

Spring 2022
CPSE 655
School-Based Crisis Intervention

Room: 341 MCKB
 Class Time: Monday and Wednesday 12:00–2:50
 Instructor: Rebecca Winters, Ph.D., NCSP
 Office Hours: 10am – 12pm Mondays or by appointment
 Phone: 801-422-1235 (office) & 703-965-5165 (my cell)
 E-mail: Rebecca_winters@byu.edu

If you need an appointment, please email or call my cell number to make arrangements.

Required Texts:

(1) ISBN-13: 978-1-337-56641-4
 TITLE: **A Guide to Crisis Intervention** (6th edition)
 AUTHORS: Kristi Kanel (2019)
 PUBLISHER: Cengage

(2) ISBN-13: 978-0-190-05273-7
 TITLE: **Supporting and Educating Traumatized Students: A Guide for School-Based Professionals**
 (2nd edition)
 EDITORS: Eric Rossen (2020)
 PUBLISHER: Oxford University Press

Course Description

This graduate level course will examine the history and development of crisis intervention. A major focus is on acquiring knowledge and developing skills required to effectively intervene and assist children, teachers, administrators and families during times of stress and crisis. The course will also highlight the importance of prevention in decreasing the frequency and severity of crisis situations. Class content and activities will target the NASP domains highlighted below.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Attendance Policy

Attendance and engagement in class activities are key to being successful in this course. If you need to miss class due to illness or a scheduling conflict, notification must be provided prior to class. In the event of an emergency, please provide notification as soon as possible and make arrangements to obtain any missed notes or activities.

Professionalism Guidelines

The development of professional qualities, such as respect for others, integrity, positivity, and desire to learn, is part of your journey as a budding school psychologist. Students are expected to cultivate these qualities during the course. The following guidelines are meant to help encourage professional behavior:

- Demonstrate respect by listening and being courteous toward classmates and teachers. This includes respect for individual and group differences, which will be discussed as we explore various populations of students and families. Asking questions about new things is encouraged – as long as they are considerate of others and intended to help you learn!
- Limit use of technology during class time – including laptops, phones, and other devices (with the exception of materials used by our remote students)
- Participate in class discussions and activities
- Come to class ready and prepared to learn
- Proactively communicate with the instructor if any difficulties arise related to the course
- Food and drinks are allowed during class, as long as they are not disruptive (and you bring extra for the instructor, whose favorite treats include Kit-Kats, Dr. Pepper, fruit snacks, and slurpees 😊)

Statement on Diversity, Inclusion, and Belonging

We are united by our common primary identity as children of God (Acts 17:29; Psalms 82:16) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement).

We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement)
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12-27).
- Our interactions create and support an environment of belonging (Ephesians 2:19); and the full realization of each student's divine potential is our central focus.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378- 2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5859, D-282 ASB.

Class Schedule: CPSE 655 Spring Semester 2022

Date	Readings and Assignments Due	Class Topic
4/27	No assignments due!	LECTURE #1 Introduction and History of Crisis Intervention in the Schools
5/2	Kanel chapter 2 Rossen chapter 18	LECTURE #2 Ethical and Professional Issues in Crisis Intervention Class time from 1:00 – 2:50 (Watch first half of <i>Paper Tigers</i> on your own to make up for class time)
5/4	Kanel chapter 3	LECTURE #3 Crisis Models and Introduction to School-Wide Crisis Plans Class time from 1:00 – 2:50 (Watch second half of <i>Paper Tigers</i> on your own to make up for class time)
5/9	Paper Tigers Reflection Paper Kanel chapter 9 Rossen chapter 2	LECTURE #4 Trauma, PTSD, and Abuse
5/11	Kanel chapter 4 (pp. 69-81)	LECTURE #5 Self-Harm – Suicide and Non-Suicidal Self-Injury
5/16	Kanel chapter 4 (pp. 82-89); chapter 7 (pp. 139-144)	LECTURE #6 Danger to Others – School Violence and Threat Assessment
5/18	Rossen chapters 8 and 16	LECTURE #7 Community Violence and Disaster
5/23	MIDTERM due before class Kanel chapter 11 Rossen chapter 10	LECTURE #8 Substance Abuse
5/25	Kanel chapter 6 Rossen chapter 12	LECTURE #9 Grief and Loss
5/30		NO CLASS---- MEMORIAL DAY HOLIDAY
6/1	Bibliotherapy Lesson Plan Due Kanel chapters 5 and 10	LECTURE #10 Developmental and Cultural Issues
6/6	Rossen chapters 6 and 7	LECTURE #11 Immigration/Homelessness
6/8	Rossen chapters 20 and 21	LECTURE #12 Building Trauma-Informed Schools
6/13	Bring Crisis Intervention Starter Kit to class Rossen chapter 17	LECTURE #13 Preventing Secondary Trauma and Burnout Guest Speaker: Chelsea Lacy, LCSW
6/17	Final Exam due via email by 11:59pm	

