

Spring 2023
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: 3 - 4pm Wednesdays or by appointment
 Phone: 801-422-1235 (office) & 703-965-5165 (cell number, preferred)
 E-mail: Rebecca_winters@byu.edu

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

Supplemental Texts:

Brock, S.E., & Jimerson, S.R. (Eds). (2012). *Best practices in school crisis prevention and intervention* (Second Edition). National Association of School Psychologists.

Heath, M.A., & Sheen, D. (2005). *School-based crisis intervention: Preparing all personnel to assist*. Guilford Press.

Langman, P. (2015). *School shooters: Understanding high school, college, and adult perpetrators*. Rowman & Littlefield Press.

Course Description

This graduate level course will examine the history and development of crisis intervention, particularly within school settings. A major focus will be on developing clinical skills required to participate in crisis teams and effectively assist children and adults during times of stress. This course will also highlight the importance of prevention efforts in decreasing the severity of crisis situations, as well as the importance of understanding trauma and trauma-informed practices. Class content and activities will target the domains of practice for school psychologists highlighted below. If you are not a school psychology student, please refer to the guidelines for practice within your chosen field related to providing safe and effective services to those in crisis.

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, provide notification as soon as possible prior to class. In the event of an emergency, please notify me as soon as possible and make arrangements to obtain any missed slides, notes, or activities. Class materials will generally be posted on Learning Suite, but it would be wise to ensure you do not miss anything important.

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 practitioner. 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 things that are new to you is highly encouraged, as long as your questions are considerate of others and intended to help you learn!
- Please limit use of technology in class, unless it is being used to take notes or participate in activities.
- Participate in class discussions and activities to enhance your learning.
- Come to class having read the material and prepared to learn.
- Proactively communicate with the instructor if any difficulties arise related to the course.

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.

Description of Class Assignments

Sharing a Discussion Question (6 points): 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, students 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 may volunteer to share their question or will be chosen at random.

Paper Tigers Movie and Reflection Paper (15 points): Outside of class time, 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 coarse language and difficult content related to trauma in the movie. If the content becomes triggering for you in any way, stop watching and send me an email letting me know you will not proceed. I am happy to provide an alternate assignment.

After watching the movie, write a 1-2 page reflection paper to help you process the content and articulate your thoughts. You may submit your reflection paper on Learning Suite.

Special Topic Presentation (30 points): There are many topics related to crisis prevention and intervention that we will not be able to cover in class this semester. I would like you to select one topic that you are interested in and spend time researching the following:

- 1) The nature of the crisis and how it may impact those affected (both children and adults) – 10 points
- 2) Evidence-based prevention and intervention strategies – 10 points
- 3) How practitioners in your field can best support those experiencing this type of crisis – 10 points

Please choose a topic that you are NOT familiar with personally or professionally to enhance your learning. I will post a sign-up sheet on Learning Suite for you to select your presentation date and share your topic. Part of our class time each week will be dedicated to your presentations and discussion. Please plan to present for 20-30 minutes. After the presentation, your slides will be posted on Learning Suite for everyone to reference.

Potential topics could be: Poverty/financial crisis, immigration, homelessness, substance use, divorce, sexualized behavior, bullying, war/terrorism, parental incarceration, parental deployment, health crisis

Midterm Project: Evaluation of a School or Organization's Crisis Plan (30 points): 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 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.

Crisis Intervention Starter Kit (20 points): During this course, we will review a variety of helpful resources (such as articles, books, websites, toolkits, assessment protocols, and safety plans). To prepare for your future practice, please work with a partner to compile any resources that you find useful into your own crisis intervention starter kit. Please include at least 5 resources in addition to those discussed in class. You can decide the look, format, and organization of your kit!

Final Exam (30 points): 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 and application of key concepts more than quantity/length.

Attendance and Professionalism (24 points): Students will be awarded two points per class period based on their attendance and level of professional behavior demonstrated (see criteria listed on page 1 the syllabus).

Class Schedule: CPSE 655 Spring Term 2023

Date	Readings and Assignments Due	Class Topic
5/3		LECTURE #1 Introduction and History of Crisis Intervention in the Schools
5/8	Kanel chapter 2 Kanel chapter 5	LECTURE #2 Ethical and Cultural Issues in Crisis Intervention
5/10	Kanel chapter 3	LECTURE #3 Crisis Models and Introduction to School-Wide Crisis Plans
5/15	Kanel chapter 7 Rossen chapter 2	LECTURE #4 Trauma and PTSD
5/17	Rossen chapters 8 and 16	LECTURE #5 Community Violence and Disaster
5/22	Kanel chapter 4 Brock & Jimerson chapter 10	LECTURE #6 Suicide Prevention, Assessment, and Intervention
5/24		LECTURE #7 Non-Suicidal Self-Injury
5/29	MIDTERM Project Due by 5/30 at Midnight	No Class - - Memorial Day Holiday
5/31	Kanel chapter 6 Rossen chapter 12	LECTURE #8 Grief and Loss
6/5	Brock & Jimerson chapter 11 Langman chapter 9	LECTURE #9 School Violence
6/7	Brock & Jimerson chapter 25	LECTURE #10 Threat Assessment and Intervention Practices for School Violence
6/12	<i>Paper Tigers Reflection Paper Due before class</i>	LECTURE #11 De-Escalation Strategies
6/14	Rossen chapters 1, 4, and 21	LECTURE #12 Building Trauma-Informed Schools
6/20	Rossen chapter 17	Monday Instruction - - Juneteenth Holiday LECTURE #13 Preventing Secondary Trauma and Practice of Self-Care
6/21		Final Exam and Crisis Intervention Kit due by Midnight

Grading Chart

POINTS EARNED	POSSIBLE POINTS	Activity
	6	Discussion Question
	24	Attendance and Professionalism (2 points per class)
	30	Special Topic Presentation
	15	Paper Tigers Reflection Paper
	30	Midterm Project – Crisis Plan Evaluation
	20	Crisis Intervention Starter Kit
	30	Final Exam
	155 Points Total	

Crisis Plan Evaluation Rubric: Spring 2023

Criteria	Description	Points
Background Information (3 pts)	Students provided the school or organization's name, the population served, and any additional background information pertaining to the development of the crisis plan.	
Description of the Plan (7 pts)	Students described general topics covered within the plan, important sections, and the type of crisis information provided.	
Analysis of the Plan's Strengths (5 pts)	Students described valuable aspects of the plan and what they would find helpful if using the plan in real life.	
Analysis of the Plan's Weaknesses and Areas for Growth (5 pts)	Students described what was missing or less helpful in the plan, as well as their suggestions for how it could be improved.	
Description of Your Role in the Plan (5 pts)	Students articulated what their role would likely be within the plan if they were the school psychologist, counselor, or service provider.	
Summary (5 pts)	Students shared what they took away from this evaluation and how it will impact their future work.	
Total Score		_____/30

Instructor Comments:

BIBLIOTHERAPY TEMPLATE

Book Title: Author: Publisher: Year & ISBN#: Number of Pages: Reading Level: Interest level:	
<i>Book Synopsis: 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>	
<i>Lesson objective(s): In one or two sentences identify the basic goal for your bibliotherapy lesson.</i>	
<i>Materials & advance preparation: List materials needed for pre-reading and post-reading activity.</i>	
<i>Key vocabulary or concepts: 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.