Post Crisis Response Reference Guide for Building Staff

Goal of Recovery: Restoring the Learning Environment

Student and Community Services

January 2009
Goal of Recovery:
Restoring the Learning Environment

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Omaha Public Schools  
District/Building Response Team Planning Guide

1. Staff meeting led by principal to give information.
2. Announcement by principal or script read by teachers. (see sample script to be adapted)
3. Facts given to the psychologists/counselors (if they were unable to attend staff meeting.)
4. Have a main sign in area for students (let teachers know this information). Students will be directed to one of the rooms available with a psychologist or counselor to facilitate.
   Each site should have available for students: a box of Kleenex, sympathy cards or blank paper, drawing utensils; for psychologist/counselors- slips to be filled out for those students needing additional assistance by building counselors at a later time, passes for students’ return to class.
5. Principal sends home letter, if applicable. (Get sample from Public Information.)
6. Notify staff who were absent from the staff meeting.
7. Plan for staff that will be absent when script is to be read (if following day) or for staff who are unable emotionally to read the script.

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<tr>
<th>Rooms Available</th>
<th>Psychologists/Counselors</th>
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David Patton  (Student Community Services)  Office 557-2703  Cell 616-0194
Nancy Bond  (Guidance and Counseling)  Office 557-2164  Cell 616-0007
Collette Nero  (Psychologists)  Office 557-2773  Cell 250-2044
Ann Naylor  (Employee Assistance program)  Office 593-1711  Cell 290-3937
Principal’s Post Crisis Response Checklist (Sample Agenda)

1. Make an announcement for an all staff meeting.

2. Decide on 2 or 3 conference rooms in the building where students who need additional support can meet throughout the morning. In those rooms, have Kleenex, blank paper, crayons, colored pencils, and sympathy cards.

3. Prepare the Classroom Presentation Guide (script) for teachers to read. If there are teachers who are uncomfortable reading the script, make note and tell the school counselor or building psychologist (or a member of the TAC response team.)

4. The principal will give the facts to the staff. He/she will hand out the script to let them look it over. If a teacher feels he/she can’t read it, a counselor or psychologist will assist.

5. Describe the process for students to receive additional support (small group or individual counseling.)

6. Let the staff know that Ann Naylor from the Employee Assistance Program will be available to talk with them during this difficult time.

7. The principal will let the staff know any visitation or funeral arrangements when the information is available. If any staff member would like to plan on attending the funeral, they need to let the principal know so that arrangements for a sub can be made.

8. The staff member can talk about family assistance if needed and/or possible memorials, (books purchased in memory of the deceased, etc.).

9. Reassure staff that they are not alone and that the Response Team will assist in any way possible. We want to provide routine and structure to help students through the day. Students might decide they would like to make cards, pictures, or booklets for the family.

10. The principal or counselor should show Response Team members the restroom area, coat closet, and the classrooms where the teachers need assistance. If the Response Team members were late for the staff meeting, make sure they get a copy of the script.

11. The principal will work with Public Information to send a letter home to families.

12. The principal will notify staff that was absent the day of the meeting.

13. Provide assistance in any room with a substitute. Script should be read by a staff member known to students if at all possible.

14. The principal may want to have a staff meeting at the end of the day to debrief how the day went and provide any additional information.
<table>
<thead>
<tr>
<th>STUDENT COORDINATOR</th>
<th>STAFF COORDINATOR</th>
<th>COMMUNITY COORDINATOR</th>
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<tr>
<td>(Alt.____________________)</td>
<td>(Alt.____________________)</td>
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**Responsibilities:**

**STUDENT COORDINATOR**

Coordinate Crisis intervention for students.

1. Arrange for staff needed.

2. Arrange access to rooms, supplies, phones, etc.

3. Coordinate training for the counseling staff as needed.

4. Maintain records for follow-up.

5. Plan for crisis team exit and follow-up as needed.

**STAFF COORDINATOR**

Coordinate crisis services to school staff.

