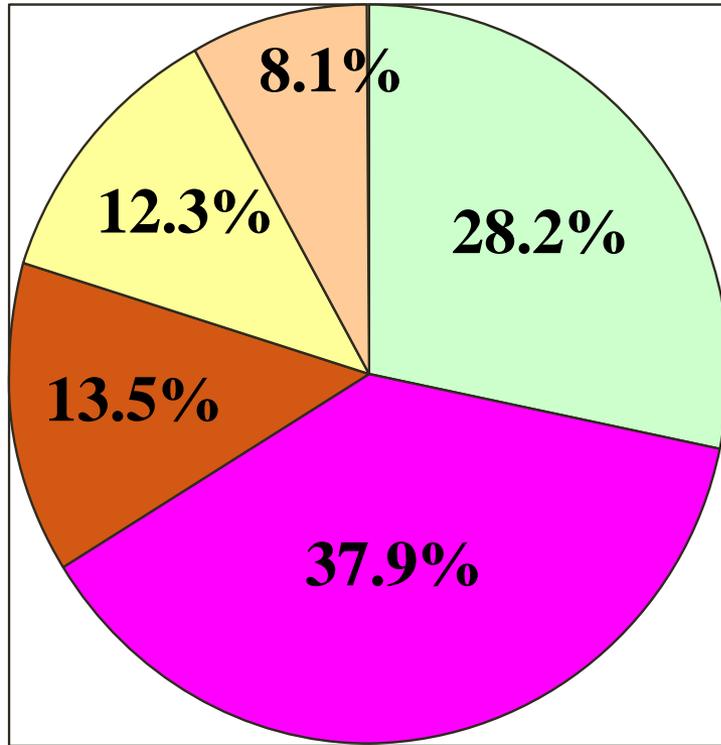
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**Preliminary Report to the  
Board of Education**

*On the World Trade Center  
Attack on  
NYC Public School Students*

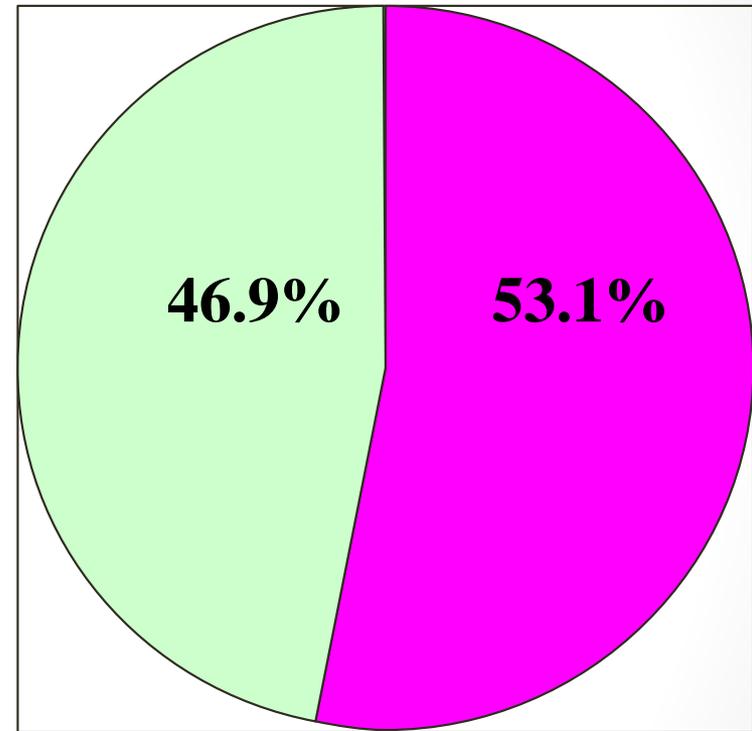
# Gender and Ethnicity of NYC School Survey Participants Grades 4-12 (N = 8,266)

## Ethnicity



■ African-American    ■ Hispanic  
■ White                    ■ Asian  
■ Other/Mixed

## Gender



■ Female                    ■ Male

# Numbers of NYC Students in Grades 4-12 Estimated to Have a Probable Disorder with Impairment 6 Months After the 9/11 Attack

