

Implementation of an Evaluation Mindset in School Crisis Response

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Introduction

- There is a lack of research on the effectiveness of crisis response.
- Even fewer studies report data on actual crisis response.
- Evaluation can be both formative and summative.
- The focus of this presentation is to provide examples of how a district can evaluate school crisis team response and effectiveness by integrating formative and summative evaluation.

Loudoun County Public Schools

- Located in Northern Virginia
- Western Suburb of Washington D.C.
- 84,000 Students
- 94 Schools Serving K-12
 - 22% Asian
 - 7% African American
 - 18% Hispanic
 - 6% Multiracial
 - 47% White
- 16% Identified as Economically Disadvantaged
- 18% English Language Learners
- 11.1% with Individualized Education Programs

Background, Structure, and Training

- School Crisis Intervention Team (SCIT) developed in 2002
- Trained in the National Association of School Psychologists' PREPaRE School Crisis Prevention and Intervention Training Curriculum in 2009
- In 2015, LCPS began implementing goal attainment scaling (GAS)
- Developed:
 - Crisis Intervention Action Plan
 - Crisis Team Effectiveness Survey
 - Crisis Intervention Team Report
 - Debriefing Report

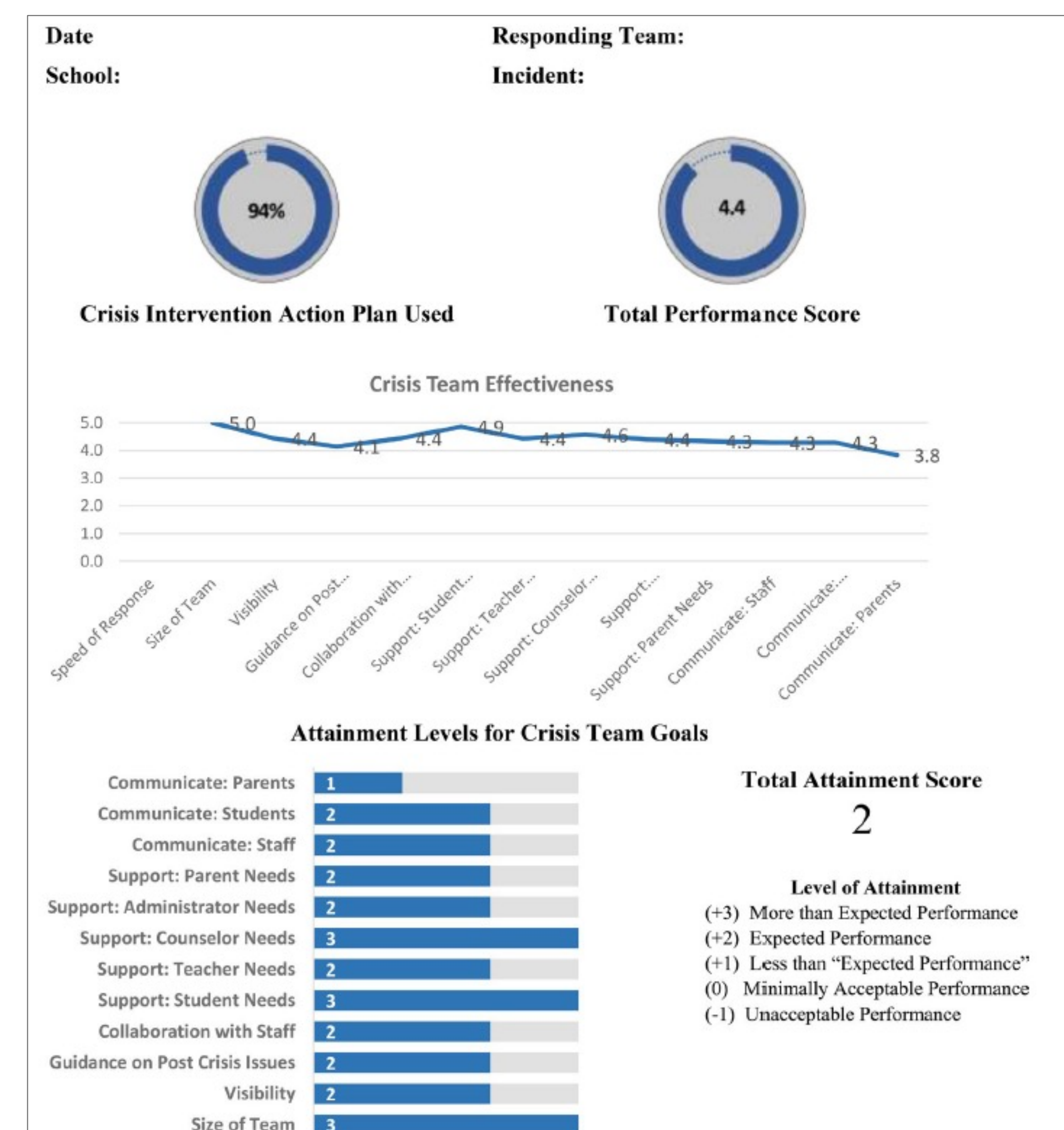
Conclusion

School crises, although rare, can be managed through a **systematic and coordinated response**. Much can be learned from each response in order to **guide the next response and engage in continual improvement**.