Description of Class Assignments

Sharing a Discussion Question: Students are expected to complete readings for each lecture to the best of their ability. In lieu of completing a reflection paper or reading quiz, student should instead come to class prepared with a discussion question from that day's readings. The student should help facilitate a discussion around their question. Students will be chosen to share their prepared question at random – one student per class **(5 points)**

Journal Article Presentation: In order to help students become familiar with the literature surrounding crisis intervention, each student will sign up to present a journal article to the class. Your chosen article should pertain to that day's topic, as a way to give the class added insights. Each presentation should include a 10-15 minute summary of relevant points from the article – including a rationale for the study, methods, and major findings. Use of power point is encouraged to help our more visual learners, but you may also provide a handout or present your article orally **(10 points)**.

Paper Tigers Reflection Paper: During the second week of class, please plan to watch the documentary *Paper Tigers*, available for free on the library website. This is a 2015 movie that follows one high school's efforts to become trauma-informed, and discusses the lives of six students who attend the school as they progress toward graduation. Please be forewarned that there is some difficult content related to trauma and language in the movie. If the content becomes triggering, stop watching and just send me an email letting me know. I am happy to provide an alternate assignment.

After watching the movie, each student should write a reflection paper to help process and articulate their thoughts (1-2 pages maximum). You may submit your reflection paper on Learning Suite. We will discuss the movie together during the following week on 5/9 **(15 points)**.

Midterm Project: Evaluation of a School or Organization's Crisis Plan: During the first half of the term, we will discuss in detail the various components of school/district-wide crisis plans. For the midterm, each student should work with a partner to review and analyze an established crisis plan. Many districts and organizations have made their crisis plans publicly available online. If you need assistance with locating an appropriate crisis plan, please let me know and I will be happy to help you. Your evaluation should focus on identifying strengths, areas for improvement, and your role in the crisis plan. A rubric will be provided for this assignment **(30 points)**.

Bibliotherapy Lesson Plan: Bibliotherapy is a well-established approach for helping children process difficult emotions, and it is often utilized as a crisis intervention tool. In order to help students gain experience with this approach, each student will choose one children's book related to a topic discussed in class. Please prepare a 15–20-minute lesson plan using your chosen book. This will involve creating lesson objectives, discussion questions, and activities aligned with the topic. See examples in the syllabus and on Learning Suite **(20 points)**.

Crisis Intervention Starter Kit: During this course, we will review a variety of resources that are helpful to school practitioners (such as articles, websites, toolkits, assessment protocols, and safety plans). To help you prepare for practicum and internship, please compile any resources that you find useful into your own crisis intervention starter kit. You can decide the look, format, and organization of your kit! Ideally there will be some kind of organization system – virtual binders are okay, as long as they make sense for you and are easily accessible. The hope is to give you something you can use and build upon in the future as you gain practical experience in the field **(20 points)**.

Final Exam: The final exam will consist of three scenarios and questions to be answered in short-essay format. Students will be expected to apply knowledge gained during the course. Grading will be focused on the quality of responses more than quantity/length **(30 points)**.

Professionalism: Students will be awarded up to **5 points** at the end of the course based on the level of professional behavior demonstrated (see criteria listed on page 1 the syllabus).

Class Assignment Schedule: Please sign up for one of the following dates 😊

Date	Spiritual Thought & Prayer	Journal Article Presentation (10-15 minutes)
5/2		LECTURE #2 Ethical and Professional Issues in Crisis Intervention
5/4		LECTURE #3 Crisis Models and Introduction to School-Wide Crisis Plans
5/9		LECTURE #4 Trauma, PTSD, and Abuse
5/11		LECTURE #5 Self-Harm – Suicide and Non-Suicidal Self-Injury
5/16		LECTURE #6 Danger to Others – School Violence and Threat Assessment
5/18		LECTURE #7 Community Violence & Disaster
5/23		LECTURE #8 Substance Abuse
5/25		LECTURE #9 Grief and Loss
5/30		NO CLASS---- MEMORIAL DAY HOLIDAY
6/1		LECTURE #10 Developmental & Cultural Issues
6/6		LECTURE #11 Immigration/Homelessness
6/8		LECTURE #12 Building Trauma-Informed Schools
6/13		LECTURE #13 Preventing Secondary Trauma and Burnout

Grading Chart

POINTS EARNED	POSSIBLE POINTS	Activity
	5	Discussion Question
	5	Professionalism
	10	Journal Article Presentation
	15	Paper Tigers Reflection Paper
	30	Midterm Project
	20	Bibliotherapy Lesson Plan
	20	Crisis Intervention Starter Kit
	30	Final Exam
	135 Points Total	

PORTFOLIO: Following this course, School Psychology students will insert the bibliotherapy lesson plan and review of School Crisis Plan in their practicum portfolio, DOMAIN 6.