1. Arrange for staff needed.

2. Notify staff and coordinate in-school communication.

3. Counseling support to staff as needed.

4. Help staff deal with students in crisis and classroom situations.

5. Plan for crisis team exit and follow-up as needed.

**COMMUNITY COORDINATOR**

Coordinate public information and community services.

1. Arrange for staff needed.

2. Work with public information department.

3. Coordinate information to community and parents.

4. Liaison with community resources for families.

5. Plan for crisis team exit and follow-up as needed.
-Classroom Presentation Guide
(For Use by Teacher)

Introduction
Good Morning Students. I need to tell you something very important today. You will notice that I am using this paper because I want to be sure that I get everything said so it is very important that you listen. We want everyone to understand what we have to say today. You will also have an opportunity to ask questions. Do I have everyone’s attention?

Summarize the Facts
By now you all have heard about __________. We just want to provide an opportunity for you to discuss your thoughts and/or feelings.

Reaction
Please know that when something like this happens, everyone reacts differently. There is no right or wrong way to feel. Whatever you are feeling is normal. The important thing is to remember to talk about it. Who could you talk about this to? (Allow time to share who they feel comfortable with talking to and what worked for them in past situations.)

Teaching
Let me tell you about the next few days and where we are going to go from here. First of all, if you have questions, please feel free to ask. When we have information about the funeral, we will let you know so that you and your parents can make a decision about attending. Please go home and talk with your parents about how you feel and what you feel you would like to do.

Closure
You also need to know that school will be going on just as it is now. Later, there will be an opportunity for us to come up with ways we would like to share our feelings with the family, like recall special stories and memories. You can certainly think about if you would like to make cards, sign posters, or come up with ideas that we can discuss as a class. But for today we need to just understand that we need to get through the day as best we can and be here for each other.

We are sending home two things with you—a letter explaining this to your parents and a sheet on some ways parents can help you get through this. Please be sure you read both of these and get them home.

Are there any questions before we bring this to a close? Please understand that because everyone handles grief differently, we need to do our best and help when we can.

Note To Teachers:
There is additional help in the building for students who are overwhelmed by this news. Please send them to __________ and help will be coordinated from there.

If YOU need assistance, PLEASE let us do that for you. You must take care of yourself before you can take care of your students—Thank you!
Individual/Small Group Response Guide
(For Use by Counselors and School Psychologists)

(Sit in a circle with two facilitators sitting apart.)

I. Introduction
Good (morning/afternoon.) My name is ________ and this is my colleague _________.
We are here today to help you get through this difficult situation.

We know that the news you have just received was very difficult to hear and that you may be feeling pretty
overwhelmed right now. Please know that this is OK, and we are just hoping to give you a little time to think about
it, possibly answer some questions, and let you tell us how you are feeling.

What is your name? How did you know the person? (Go around the circle.)

II. Facts
This is what we know so far (Give information about incident). Have you heard anything different about what
happened? (Correct wrong information and discourage them from spreading false information).

III. Reaction
What were your thoughts/feelings when you heard the news? What are you thinking/feeling now? Allow students to
feel their sadness and comfort each other. Correct rumors that may surface. All students should participate—go
around the circle if need be. Reiterate that their reactions are NORMAL.
Allow time to share.

IV. Teaching
Tell us where your body holds stress in times like this that are really sad (upset, scary, etc.). Are you unable to eat or
sleep? Or maybe you get headaches or stomach aches? Or maybe you just get really cranky with anyone around
you? (All students need to share where they hold stress in their body.)

So now tell us what makes you feel better when you experience this stress. Do you like to talk about it, listen to
music, play a game of basketball, or what makes YOU feel better? (All students need to share.)