Number of Crisis Interventions by School Crisis Event Over 5 Years

Intervention	Human-Caused/Intentional (n=31)	Natural/Accidental (n=39)	Total
Staff meetings	30	21	51
Caregiver training	0	8	8
Classroom support	55	71	126
Student psychoeducational group	42	22	64
Staff Psychoeducational Groups	359	446	805
Student Individual Crisis Intervention	503	82	585
Staff Individual Crisis Intervention	44	12	56
Suicide assessment	27	1	28
Threat assessment	0	0	0
Students referred for outside counseling	35	2	37
Staff referred for outside counseling	8	1	9
Students that require follow-up	96	49	145
Staff that require follow-up	22	16	38

Sample Crisis Intervention Team Report



Sample Crisis Intervention Action Plan

Check Box	Action	Person(s) Responsible
	Once informed of a potential crisis incident Confirm/Verify Facts	Principal
	• On-call Safety and Security Supervisor: Phone number (24/7)	
	• When information is unverified, direct staff and others to refrain from sharing information with others until verified information is received.	
	Once facts are verified, contact designated school staff to implement the school crisis plan.	Principal
	Notify Crisis Intervention Contact (per District Crisis Intervention Procedures) to assess crisis event and level of response necessary.	Principal
	Notify the appropriate Director of Elementary, Middle, or High School Education to discuss administrative and instructional support needs.	Principal
	• Elementary: Phone number	
	• Middle: Phone number	
	• High: Phone number	
	Collaborate with Public Information Officer (PIO) regarding all communications – e.g. write scripts for secretaries; letter/Connect Ed (provide sample) and send out to the community, website and social media posts	Principal, SCIT, and CCIT
	• Director of Communications: Phone number	
	• Public Information Officer: Phone number	
	Communicate, as appropriate, with victim's family to offer support and to inquire regarding the family's wishes and release of information.	Principal
	Write Announcement (see sample) to students to be read in each classroom. Avoid whole school announcements via PA when possible.	Principal, SCIT, and CCIT
	Secure space for CCIT – staging for CCIT and counseling rooms	School Counselor or Counseling Director
	Communicate to staff the verified facts (via communication tree and staff meeting).	Principal, SCIT, and CCIT
	• CCIT attends staff meeting to introduce themselves and to assess reactions of staff and provide support if needed.	
	• CCIT provides information documents regarding Caregiver Training to staff and information regarding how to refer students for support.	
	• Arrange for substitutes for absent or affected teachers	
	Have teachers read the classroom script (or SCIT or CCIT member if teacher is unable) during a brief classroom meeting (see sample).	Classroom Teachers or SCIT and CCIT
	Provide regular updates regarding the progress of the crisis response with Crisis Intervention Contact at the central office (Name/phone number)	Principal, SCIT, and/or CCIT Leader
	Communicate information with ongoing updates to other Principals who may have students who are siblings or friends affected by the incident (cluster and neighboring clusters; for high school, include vocational/technical schools).	Principal
	Conduct Psycho-Ed Groups with CCIT Leader rotating team members when necessary (see sample psycho-ed lesson plan).	SCIT and/or CCIT
	Conduct Group Crisis Intervention (24-48 hours after crisis event), when appropriate	SCIT and/or CCIT
	• Requires parent permission (see permission form)	
	Individual Crisis Intervention with CCIT Leader rotating team members when necessary.	SCIT and/or CCIT
	Maintain student tracking and follow up list (provide link for sign-in sheets)	SCIT and CCIT
	Notify parents of students needing additional support	SCIT and CCIT
	• By phone or in person	
	• Document the contact (provide link for parent contact form)	
	At the school, conduct CCIT debrief following the crisis response	SCIT and CCIT
	Convene CCITs to review student tracking forms	SCIT and CCIT
	• Identify students of concerns for follow up	
	• Leave one copy at the school and submit one copy to lead school psychologist	
	Follow-up with identified students	SCIT
	• From the list of identified students from the student tracking list follow to assess and determined need of additional supports.	
	Establish an expectation for students and faculty wishing to attend any outside services that might be held during the school day.	Principal
	Establish an expectation for memorials	Principal, SCIT, and/or CCIT Leader
	• Time limited, living memorials (see Memorials Document)	
	Review all cards, posters, etc. for appropriate content and to assess student needs (suicidality, revenge fantasies, etc.)	
	For several days following the incident, attempt to ensure a calm, supportive atmosphere within the building and offer crisis intervention services to stabilize reactions.	Principal
	Complete Crisis Response Report and Crisis Team Effectiveness Survey	SCIT
	Debrief CCIT(s) at Administration Building, as necessary	CCIT Leader, Lead School Psychologist
	• Discuss and document what went well, challenges, and areas of improvement and lessons learned.	

Note: SCIT=School Crisis Intervention Team CCIT=Central Crisis Intervention Team; Principal=Principal or Designee.