Instructor: Char Armstrong, Ed.S., NCSP, LCSW  
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Dates & Time: Friday, May 29, 2015 6-10 p.m.  
    Saturday, May 30, 2015, 9 a.m.-5 p.m.  
    Friday, June 19, 2015 6-10 p.m.  
    Saturday, June 20, 2015 9 a.m.-5 p.m.

Location: Colorado Springs Center  
Credit Hours: 2  
Prerequisites: None

NASP Standard: Meets Standard 2.6 Preventive and Responsive Services of the National Association of School Psychologists.

Description: This course introduces students to crisis theory, prevention research, and intervention strategies. The course is designed for school mental health professionals interested in developing advanced crisis counseling and intervention skills sufficient for use in school settings. The course emphasizes the importance of practical hands-on opportunities for skills development.

Objectives: The purpose of APCE 667-700 is to provide students with opportunities to:  
1. Learn major theories and current approaches to crisis prevention, preparedness, response & recovery with children and in schools.  
2. Learn essential components to develop and implement school-based crisis intervention plans.  
3. Learn how to function individually and as a crisis team member during a crisis.  
4. Learn to recognize and report all forms of child abuse and neglect and to work with child abuse victims.  
5. Develop an understanding of the difference between normal reactions to crisis and loss and symptoms of post-traumatic stress.  
6. Learn how to recognize signs of suicide and to assess the degree of suicide risk.  
7. Develop suicide intervention skills with students at risk.
8. Learn how to recognize and intervene with signs of school-based violence.
9. Learn about the grief process and grief complications in children.
10. Develop skills to intervene with children who have experienced loss & grief.
11. Develop the skills to assess crisis impact & to determine school-based crisis response & recovery.
12. Learn the range of resources available to assist children at risk and following a crisis.

At the completion of the class students are expected to display observable outcomes in the following skill domain areas:

- Interpersonal communication, collaboration, and consultation
- Socialization and development of life competencies
- Student diversity in development and learning
- School structure, organization, and climate
- Prevention, wellness promotion, and crisis intervention
- Home/school/community collaboration
- Legal, ethical practice and professional development

**Required Texts:**


**Purchasing notes:**
* Available through Routledge (publisher) for $42.95, Amazon used copies starting at $36.71, and Amazon rental for $15.50. Make sure the book includes contains the CD when ordering.

**Copies of the PREPaRE Workshop I manual cannot be ordered directly from NASP by individual class participants, but only in bulk. Students are asked to purchase this book directly from the instructor the first night of class. The instructor has placed an order with NASP. Student cost is estimated at $37.10 at this time.

**Recommended:**
Required Reading:
Students are expected to complete all the assigned reading for this course and to be prepared to participate in class discussions about the material in the readings for that week. They are also expected to incorporate the reading material into required assignments.


“Essentials of School Threat Assessment: Preventing Targeted School Violence” available at www.colorado.gov (Colorado School Safety Resource Center) – copies may be available at class.

“Adams County Threat Assessment Protocol” available at www.adams12.org

“After a Suicide: Toolkit for Schools” American Foundation for Suicide Prevention and Suicide Prevention Resource Center March 2011 http://www.sprc.org (48 pages)

“Principles for Intervening with Suicide” School Psychology Forum: Research in Practice, Volume 2, Issue 2, Pages 49-66 (Winter 2008) download at: http www.nasponline.org/publications (May download if a NASP member, if not, please see instructor.)