BIBLIOTHERAPY TEMPLATE

Each student selects **1 book**. The book can be on any crisis/challenge/difficult topic:

See sign-up sheet Note: Please only submit a book that you consider to be of high quality.

Book Title: Author: Publisher: Year & ISBN#: Number of Pages: Reading Level: Interest level:	
Book Synopsis: <i>Describe the book's plot, then explain how you would use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?</i>	
Lesson objective(s): <i>In one or two sentences identify the basic goal for your bibliotherapy lesson.</i>	
Materials & advance preparation: <i>List materials needed for pre-reading and post-reading activity.</i>	
Key vocabulary or concepts: <i>List terms that might not be familiar to students.</i>	
Pre-reading activity	<i>Describe how you would introduce the book. Select a couple of questions to increase students' interest.</i>
Post-reading discussion	<i>List a few engaging questions that will elicit discussion. You might refer to a specific picture or statement and ask students what they might think about this.</i>
Post-reading activity	<i>Specify two post-reading activities. This offers two options---however, only one will be selected by the person who is providing the bibliotherapy. Please take time to develop two really good activities that engage children and provide an opportunity to extend learning into practical application.</i>
Closure:	<i>Wrap up the lesson with a few statements fortifying the lesson's objectives. You could offer a challenge to engage students in applying the lesson's objectives. Include at least one statement that could be written on the board or displayed in the classroom as a reminder.</i>

Bibliotherapy Classroom Lesson Plan: *I Miss You*

Age Range: 5-9 years

Learning objective: This book will help children understand the feelings and behaviors that often accompany the death of a loved one. All living things eventually die, but when someone we love dies, our sadness and grief make it difficult to be happy. Grief makes it difficult to make friends and learn in school. Memories and remembering the good things about the person who died, help us be happy again.

Book: Thomas, P. (2001). *I miss you*. New York, NY: Barron's Educational Series.
ISBN-13: 9780764117640; ISBN-10: 0764117645

This 29 page children's picture book is recommended for children ages 5 years and older

Written for adults to read with children, this book helps adults ask a few questions facilitating children's understanding of death and how death affects our thinking and emotions. It can be read to a classroom, small group of children, or an individual child.

List of supplies/materials needed for post-reading activity:

A box about the size of a shoe box and materials to decorate the box: paper, glitter, glue, crayons, markers and magazines (to cut out pictures)

Pre-reading discussion: When a classmate experiences a family member's death, children may be curious about what this means. Ask the children, "How do you know someone is alive?" "Have you seen a dead insect, bird or flower?" Either before reading the book or during the story, ask, "Has one of your pets died?" Briefly discuss this, and then ask, "Has someone you loved died?" If several children want to share their stories, you may need to focus their comments on a few details, letting them know that their stories can be shared in greater detail at another time. For later use, keep a list of children who have experienced a loved one's death. Teachers may want to share information about this book with parents, letting them know "death" was discussed in the classroom and children may want to continue their discussion at home. Additionally, parents may share information about their child experiencing a significant loss. Loss may include moving to a new school.

Share this information prior to reading to the class: After the death of a loved one, we have many different feelings. We may feel sad, angry, worried, or unhappy. We may even have thoughts that aren't true, like, "I did something to make them die." You are **not** responsible for another's death. Even if you were present when a person dies, you are not responsible for their death.

Story's background: Visually the main character is a little girl with blonde/brown hair, but the character is not given a name so the text is easily generalized to boys and girls. The pictured loss is of a grandmother, although the book does not describe a specific type of loss. The text gives the reader three prompts to ask the child or children: (1) "Has anyone you know died? How did they die?" (2) "After someone dies it is normal to feel sad, angry, guilty, afraid, and even happy. What are you feeling?" (3) "Do you have someone you can talk to when you are feeling sad? What kinds of things make you feel better, right now?"

Pre-reading question: Have you ever felt sad or mad when you didn't get something you wanted? When someone dies, sometimes we want them back, and it makes us sad and mad. We are sad they are gone, and mad that they aren't here anymore.

