

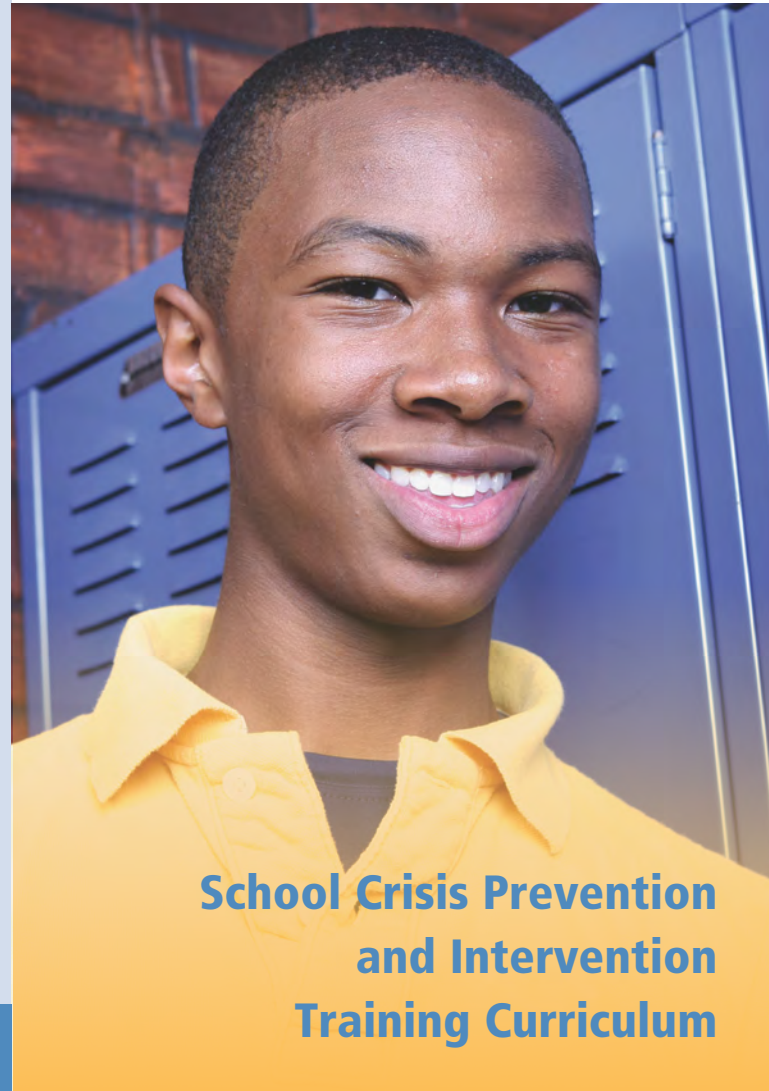
The PREP_aRE School Crisis Prevention & Intervention Curriculum

The NASP PREP_aRE Curriculum provides school-based mental health professionals and other school personnel comprehensive training on how to establish and serve on school safety and crisis teams. Revised in 2011, the second edition of the curriculum integrates the roles of existing school staff and community providers in terms of the four stages of crisis management (prevention, preparedness, response, and recovery), and grounds them in ongoing school safety efforts. The curriculum incorporates basic principles articulated by the U.S. Departments of Education (2007) and Homeland Security (2008), as well as the incident command structure delineated by the National Incident Management System (NIMS).

The PREP_aRE model emphasizes the following hierarchical and sequential set of activities:

- P—Prevent** and prepare for psychological trauma
- R—Reaffirm** physical health and perceptions of security and safety
- E—Evaluate** psychological trauma risk
- P—Provide** interventions
- a—and**
- R—Respond** to psychological needs
- E—Examine** the effectiveness of crisis prevention and intervention

P | **R** | **E** | **P_aRE** | **E**
Prevent | Reaffirm | Evaluate | Provide and Respond | Examine



School Crisis Response

The PREP_aRE curriculum has been developed by the National Association of School Psychologists (NASP) as part of NASP's long-term leadership in supporting and developing school crisis prevention and response capabilities at the local level. Schools play a critical role in meeting the needs of students, staff, families, and often the local community during times of crisis. They must have crisis plans and trained teams in place to serve this function effectively within the unique context of the school culture. Ideally, crisis response efforts should be embedded within comprehensive school climate and safety initiatives.

PREP_aRE is the only comprehensive curriculum developed by school-based professionals with firsthand experience and formal training. The curriculum builds on existing personnel, resources, and programs; provides for sustainability; and can be adapted to individual school needs and size.

The PREP_aRE model has been implemented by local school districts across the country and has begun to be used internationally, and has proven highly effective for schools committed to improving and strengthening their school safety and crisis management capacities.