I want you to give yourself permission to do something nice for yourself tonight to reduce the stress. However, you
also need to know that it would be perfectly normal if you have a hard time going to sleep for a few nights or you
can’t eat or get this out of your mind. Know that within a week or two that will slowly go away. If you have some
reactions that do not go away, be sure that you talk to someone. Who can you talk to about this today?
(Encourage talking to their parents.)

V. Closure
Does anyone have a question or anything else you would like to add? If not, you might like to ______ (sign a poster,
card, etc.) The rest of the school day will be as normal as we can make it. Please understand that everyone handles
grief differently, and we need to do our best and help where we can. Please be sure to take these handouts home,
read them, and go over them with your parents. (Pass out handouts and go over briefly.)

Transition back to classroom.

Note to Facilitators
❖ Students should be encouraged to “try” to attend class after they have
shared their thoughts/feelings on a card or poster. (For students who
are unable to return to class within a reasonable time frame (45-60
minutes), parents may need to be contacted to determine the
appropriateness of remaining in school. Please consider the
availability of parental supervision when making this decision.)

❖ Remember to have handouts available to give to students as
appropriate.
# OMAHA PUBLIC SCHOOLS

**STUDENT SIGN-IN SHEET FOR**

*Individual/Small Group Response Activity*

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Teacher’s Name</th>
<th>Time</th>
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Please follow-up with these students in a timely manner.
[Community Counselors: Schedules]
SAMPLE HANDOUTS

FOR

STUDENTS & PARENTS
Stress Response Information
A Handout for Students

You have experienced a traumatic event, something which may cause strong physical or emotional reactions. It is very normal for people to experience emotional after-shocks when they have gone through a horrible event.

The signs of a stress reaction may last a few days, a few weeks, or sometimes longer. You should start feeling better after about a week. If you don’t start getting better after about three weeks, talk to your parents, your teacher, or counselor. They will know what to do.

These are some symptoms of a stress reaction:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Cognitive</th>
<th>Emotional</th>
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<tbody>
<tr>
<td>Fatigue</td>
<td>Memory loss</td>
<td>Anxiety</td>
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<tr>
<td>Profuse sweating</td>
<td>Loss of concentration</td>
<td>Grief/Sadness</td>
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<tr>
<td>Muscle tremors</td>
<td>Flashbacks</td>
<td>Guilt</td>
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<tr>
<td>Twitches</td>
<td>Confusion</td>
<td>Hopelessness</td>
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<tr>
<td>Nausea</td>
<td>Poor attention span</td>
<td>Anger</td>
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<tr>
<td>Chills</td>
<td>Nightmares</td>
<td>Depression</td>
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<tr>
<td>Can’t eat</td>
<td>Poor decision making</td>
<td>Fear</td>
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<tr>
<td>Vomiting</td>
<td>Intrusive thoughts</td>
<td>Feeling overwhelmed</td>
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<tr>
<td>Dizziness</td>
<td>Blaming someone</td>
<td>Panic</td>
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<tr>
<td>Headaches</td>
<td>Poor problem solving</td>
<td>Emotional shock</td>
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<tr>
<td>Cramps</td>
<td>Increased or decreased</td>
<td>Irritability</td>
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<tr>
<td>Grinding teeth</td>
<td>awareness of surroundings</td>
<td>Avoidance behaviors</td>
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Asking for help to deal with stress reactions does not mean that there is something seriously wrong with you. It simply means that what happened was just too powerful to manage all by yourself.

*Remember!* Most stress responses are normal reactions by normal people to abnormal events!
WHAT DO I DO NOW?