Post-reading discussion and activity: Talk with the children about thoughts and memories. Decorate a box with tissue, construction paper, glitter, and whatever decorating materials are available. Call it a *memory box*. Encourage the children to discuss their positive memories of the person who died. Help them find a magazine picture that represents a positive memory. Cut the pictures from the magazines, then place these pictures inside the box. For children who have not had a significant loss, they can participate by identifying happy memories of loved ones that they do not want to forget.

Bibliotherapy Classroom Lesson Plan: *Kira-kira*

Age Range: Recommended for 12 years and older

Learning objective: Guilt crowds out happy feelings. Address self-blame (guilt) and help students understand that they are not responsible for a loved one's death.

Book: Kadohata, C. (2004). *Kira-kira*. New York, NY: Atheneum, Simon & Schuster.
ISBN-13: 9780689856396; ISBN-10: 0689856393
This 244 page chapter book's reading level is approximately 4th grade.
This book was awarded the Newbery Medal Winner (2005).

Supplies/materials needed for post-reading activity:

Balloon; paper, pen, and markers for each student; glitter pen or glue and glitter

Pre-reading discussion: Death is a hard topic to discuss. We use several words to describe death: "Passed away," "Kicked the bucket," "Expired," "Passed to the other side," "Went to a better place," "Is with the angels," etc. These terms are confusing. Why do we use such strange words to talk about someone who died? Why is it hard to talk about death?

Share this information prior to reading to the class: After the death of a loved one, we may have feelings of guilt. We may remember something we thought, said, did, or didn't do that makes us feel very sad. We may even feel responsible for the death. However, you are **not** responsible for the death. These thoughts of guilt need to be discussed, then shrunk (like deflating a blown up balloon), put aside, and replaced with this statement: You are **not** responsible for the death.

Story's background: *Display the book's cover.* This story takes place in the 1950's when Eisenhower was the U.S. President. Because of financial difficulties, the family closed their oriental food store and moved from Iowa to the deep south, Georgia. Being of Japanese heritage, their family (mother, father, older sister Lynn, Katie—main character, and little brother Sam) experienced racial prejudice, making them feel unwelcomed. Four years older than Katie, Lynn taught Katie her first word: kira-kira, which meant "glittering, shining." Lynn pointed to the nighttime stars and instructed baby Katie to say kira-kira, kira-kira, over and over again. Katie loved this word and as she grew older she used it to describe everything she liked, including blue skies, kittens, puppies, and butterflies. The first part of the book describes Lynn as a kind, sweet, big sister. However, as a young teenager, she became very sick with cancer (Lymphoma). She was tired, slept a lot, and was sometimes irritable. At age 15, Lynn became very sick and was hospitalized. Most of the family's money went to pay Lynn's medical bills. The mother and father worked very hard to pay their mounting bills. Tension was high. Everyone was exhausted. Even Lynn, typically easy to get along with, became irritable and demanding. After being released from the hospital, Lynn remained very ill and weak. Katie slept close to her so she could hear her sister and tend to her needs. Restless and in pain, Lynn asked Katie to bring her drinks (water and milk) in the middle of the night.

Pre-reading question: Have you ever felt angry about having to help someone? Afterwards, have you felt guilt and sadness about your thoughts and actions?

NOTE: Read aloud pages 180- first part of chapter 13, to the middle of page 184.

Explain the following details: It was Thanksgiving weekend. Everyone needed a break from each other. The parents made Katie and Sam (younger brother) go camping with an Uncle. Lynn remained critically ill for several more months. After New Year's Day, Lynn died. The father told Katie that Lynn died. Katie had much sadness remembering her sister. The memory of getting angry with Lynn who wanted milk and water in the middle of the night made Katie feel especially guilty and sad.

NOTE: Read aloud pages 216-224

Post-reading discussion and activity: *Blow up the balloon to full capacity. Explain:* This balloon is like Katie's feelings. When Katie felt overwhelming sadness and guilt about her sister, the balloon (representing Katie's feelings) was stretched to its limit, filled to the maximum with guilt and sadness. You cannot blow more air

into the balloon because there is no more room. But, then Katie's Uncle helped her let go of some of her guilt (*let air out gradually*), allowing room for other thoughts and feelings. Later Katie thought of good things, especially the love she and her sister shared. She thought about their floating kleenex butterflies.

Instructions: *Pass out paper, pens, and markers.*

Use your creativity and write a journal entry that Lynn (who is now dead) would write to Katie, letting her know that the angry words spoken to each other (when the milk and water were spilled) were tiny in comparison to all the other wonderful memories. Let Katie know that she does not need to feel guilty. *As a class, share and discuss these journal entries.* Outline your journal entry with a glitter pen or glue and glitter. Remember, in Japanese, kira-kira means glittering and shining.