

Psychological First Aid Time Frame for Response



Prevention - Schools:

- Each district develops an Emergency Operations Plan (EOP) that includes Threat Assessment, threat, hazard and incident risk assessment, the COOP (continuity of operations plan), an immediate response protocol (i.e., I Love You Guys Standard Response Protocol) and a recovery process (i.e., PFA).
- Develop school policies for death of student or staff member that reference the time frame for temporary memorials, empty chairs, memorial services at schools/funerals outside of school.

Prevention - ESUs:

- Develop and sign Memorandum of Understanding (MOU) with each school district
- Solicit PFA members from each school district to be on the ESU PFA team
- PFA team members sign a confidentiality agreement
- Participate in NDE training
- Assist and support schools in creating school-level PFA teams

Preparedness - Schools:

- PFA team provides awareness training to all school staff
 - Staff have knowledge of PFA team and that ESU will provide a team to support
 - Staff are taught the district's policies (temporary memorials time frame, empty chairs, memorial services at schools/funerals outside of school)
 - Teach staff basic PFA identification and response and how to refer
 - Staff members who will teach coping skills identified
- PFA provides awareness training to all students
 - Students are taught the district's policies (temporary memorials time frame, empty chairs, memorial services at schools/funerals outside of school)
 - SRP actions taught and practiced
 - Teach coping skills
 - Identify students who may be able to help identify struggling students and can refer to the team and share safe messaging (identify who will train and provide support to the students)
 - Share information about Safe2HelpNE
- Schedule a common time to teach all students about Safe2HelpNE
- Posters and materials for the building
- Provide information on what and when to report to help someone
- Identify potential sites in the building which could be used for temporary memorials

Preparedness - ESUs:

- Create procedures for the ESU PFA team
- Compile resources such as statement "bank" of messages and coping skills handouts
- Assist and support schools as needed
- Provide requested training for school teams
- Participate in NDE training for ESU PFA team

Minute 1 – Incident Occurs

School PFA Team Begins Responding	ESU PFA Team Response
<ul style="list-style-type: none"> <input type="checkbox"/> Verify details with law enforcement, obtain permission to use victim names <input type="checkbox"/> Initiate Incident Command System identifying Incident Commander <input type="checkbox"/> Incident Commander assigns PIO and Safety Officer who determine needed messages to be sent as needed in controlling the situation <input type="checkbox"/> Notify school level PFA team and begin assigning roles (Incident Command System) <input type="checkbox"/> Contacts ESU PFA Team Coordinator to request support <input type="checkbox"/> Provide coverage as assigned by Incident Commander <input type="checkbox"/> Operations, Planning, Logistics, and Finance Teams activated <input type="checkbox"/> Liaison is in communication with families directly impacted by the incident <input type="checkbox"/> Express sympathy <input type="checkbox"/> Inquire about what the school can share about their loss. If the family is unwilling or not ready to share, help the family craft a message that they do want released in order to minimize rumors, misinformation, and speculation. <input type="checkbox"/> Ask what the school can do to support siblings. <input type="checkbox"/> Ask parents to identify any of their child’s friends who may be especially upset. <input type="checkbox"/> Ask what school can do to support them. <input type="checkbox"/> Let them know the school will be checking in with them in the coming days and weeks to determine what support the school can provide. <input type="checkbox"/> Stabilization strategies utilized to calm and orient emotionally overwhelmed or disoriented students (coping/grounding). 	<ul style="list-style-type: none"> <input type="checkbox"/> Receives the call <input type="checkbox"/> Determine details (number of people and days needed) <input type="checkbox"/> Put out request to ESU PFA team to determine availability <input type="checkbox"/> Compile a response team <input type="checkbox"/> Notify Incident Commander of when team will arrive.




Initial Stages - Incident Command System Is In Place

School PFA Team Response	ESU PFA Team Response
<ul style="list-style-type: none"> <input type="checkbox"/> Schedule a PFA team meeting: <ul style="list-style-type: none"> <input type="checkbox"/> Develop message for students and determine time to be read <input type="checkbox"/> Determine at-risk students and staff who may need assistance in reading message to class <input type="checkbox"/> Develop message for community <input type="checkbox"/> Inform total staff (phone tree, text/building electronic message, schedule staff meeting) <input type="checkbox"/> Initial all-staff meeting: <ul style="list-style-type: none"> <input type="checkbox"/> Convey what information can be relayed to students. <input type="checkbox"/> Remind staff who the designated media spokesperson is and that they should refer any outside requests for comments or information to this individual. <input type="checkbox"/> Control rumors. <input type="checkbox"/> Provide staff support. <input type="checkbox"/> Inform staff where to send at-risk students and that they must be sent with another student or escorted by adult -- never alone. <input type="checkbox"/> Support rooms identified by logistics team <input type="checkbox"/> Notify superintendent or director of student services, who notifies where siblings and close relatives attend: <input type="checkbox"/> Remove deceased student and siblings from attendance system so no automated messages regarding absence are sent home. <input type="checkbox"/> Resources available for immediate needs: water, tissues, snacks <input type="checkbox"/> PIO monitors media coverage and messaging, ensures information is accurate and up to date, sends out message maps as needed <input type="checkbox"/> Will the school need to be opened for additional support outside of school hours? If so, make sure this information is provided to students and parents. <input type="checkbox"/> Coordinate resources for the support room(s). Locate tissues, water, fidgets, markers/crayons/paper for memorials or artwork, flexible seating. <input type="checkbox"/> Compile a list with building PFA team members' contact information to share with ESU PFA team members. 	<ul style="list-style-type: none"> <input type="checkbox"/> Check in with Incident Commander and have roles assigned <input type="checkbox"/> Attends building staff meeting if possible <input type="checkbox"/> Provide support to struggling students and staff members <input type="checkbox"/> Assist in classrooms where large number of at-risk students or staff need support <input type="checkbox"/> Practical assistance offered <input type="checkbox"/> Be observant for potential problems or pitfalls (i.e., breaking up groups that might be escalating the situation) <input type="checkbox"/> View incident documentation and essential information (at-risk students/staff, etc.) in team files (hard copy, digital, or combination) <input type="checkbox"/> Assist with documentation