Here are some things that you can do to help you get through the next days:

- Talk! Spend time with others.
- Take a long bike ride up a steep hill.
- Listen to your favorite music.
- Sing in the shower – really loud, or take a long, warm bath.
- Hit a punching bag. Punch a pillow.
- Cry
- Structure your time with activities you enjoy doing.
- Play a favorite sport.
- Be outside in the fresh air as much as possible.
- Read your favorite book – out loud!
- Cook something for yourself that you really like.
- Stay away from alcohol or drugs.
- Draw, color, paint.
- Jog, run, or take a long walk.
- Build something out of Legos, blocks, or with wood.
- Play a musical instrument.
- Try to get some rest, eat regular well-balanced meals even if you don’t want to.
- Keep a journal, write a poem, or a letter to someone.
- Give yourself permission to do things that feel good.
- Reach out to people – parents, friends, and teachers. Talking is the most healing medicine.
Crisis Support In Natural Disasters Article
Children who experience an initial traumatic event before they are 11 years old are three times more likely to develop psychological symptoms than those who experience their first trauma as a teenager or later. But children are able to cope better with a traumatic event if parents, friends, family, teachers, and other adults support and help them with their experiences. Help should start as soon as possible after the event.

It’s important to remember that some children may never show distress because they don’t feel upset, while others may not give evidence to being upset for several weeks or even months. Other children may not show a change in behavior, but may still need your help.

**Children May Exhibit These Behaviors, After A Disaster:**

1. Be upset over the loss of a favorite toy, blanket, teddy bear or other times that adults might consider insignificant, but which are important to the child.

2. Change from being quiet, obedient and caring to loud, noisy and aggressive or may change from being outgoing to shy and afraid.

3. Develop nighttime fears. They may be afraid to sleep alone at night, with the light off, to sleep in their own room, or have nightmares or bad dreams.

4. Be afraid the event will reoccur.

5. Become easily upset, crying and whining.

6. Lose trust in adults. After all, their adults were not able to control the disaster.

7. Revert to younger behavior such as bed wetting and thumb sucking.

8. Not want parents out of their sight and refuse to go to school or childcare.

9. Feel guilty that they caused the disaster because of something they had said or done.

10. Become afraid of wind, rain or sudden loud noises.

11. Have symptoms of illness, such as headaches, vomiting or fever.

12. Worry about where they and their family will live.
Things Parents or Other Caring Adults Can Do

1. Talk with the children about how they are feeling and listen without judgment. Let them know they can have their own feelings, which might be different than others. It’s OK.
2. Let the children take their time to figure things out and to have their feelings. Don’t rush them or pretend that they don’t think or feel as they do.
3. Help them learn to use words that express their feelings, such as happy, sad, angry, mad and scared. Just be sure the words fit their feelings, not yours.
4. Assure fearful children that you will be there to take care of them. Reassure them many times.
5. Stay together as a family as much as possible.
6. Go back as soon as possible to former routines or develop new ones. Maintain a regular schedule for the children.
7. Reassure the children that the disaster was not their fault in any way.
8. Let them have some control, such as choosing what outfit to wear or what meal to have for dinner.
9. Help your children know that others love them and care about them by visiting, talking on the phone or writing to family members, friends and neighbors.
10. Encourage the children to give or send pictures they have drawn or things they have written.
11. Re-establish contact with extended family members.
12. Help your children learn to trust adults again by keeping promises, including children in planning routines and outings.
13. Help your children regain faith in the future by helping them develop plans for activities that will take place later – next week, next month.
14. Children cope better when they are healthy, so be sure your children get needed healthcare as soon as possible.
15. Make sure the children are getting balanced meals and eating enough food and getting enough rest.
16. Remember to take care of yourself so you can take care of your children.
17. Spend extra time with your children at bedtime. Read stories, rub their backs, listen to music, talk quietly about the day.
18. If you will be away for a time, tell them where you are going and make sure you return or call at the time you say you will.
19. Allow special privileges such as leaving the light on when they sleep for a period of time after the disaster.
20. Limit their exposure to additional trauma, including news reports.
21. Children should not be expected to be brave or tough, or to “not cry.”
22. Don’t be afraid to “spoil” children in this period after a disaster.
23. Don’t give children more information than they can handle about the disaster.
24. Don’t minimize the event.
25. Find ways to emphasize to the children that you love them.
26. Allow the children to grieve losses.
27. Develop positive anniversary activities to commemorate the event. These events may bring tears, but they are also a time to celebrate survival and the ability to get back to normal life.
Activities for Children

1. Encourage the children to draw or paint pictures of how they feel about their experiences. Hang these at the child’s level to be seen easily. (These may also be posted on the FEMA for Kids Web site.)