For more information or to have your school district or organization arrange for PREP_aRE training, contact the NASP PREP_aRE Coordinator at prepare@naspsweb.org, by phone at (866) 331-NASP or visit www.nasponline.org/prepare.

"The training has allowed our district and its 29 schools the opportunity to speak the same language when it comes to crisis prevention and preparedness."

Dennis Rastatter, Director of Student Outreach,
Thompson School District, Loveland, Colorado



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Helping schools improve
their school safety and
crisis management capacity
using existing resources.



The PREPaRE training curriculum includes two core workshops—(1) Prevention and Preparedness and (2) Crisis Intervention and Recovery—as well as two training of trainer (ToT) workshops. Workshops 1 and 2 can be taken separately and are prerequisites to ToT participation.

WORKSHOP 1 Crisis Prevention and Preparedness: Comprehensive School Safety Planning

This 1-day workshop provides school-based mental health professionals, administrators, security professionals, and other educators the knowledge and resources to help them establish and sustain comprehensive school safety and crisis prevention and preparedness efforts. With updated research and strategies, this workshop makes a clear connection between ongoing school safety and crisis preparedness. It emphasizes the unique needs and functions of school teams and the steps involved in developing these teams, including a model that integrates school personnel and community provider roles. The workshop also explores how to prepare for school crises by developing, exercising, and evaluating safety and crisis plans.

WORKSHOP 2 Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals

This 2-day workshop provides school-based mental health professionals and other school crisis intervention team members with the knowledge necessary to meet the mental health needs of students and staff following a school-associated crisis event. With updated research and crisis intervention strategies, this workshop teaches participants how to prevent and prepare for psychological trauma, helps to reaffirm both the physical health of members of the school community and students' perceptions that they are safe and secure, evaluates the degree of psychological trauma, responds to the psychological needs of members of the school community, and examines the effectiveness of school crisis intervention and recovery efforts. This workshop is an excellent course for all mental health professionals in your district who provide mental health crisis intervention services.

TRAINING OF TRAINERS WORKSHOPS 1 & 2

PREPaRE Training of Trainers Workshops are designed to provide workshop participants with the information and practice needed to become NASP PREPaRE workshop trainers. The Training of Trainers model has built local capacity both internationally and nationally by training local school professionals who can then independently offer the PREPaRE workshops. *Participants are required to have completed the corresponding core workshop before completing either ToT workshop.* All participants will receive workshop presentation materials and a certificate of completion. ToT workshops being offered include:

**WORKSHOP 1 Training of Trainers (TOT):
Crisis Prevention and Preparedness: Comprehensive
School Safety Planning**
5-hour session

**WORKSHOP 2 Training of Trainers (TOT):
Crisis Intervention and Recovery: The Roles of School-
Based Mental Health Professionals**
11-hour session

(A list of individuals who have completed ToT workshops is available through NASP.)



"We feel confident that the strategies in the PREPaRE model represent state-of-the-art best practices. This material has become a key component of our district's approach to emergency response and crisis management."

Martha J. Rosen, PhD, Manager of Psychological Services, Minneapolis Public Schools

PREPaRE Developers/Core Trainers

PREPaRE curriculum developers/core trainers are leading national experts in school crisis prevention and response. In addition to formal training, core PREPaRE trainers have direct experience designing and implementing crisis plans and responding to crises ranging from school shootings and suicide to terrorism and natural disasters. PREPaRE developers include: *Stephen E. Brock, California State University Sacramento, CA; Christina N. Conolly-Wilson, Waukegan Public Schools, IL; Ted Feinberg, Eagle, ID; Shane R. Jimerson, University of California, Santa Barbara; Brian R. Lazzaro, Township High School District 211, IL and Loyola University Chicago; Richard A. Lieberman, Los Angeles Unified School District, CA; Amanda B. Nickerson, University at Buffalo, SUNY, NY; Rosario C. Pesce, Loyola University Chicago, IL; Melissa A. Reeves, Winthrop University, SC; and Melinda K. Susan, Sonoma County Office of Education, CA.*

PREPaRE Materials

Workshop participants receive a set of curriculum materials provided in booklet and CD format. Participants may use these resources for informal inservice staff training but may not represent them as formal "PREPaRE" training unless they have successfully completed the Training of Trainers workshop(s).

Extensive program evaluation reveals that workshop participants improve both their knowledge about and confidence in providing crisis prevention and intervention services. (See evaluation summaries at <http://www.nasponline.org/prepare/evaluations>)

"There is no longer any excuse for 'winging it' in a school crisis response. The PREPaRE curriculum provides an evidence-based approach to meeting the mental health needs of students in a time of crisis."

Richard J. Erdlen Jr., PhD, Supervisor of School Psychology Services, Lincoln Intermediate Unit No. 12, New Oxford, Pennsylvania