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)

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).
4. Refer (as indicated) to techniques for responding to children’s crisis reactions.

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.
   - 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.
   - 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.

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.