2. Write a story of the frightening event. You might start with: Once upon a time there was a terrible____________ and it scared us all__________. This is what happened: ________________. Finish the story. Be sure to end with “And we are now safe.”

3. Playing with play dough or clay is good for children to release tension and make symbolic creations.

4. Music is fun and valuable for children. Creating music with instruments or rhythm toys helps relieve stress and tension.

5. Provide the children with clothes, shoes, hats, etc. so they can play “dress up” and can pretend to be adults in charge of recovering from the disaster and “being in charge.”

6. Make puppets with the children and put on a puppet show for family and friends, or help children put on a skit about what they experienced.

7. Read stories about disasters to and with children.

This information is provided by Beryl Cheal, an educator with Disaster Training International
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Seattle, WA 98103
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SAMPLE HANDOUTS

FOR

STAFF
Guidelines for Helping Bereaved Students

All students’ grief, regardless of age, experience of loss and grief, when given a safe environment in which to express what they are experiencing, can become a process of growth and healing. The following guidelines are meant to provide just such an environment.

**DO NOT** deny any students their feelings. Give them permission to express what they are experiencing without shame.

**DO NOT** judge on students’ reaction to another’s.

**REASSURE** them that anger, guilt, sadness, and tears are normal responses to loss.

**TELL** them you are sorry about the loss.

**ENCOURAGE** students to talk about their feelings, but respect the right not to talk if they choose not to. Suggest alternative means of expressing themselves such as drawing their feelings, writing a short story or poem, sculpting with clay, listening to music which seems to capture their feelings, choreographing a dance, etc.

**ASSIST** students in understanding that to heal they will need time for solitude as well as time with their friends and family.

**LET** them know that a person can be very sad even though they may not be crying.

**HELP** students to recognize their anger and to find non-hurtful, constructive ways of ventilating it.

**ENCOURAGE** students to discuss their guilt feelings. Help them to determine if their guilt is justified or rational. Let them know they are only human and that we all continue to learn as we experience more of life. Look for signs of “magical thinking” among students.

**CHARITABLE** and other altruistic acts, (i.e. raising money to combat the disease that has taken a classmate’s life), provide socially constructive means of mourning and can help to mitigate feelings of guilt. (Be cautious of excessive memorials).

**BE** aware of student’s intellectual and emotional limitations and understand their development stage.

**PROVIDE** honest, clear and direct answers to questions about the death, the funeral and other aspects of the loss.
Symptoms Requiring Future Follow-Up and Monitoring

Students will require further follow-up and monitoring if they exhibit some of the symptoms below:

1. Is severely depressed and withdrawn;
2. Seems excessively agitated, with restlessness and pacing;
3. Talks about feeling like killing self or others;
4. Complains of significant memory gaps;
5. Talks about feeling detached from his/her body;
6. Shows uncharacteristic signs of self-neglect;
7. Engages in obviously self-destructive behavior, intentionally hurting self or has repeated “accidents” that result in injury;
8. Indicates feelings of excessive guilt, or believes him/herself to be somehow responsible;
9. Is incontinent on a regular basis;
10. Repeats ritualistic acts;
11. Is unable to make simple decisions or carry out everyday functions;
12. Shows extreme pressure of speech-talk overflows and is excessively rapid;
13. Uses drugs and alcohol excessively;
14. Has unreasonable fears that someone or something is out to get him or his family;
15. Demonstrates a drastic change of personality or temperament;
16. Hallucinates, is disoriented or otherwise shows obvious signs of disturbed mental process;
17. Evidences, for a month or longer, symptoms that are considered normal but have become disruptive to the student’s social, mental or physical functioning.
Symptoms of Post Traumatic Stress Disorder

