

Evaluation of Psychological Trauma

1. **Threat Perceptions** (determined or influenced by)
 - Crisis event (predictability, consequences, duration, intensity)
 - Physical and emotional proximity
 - Vulnerabilities (avoidance coping, mental illness, poor emotional control, low developmental level, trauma history, "aloneness")
 - Adult reactions
2. **Crisis Reactions** (mental health referral indicators)
 - Durable (last a week or more)
 - Interfere with daily functioning
 - Acute (panic, dissociation, extreme fright)
 - Increased arousal (startle, hypervigilance, disturbed sleep)
 - Maladaptive coping (suicidal or homicidal)

Caregiver Training

1. **Introduce** caregivers to the training.
2. **Provide** crisis facts.
 - Ensure caregivers can help children understand the crisis.
 - CAUTION: Don't give children unasked-for details.
3. **Prepare** for crisis reactions.
 - Normalize most reactions.
 - Identify pathological reactions and referral procedures.

Student Psychoeducational Group

1. **Introduce** students to the lesson.
 - Introduce facilitators. Review process/rules.
2. **Answer** questions and dispel rumors.
 - Help students understand the crisis.
 - CAUTION: Don't give unasked-for frightening details.
3. **Prepare** students for crisis reactions.
 - Normalize most.
 - Identify pathological reactions and referral procedures.

Classroom-Based Crisis Intervention

1. **Introduce** the group process
 - Identify facilitators. Review process/rules
2. **Provide** crisis facts and dispel rumors.
 - Help students understand the crisis.
 - CAUTION: Don't give unasked-for frightening details.
3. **Share** crisis stories.
 - Ask what happened and identify common experiences.
4. **Identify** crisis reactions.
 - Ask how students feel and behave, and identify common reactions.

Individual Crisis Intervention

1. **Establish** psychological contact.
 - Introduce self.
 - Meet basic needs.
 - Demonstrate empathy, respect, and warmth.
2. **Verify** readiness to proceed.
 - Ensure student is emotionally stable and able to solve problems
3. **Identify and prioritize** crisis problems.
 - Ask for crisis story (don't press for details).
 - Assess lethality. Physical and safety needs come first.
 - Identify personal and social problem-solving resources.

Classroom Meeting

1. **Introduce** the training (5 min).
2. **Provide** crisis facts (5 min).
 - Ensure caregivers can help children understand the crisis.
3. **Answer** student questions (5 min).
 - CAUTION: Don't give children unasked-for details.
4. **Refer** (as indicated) to techniques for responding to children's crisis reactions.

Caregiver Training (continued)

4. **Review** techniques for responding to crisis reactions.
 - Review stress management and relaxation techniques.
 - Provide bibliotherapy.
 - Identify support systems.
 - Specify adaptive coping strategies.
 - Stress importance of adult reactions and empathetic responses.

Student Psychoeducational Group (continued)

4. **Teach** students how to manage reactions.
 - Teach stress management and relaxation techniques.
 - Identify support systems.
 - Specify adaptive coping strategies.
5. **Close**
 - Ensure that students have crisis reaction management plans.

Classroom-Based Crisis Intervention (continued)

5. **Empower** students.
 - Practice stress management and relaxation techniques.
 - Identify support systems.
 - Specify adaptive coping strategies.
6. **Close**
 - Ensure that students have crisis reaction management plans.

Individual Crisis Intervention (continued)

4. **Address** crisis problems.
 - Ask, facilitate, then propose solutions (empower survivors).
 - Determine level of lethality
 - Determine how directive to be.
5. **Evaluate** and conclude.
 - Ensure movement toward crisis resolution.