Initial Stages - Incident Command System Is In Place (continued)

School PFA Team Response	ESU PFA Team Response
<ul style="list-style-type: none"> <input type="checkbox"/> Locate a map of the school building and mark locations of support rooms and hallways to use/avoid, etc. <input type="checkbox"/> Address possible changes to school activities schedule <input type="checkbox"/> Contact and coordinate with other outside resources (therapy dog, ministerial association, Behavioral Health agencies, etc.) <input type="checkbox"/> Identify a break room for the PFA team members, space for PFA member items, food for team, etc. <input type="checkbox"/> Determine who will provide documentation and log actions. <input type="checkbox"/> Provide a listing of students/staff directly connected to the incident, students who may be triggered by previous trauma, students with special needs <input type="checkbox"/> Review Core Action Debrief Prompts with support room hosts. <ul style="list-style-type: none"> <input type="checkbox"/> Incident Commander conducts Debriefing at the close of the school day 	

Responsive Stage – May Occur Over Multiple Days

School PFA Team Response	ESU PFA Team Response
<ul style="list-style-type: none"> <input type="checkbox"/> Staff read the message to students <input type="checkbox"/> PIO sending message map messages as needed <input type="checkbox"/> Set up temporary memorial (communicate end dates to students, staff, and families) [according to School Policy] <input type="checkbox"/> Determine timeline and procedure for removing belongings from locker(s) and desk. [according to School Policy, coordinate with the family] <input type="checkbox"/> Contact the family and make a home visit. <ul style="list-style-type: none"> <input type="checkbox"/> Offer condolences of the school <input type="checkbox"/> Inquire about funeral arrangements and what information they want shared <input type="checkbox"/> Provide with information about grief counseling <input type="checkbox"/> Share procedures for temporary memorials and invite to assist in removing student's locker and desk belongings <input type="checkbox"/> Attend Funerals/Memorial services and monitor students <input type="checkbox"/> Direct and indirect information gathered <ul style="list-style-type: none"> <input type="checkbox"/> Incident Commander conducts Debriefing at the close of the school day 	<ul style="list-style-type: none"> <input type="checkbox"/> Touch base with Incident Commander to determine if there is new information or changes in assignments <input type="checkbox"/> Provide coverage in support room <input type="checkbox"/> Walk the hallways and be aware of struggling students <input type="checkbox"/> Help assign students to support rooms as needed <input type="checkbox"/> Check-in with staff needing more support during their breaks <input type="checkbox"/> Check-in with administration to provide support <input type="checkbox"/> Provide basic information about social supports (access to services and agencies) <input type="checkbox"/> Continue assisting with documentation

Recovery Stage – Long Term Response

School PFA Team Monitors	ESU PFA Team Response Ends
<ul style="list-style-type: none"> ❑ At-risk students and staff members identified and assign PFA team members to monitor needs <ul style="list-style-type: none"> ❑ Behavior changes (drug and alcohol use, unsafe sexual behaviors, risk-taking, acting out, running away, aggression on playground or in school building, withdrawal) ❑ Attendance: increased absences, tardies ❑ Changes in school performance/ grades ❑ Focus and attention ❑ Significant emotions ❑ Sleep problems ❑ Ensure students, staff and families have needed supports. ❑ PFA team documents incident and files in team files (hard copy, digital, or combination). ❑ Prepare for anniversaries and special events. ❑ Prior to graduation ceremonies for the deceased student's class, check with the family ensuring they are aware of school policy. ❑ Be aware of special events, holidays, and anniversaries, as these may activate possible stress/grief responses in students and staff. ❑ In cases of suicide, provide caregiver/community education about suicide, grief and self-care within the first month following a student's death. 	<ul style="list-style-type: none"> ❑ Return to own school district ❑ School district may request assistance later with most impacted students <div style="text-align: center; margin-top: 20px;"> </div>