Recurrent and intrusive recollections of the event
Nightmares
Numbing of emotions
Marked disinterest in activities
Feelings of detachment
Hyper vigilant or avoidance-behavior
Decline in cognitive performance
Startled reactions
Overwhelming and persistent guilt
Attacks of shallow breathlessness, heart palpitations, sweating, shaking

Symptoms Specific to Children

Distortion of time concerning the incident
Distortion of the sequence of events
Retrospective identification of supposed premonitions
Reenactments of traumatic events (usually not conscious)
Repetitive play involving traumatic themes
Pessimistic expectations of the future and lifespan
Marked and enduring personality changes
Greater memory of the event than adults
Fantasizing changes to “undo” the event
What You May Observe In Employees and Adult Victims in The Weeks and Months Following a Trauma

- Seems disconnected/preoccupied
- Not as neat in dress and habits
- Late, many absences, fatigued
- Low morale, change of attitude toward work
- Avoids certain situations/places
- Talks compulsively or not at all about incident
- Irritable, conflicts with others, and possibly with you
- Drinking, drug use
- Sudden change in lifestyle
- Aches, pains, illnesses
- Unhappiness, dissatisfaction
# Children and Trauma – What Can I Do?

## Preschool through Second Grade

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<thead>
<tr>
<th>Response to Trauma</th>
<th>First Aid</th>
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<tbody>
<tr>
<td>1. Helplessness and passivity.</td>
<td>Provide support, rest, comfort, and food, opportunity to play or draw.</td>
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<td>2. Generalized fear</td>
<td>Reestablish adult protective shield.</td>
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<td>3. Cognitive confusion (e.g., do not understand that the danger is over)</td>
<td>Give repeated, concrete clarifications.</td>
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<td>4. Difficulty identifying what is bothering them</td>
<td>Provide emotional labels for common reactions.</td>
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<td>5. Lack of verbalizations – selective mutism, repetitive nonverbal Traumatic play, unvoiced questions.</td>
<td>Help to verbalize general feelings and complaints.</td>
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<td>6. Attributing magical qualities to traumatic reminders.</td>
<td>Separate what happened from physical reminders such as the place where the trauma occurred.</td>
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<td>7. Sleep disturbances (night Terrors and nightmares; Fear of going to sleep; fear of being alone, especially at night).</td>
<td>Encourage them to let their parents know.</td>
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<td>8. Anxious attachment (e.g. clinging to parents)</td>
<td>Provide consistent caretaking (e.g. assurance of being picked up from school).</td>
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<td>10. Anxieties related to incomplete Understanding about death, Fantasies of “fixing up” the dead; Expectations that a dead person will return.</td>
<td>Give explanations about the physical reality of death.</td>
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## Third through Fifth Grade