9/22/2013

Disorder	Rate	Estimated#of Students
<b>PTSD</b>	<b>10.5</b>	<b>75,176</b>
<b>Major Depression</b>	<b>8.4</b>	<b>60,141</b>
<b>Generalized Anxiety</b>	<b>10.3</b>	<b>73,744</b>
<b>Separation Anxiety</b>	<b>12.3</b>	<b>88,064</b>
<b>Conduct Disorder</b>	<b>10.9</b>	<b>78,040</b>
<b>Panic Disorder</b>	<b>9.3</b>	<b>66,585</b>
<b>Agoraphobia</b>	<b>15.0</b>	<b>107.395</b>
<b>Any of the Above Disorders</b>	<b>26.5</b>	<b>189,731</b>

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# Link between Violence Exposure and Chronic PTSD with:

- Substance Abuse
- Reckless Behavior
- High-risk Sexual Behavior
- Gang or High Risk Peer Activity
- Disturbances in Academic Functioning

(Kilpatrick, Saunders & Resick, 1998)



# **Violence and Trauma affects School Performance**

## **Children with life threatening violence exposure**

- **Lower GPA**
- **More negative comments in permanent record**
- **More absences**

## **Children with Depression and Posttraumatic Stress Disorder**

- **Even Lower GPA**
- **More absences**



# Schools are Human Systems

Is it an Open or Closed “Family System”?

How did it deal with human problems and conflicts?

How is it Affected by Trauma?

What is the message of leadership?

- Letters to parents

- Communication with students

How quickly can it convert to Emergency Operations?



# Dr. Pamela Cantor, Children's Mental Health Alliance, New York

- “The shock, trauma and complexity of our societies don't permit the establishment of working alliances within 60 days. This was the most significant limiting factor in mobilizing an effective response in New York...schools and communities (must) know that collaborative relationships need to be forged, meetings held, and procedures developed well before an event occurs and the immediate phase begins.”



2/22/2013

Traumatic stress  
affects both  
victims and  
caregivers.



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# Disaster Despair

- Ultimate Death
- Freedom to Live as We Will It
- Existential Loneliness
- Traumatic Loss
- Absence of Meaning or Sense to Life



# Compassion Fatigue

**“There is a cost to caring. We professionals who are paid to listen to the stories of fear, pain, and suffering of others may feel, ourselves, similar fear, pain and suffering because we care.”**

**“Compassion fatigue is the emotional residue of exposure to working with the suffering, particularly those suffering from the consequences of traumatic events.”**

**Charles R. Figley, Ph.D.**

# Recommendations

- Readiness Emergency Management for Schools
- Integrated School and Community Crisis Response and Recovery Training
- Teacher Preparation Program Training
- School Based Staff Development Training
- School Based Mental Health Services – President’s Commission
- Trauma Informed and Evidence Based Interventions
- School and Community Based Systems Approach
- National Commission on Children and Disasters Recommendations

# Additional Resources

- Listen, Protect, Connect, Model, and Teach: Psychological First Aid for Students and Teachers  
[http://www.ready.gov/sites/default/files/documents/files/PFA\\_SchoolCrisis.pdf](http://www.ready.gov/sites/default/files/documents/files/PFA_SchoolCrisis.pdf)
- REMS Helpful Hints, “Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect - Model & Teach”  
[http://rems.ed.gov/docs/HH\\_Vol3Issue3.pdf](http://rems.ed.gov/docs/HH_Vol3Issue3.pdf)
- Additional resources, worksheets and exercises will be posted with the archived webinar on the REMS TA Center website <http://rems.ed.gov>



# Additional Resources

ProQOL website

- <http://www.proqol.org>

Compassionate Schools Website

- <http://www.k12.wa.us/CompassionateSchools/>

The Heart of Learning and Teaching

- <http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx>

National Association of School Psychologists

- <http://www.nasponline.org/>

National Child Traumatic Stress Network

- <http://www.nctsn.org/>

SAMHSA Disaster Technical Assistance Center

- <http://www.samhsa.gov/dtac/>

SAMHSA Oil Spill Distress Helpline

- <http://oilspilldistress.samhsa.gov/oil-spill-distress-helpline>

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# Contacting the REMS TA Center

- **Telephone: 1-866-540-7367 (REMS)**
  - When you have a quick question, follow-up (e.g., training events).
- **Website: <http://rems.ed.gov/>**
  - When you need information or resources, or would like to request assistance through the online request form.
- **E-mail: [tasupport@remstacenter.org](mailto:tasupport@remstacenter.org)**
  - When you have a question or need assistance.