Required Video Clips:
“Australia’s Teen Suicide Epidemic—There’s No 3G in Heaven” Journeyman Pictures, ABC Australia, December 5, 2013 (44 minutes)

“Brief Assessment of Suicide Risk for Medical Settings” with Shane Gregory Owens, PhD, ABPP (New York State Psychological Association)—You Tube-- June 19, 2013 (10 minutes)

Teen Suicide Risk Assessment Interview—Educational Video (enactment) You Tube December 4, 2014 (54 minutes)

Additional Resources:


Resources free of charge and may be ordered from The Ed Pubs Ordering System: www.edpubs.org/webstore/Content/search.asp


Publication #ED 003416P (January 2007 Folder)

Selected Resources from Internet Sites (additional resources provided in class):

- Center for the Study and Prevention of Violence http://www.colorado.edu/cspv/index.html
- National Center for PTSD: http://www.ncptsd.va.gov/
- National Child Traumatic Stress Network
www.nctsnet.org/

- Readiness and Emergency Management for Schools (REMS) Technical Assistance Center Resources
  http://rems.ed.gov/

CLASS POLICIES:

Attendance: Attendance is required for all sessions. The instructor must approve any absence. Due to the nature of the class, the student will be expected to demonstrate knowledge of the content for any missed class time. Any absence may affect your grade, as material covered in class is not obtainable directly through reading material.

Policy for Late Assignments: Due to the timing of this course, late assignments will not be accepted except in the case of extreme duress. Should a situation arise, the instructor must give permission for any late assignment. It will necessitate taking an incomplete for the course and completing the necessary paperwork to change the incomplete into a grade.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their program. Any behavior, which is deemed unethical, will be grounds for dismissal from the program.

Academic Conduct: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to dismissal from the program.

Disabilities Note: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Access Center at (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Course Requirements:

1. Chapter Overview Presentation (40 points) Develop and present a 20-25 minute overview of a chapter from the RKP text. (Four volunteers are needed to present individual chapters (Ch. 1, 2, 5 and 8) the first weekend of class. (Please contact the instructor if you are interested.) Other chapters will be assigned on May 29/30 for the final weekend of class. Imagine that you have been asked to present an inservice to a variety of colleagues—your building principal, school counselor, gen ed teachers, educational interventionists, and sped staff. Interestingly, your sped director strolls in for part of the presentation as well. Develop a powerpoint to
address the major content of the chapter which highlights the separate sections, key points, and figures. The text’s accompanying CD may also supplement the content of Ch. 2, 4, 5, 8, and 9 if you wish. Handouts with source citations are encouraged. Be creative, and as an expert on your chapter, create and design the presentation in a way that your colleagues from APCE 667-700 will be able to take-it-and-go for use in their practice in the future.

   
   *In class assignment.*
   
   **DUE: No later than June 20, 2015. Assignment provided in class May 29-30.**
   
   The purpose of this primarily in-class assignment is to critically evaluate a school district/BOCES suicide risk assessment protocol/procedures AND threat assessment risk assessment protocol/procedures using the information addressed in class and the assigned reading as your guide. Students are asked to bring a copy of a school district/BOCES suicide risk assessment protocol and procedure AND a threat assessment protocol and procedure risk to class on Friday May 29/May 30, if available, from their practicum site/internship site. Some plans are available from the instructor. Students will work in pairs to evaluate the school/BOCES protocols and procedures. You will be asked to provide written and/or oral feedback addressing the protocol and procedures, and to address recommendations for modifying the existing protocol and procedures.

3. **Crisis Response and Recovery Activity: Crisis Resource Notebook (60 points)**
   
   **DUE: No later than Saturday, June 20, 2015.**
   
   The purpose of this assignment is to create a Crisis Response and Recovery Resource Notebook for yourself to assist you in consulting and responding to specific crises that might be experienced in a school setting.
   
   **A.** Choose a minimum of five topics addressed in class or of personal interest to you to get you started. Based on these topics, assemble at least three resource sheets/articles for each area. Your instructor will provide a model to get you started/add to. Topics should include response guidelines, considerations for school based response vs. a community response, and address developmental age/culturally appropriate issues as well. Include sample announcements or letters to members of the school community related to the topic (if possible/relevant), available community resources, and long-term response suggestions for each topic.
   