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<th>First Aid</th>
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<tr>
<td>1. Preoccupation with their own actions during the event, issues of responsibility and guilt.</td>
<td>Help to express their secretive imaginings about the event.</td>
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<tr>
<td>2. Specific fears, triggered by traumatic</td>
<td>Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize.</td>
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<tr>
<td>3. Retelling and replaying of the event (traumatic play).</td>
<td>Permit them to talk it out address distortions, and acknowledge normality of feelings and reactions.</td>
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<tr>
<td>4. Fear of being overwhelmed by their feelings (of crying, of being angry).</td>
<td>Encourage expressions of fear, anger, sadness, in your supportive presence.</td>
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<tr>
<td>5. Impaired concentration and learning</td>
<td>Encourage to let teachers know when thoughts and feelings interfere with learning.</td>
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<tr>
<td>6. Sleep disturbances (bad dreams, fear of sleeping alone).</td>
<td>Support them in reporting dreams; provide information about why we have bad dreams.</td>
</tr>
<tr>
<td>7. Concerns about their own and other’s safety.</td>
<td>Help to share worries; reassure with realistic information.</td>
</tr>
<tr>
<td>8. Altered and inconsistent behavior (e.g., unusually aggressive or reckless behavior, inhibitions).</td>
<td>Help to cope with the challenge to their own impulse control (e.g., acknowledge, “It must be hard to feel so angry”).</td>
</tr>
<tr>
<td>9. Somatic complaints</td>
<td>Help identify the physical sensations they felt during the event and link when possible.</td>
</tr>
<tr>
<td>10. Hesitation to disturb parent with own</td>
<td>Offer to meet with children and parents to help children let parents know how they are feeling.</td>
</tr>
<tr>
<td>11. Concern for other victims and their families.</td>
<td>Encourage constructive activities on behalf of the injured or deceased.</td>
</tr>
<tr>
<td>12. Feeling disturbed, confused and frightened by their grief responses; fear of ghosts</td>
<td>Help to retain positive memories as they work through the more intrusive traumatic memories.</td>
</tr>
</tbody>
</table>
### Children and Trauma – What Can I Do?

<table>
<thead>
<tr>
<th>Response to Trauma</th>
<th>Sixth Grade through Adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Detachment, shame, and guilt</td>
<td>Encourage discussion of the event, feelings about it, and realistic expectations of what could have been done.</td>
</tr>
<tr>
<td>2. Self-consciousness about their fears, sense of vulnerability; fear of being labeled abnormal.</td>
<td>Help them to understand the adult nature of these feelings, encourage peer understanding and support.</td>
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<tr>
<td>3. Post-traumatic acting out behavior, (e.g., drug use, delinquent behavior, sexual acting out).</td>
<td>Help to understand the acting out behavior as an effort to numb their responses to, or voice their anger over the event.</td>
</tr>
<tr>
<td>4. Life threatening reenactment, self-destructive or accident-prone behavior.</td>
<td>Address the impulse towards reckless behavior in the acute aftermath; link to the challenge of impulse control associated with violence.</td>
</tr>
<tr>
<td>5. Abrupt shifts in interpersonal relationships.</td>
<td>Discuss the expectable strain on relationships with family and peers. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness.</td>
</tr>
<tr>
<td>6. Desires and plans to take revenge.</td>
<td>Link attitude changes to the event’s impact. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness.</td>
</tr>
<tr>
<td>7. Radical changes in life attitudes which influence identity formation.</td>
<td>Encourage postponing radical decisions in order to allow time to work through their response to the event and to grieve.</td>
</tr>
<tr>
<td>8. Premature entrance into adulthood (e.g., leaving school or getting married) or reluctance to leave home.</td>
<td></td>
</tr>
</tbody>
</table>
Resources

Hunter House, Inc. P.O. Box 2914, Alameda, CA 94501-2914

Extreme readable and useful for training school crisis response teams. Covers the broad spectrum of school crises with practical suggestions. Cost: $20 (paperback); $24.95 (spiral bound)

The Center for Applied Research in Education, West Nyack, NY 10995

This book is a compilation of actions/suggestions based on the experiences of the authors and other educators.


This is an excellent “how-to” training manual for crisis response team development. It contains many practical suggestions for prevention, intervention, and post-vention. A great resource book if you are the school crisis manager. Cost: $30.

TLC Institute, 900 Cook Road, Grosse Pointe Woods, MI 48236. (Toll free) (877)-306-5256. [www.tlcinst.org](http://www.tlcinst.org)

The best currently available resource manual for step-by-step instruction in school trauma debriefing, classroom defusings, and practical interventions. The Institute for Trauma and Loss in Children (TLC Institute) has a number of books and classroom materials available to help school staff with grief and loss issues. This manual costs $25; a 25-minute VHS training video is also available ($30).