   **B.** The notebook must contain the minimum of five topics, and be reviewed by the instructor **NO LATER THAN Saturday, June 20th.**

4. **Completion of PREPare Workshop I (50 points)**
This is an entirely in-class activity. Students will be active participants in PREPaRE Workshop I (7 hours) as part of the course content for APCE 667-700. PREPaRE Workshop I will involve role playing, discussion, and self-reflection/personal application. Students will complete a pretest and posttest as well as a workshop evaluation that will be forwarded by the instructor to NASP. Course completion will enable students to register and participate in a PREPaRE Workshop II in the future.

5. **Video Summary and Self-Reflection (30 points)**

Students are to watch the three (3) required videos listed in the course syllabus and an additional two (2) training videos (“CSSRC Previous Training” tab) of their choice from the Colorado School Safety Resource Center website, www.colorado.gov. Summary/Self-Reflections should be one or two paragraphs in length and contain a brief summary of the content and one’s response to the video. Please list the video title and date viewed along with your summary and self-reflection.

**GRADING POLICY:**

Final grades in this course are given on an A-F system. Re-do’s of assignments are NOT allowed.

A = 207-230 (90-100%)
B = 184-206 (80-89%)
C = 161-183 (70-79%)
D = 138-160 (60-69%)
F = below 137 (<60%)

**COURSE SCHEDULE:**

*Welcome/Ice Breaker/Course Content
*Overview of PREPaRE Workshop I; pretest and preface
*Basic Assumptions
*School Crisis Models
**“Introduction and Overview to Establishing a Safe School” Ch. 1 of RKP
*Physical Safety

**Saturday May 30, 2015:**
*Psychological Safety
*Safety Teams and Plans
*Activity: School Building Vulnerability Assessments
*System-Wide Considerations: Stakeholder Support and Data-Driven Decision Making Ch 2 of KRP
*Crisis Teams
Levels of Response and ICS Roles Activity/Incident Action Plans
**“Comprehensive Safe School and Crisis Response Planning” Ch 5 of RKP
*Crisis Plans
**”Managing Risk Behaviors and Other Intensive Intervention” Ch 8 of RKP
Suicide Risk Assessments—Small Group Work addressing critique of models;
*Intro to Crisis Response and Recovery Activity: Crisis Resource Notebook

**Friday June 19, 2015:** Assigned reading from Reeves, Kanan and Plog: Chapter Ch. 3, 4, 6, 7 and 9. Read “Essentials of School Threat Assessment: Preventing Targeted School Violence” available at [www.colorado.gov](http://www.colorado.gov) (Colorado School Safety Resource Center) —copies may be available at class the first week of class. Read “Adams County Threat Assessment Protocol” available at [www.adams12.org](http://www.adams12.org)

Please bring the same materials needed from our first weekend of class as well any work completed to date toward completion of Crisis Manual/Resource Project and Video Summaries/Self Reflection work.

*Welcome back/Weekend agenda
**“Establishing an Effective School Crisis Team Using Incident Command System Principles” Ch 4 RKP
*Video: “A Critical Incident”

*Special Considerations

*“Recovery Efforts and Management of Crises in Schools”—Ch. 9

*“Early and Targeted Interventions”—Ch. 7 of RKP

*Threat Assessment

Saturday June 20, 2015:

*Threat Assessment—Adams 12/LPSD #38

*Critique of district/BOCES Threat Assessment Protocols and Procedures—small group work

*Examining Effectiveness

*“Integrating and Expanding a Multi-Hazards Approach to Establish a Safe Learning Environment”—Ch 3 of RKP

*“Universal Prevention Efforts in Schools”—Ch 6 of RKP

*Concluding Activity for PREPaRE—Tabletop

*PREPaRE Comments and Evaluation

*Child Abuse Reporting

*Suicide Postvention—Best Practices

*Memorials/Loss/Grief

*Lessons Learned from Crisis Response in Colorado CSSP S-W CRT

*Sharing out the content of Resource Manuals

*Dealing with Death in Schools

*Classroom, Group Individual, Psychotherapeutic Interventions

*Care for the Caregiver

*Course Evaluation