

# School District of Clay County



## Crisis Intervention Team Manual 2014-2015 Edition

**Charlie Van Zant, Superintendent**

### CLAY COUNTY SCHOOL BOARD

**District 1: Janice Kerekes**

**District 2: Carol Studdard**

**District 3: Tina Bullock**

**District 4: Johnna McKinnon**

**District 5: Lisa Graham**

# *General Crisis Intervention Checklist*

*To be considered any time a crisis occurs that warrants a response by the School Crisis Intervention Team*

- Verify the facts regarding the crisis.
  
- Notify Superintendent, Charlie Van Zant  
Office: (904) 284-6510                      Personal Cell:  
District Cell: (904) 562-8300                Home: (352) 473-9609
  
- Notify District Crisis Intervention Team Coordinator, Frances Celis:  
Office: (904) 529-5721                      Personal Cell: (904) 403-9240
  
- Notify Public Information Officer, Gavin Rollins:  
Office: (904) 529-4823                      Personal Cell:
  
- Notify Operations Coordinator, Bruce Harvin:  
Office: (904) 529-4949                      Personal Cell:  
District Cell: (904) 545-6893                Home: (352) 473-3005
  
- Convene School Site Crisis Intervention Team (CIT), and review duties.
  
- Prepare formal statement to inform faculty/staff.
  
- Convene emergency Staff Meeting to inform faculty, counselors, building support staff.
  
- Prepare formal statement or announcement for students. Crisis Team, Social Workers, School Counselors, and/or School Psychologists should announce crisis in classroom settings. All classes are held until each class is notified. **(NEVER announce a crisis over the Intercom System or at a school assembly).**
  
- Distribute Community Resources Lists as needed to faculty, students, families.
  
- Identify students, staff, and/or parents most likely to be affected by the crisis, including siblings, or students from feeder schools.
  
- Assess need for additional community resources.
  
- Assign trained staff or community professionals to specific duties as dictated by the nature of the crisis.
  
- Provide support to students/staff.
  
- Find appropriate replacement(s) for absent/affected teacher(s).
  
- Distribute official announcement to larger school community, including families.
  
- Update faculty at emergency meetings as needed.
  
- Provide opportunity for faculty/staff to discuss reactions and feelings.

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# *General Overview*

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# Overview

## **PURPOSE OF THIS MANUAL**

This manual provides strategies for addressing crisis intervention within schools in the School District of Clay County.

- **The primary purpose of “crisis intervention” is to help students and staff cope with painful emotions and feelings resulting from a community or school related crisis.**
- **The second purpose is to assist schools to return to normal routines as quickly and calmly as possible following a major disruption of the educational process.**

## **DEFINITIONS**

### **SCHOOL CRISIS**

A reaction to, or perception of, a situation or event which causes psychological trauma to students and/or staff and requires immediate action because of its disruption or potential disruption to the educational process. A crisis may impact a small group of students in one classroom or the entire school community.

Possible types of crises: death of a student or staff member, acts of violence, suicide attempt or completion, natural disaster such as earthquake, fire, toxic spill, automobile or other accident.

### **CRISIS RESPONSE**

Intervention designed to restore a school and community to base line functioning and to help prevent or minimize damaging psychological results following a disaster or crisis situation. It is important that during the immediate hours and days following a crisis, students and staff are helped to return to previous emotional equilibrium. If left unchecked, some emotional responses may become internalized and exhibit themselves in unusual behaviors.

# *Checklist for Crisis Intervention*

## **Steps to Consider Before a Site Crisis Intervention**

Following a crisis, students and staff require recognition of, and help with their emotional needs. If emotional responses are not supported appropriately during the initial stages of a crisis, feelings may be internalized. This may result in an inability to concentrate, aggressive or reckless behaviors, or physical symptoms. A school site may attempt to do “business as usual” following a crisis. However, without addressing the crisis directly, students and staff will find it difficult to focus on the process of teaching and learning.

Below are considerations to prepare a school site before a crisis occurs. Review and revise the following information annually as an aspect of the site Safe School Plan.

- Identify a Crisis Intervention Team. A Crisis Intervention Team (CIT) should be identified each year (see Section B, Crisis Intervention Team)
- File a copy of the site Crisis Intervention Team with the Emergency Planning Department and Academic Services Department.
- Schedule a meeting at least once per year to review the site’s crisis intervention plans.
- Maintain a list of resources to be kept in the Resource chapter of this manual.
- Set up telephone trees to contact staff and/or families.
- Identify space where service providers assisting in the crisis can see students for small group counseling.
- Develop a plan for emergency coverage of duties for CIT members.
- Establish a code to alert staff to implement prearranged procedures, e.g. lock down.
- Coordinate and inform relevant programs on site, including After School Program, YMCA, etc.

# *Checklist for Crisis Intervention Action Plan*

## Steps to Consider In the Event of a Crisis

It is essential to handle a crisis in a rapid and sensitive manner. No single plan or intervention will fit all situations and meet all individual needs. To enable a site to be prepared in advance of a crisis, sites should develop a general plan that can be adjusted to create an appropriate response to the crisis.

Particular actions need to occur to respond comprehensively to a crisis; the order of responses will vary according to the crisis and the site needs. Reference the General Crisis Intervention Checklist at the beginning of this manual. The points below expand upon the basic items on that checklist.

- Contact parent(s) or family member of involved persons to obtain:
  - accurate information,
  - what information can be shared;
  - information regarding memorial services, etc., if there has been a death.
- Assemble the CIT and relieve members of routine responsibilities.
- Notify District Office and, thereafter, keep it informed about steps being taken.
- Notify other sites if involved student or staff have relatives attending other schools. Coordinate activities with them if appropriate.
- Identify close friends/associates at the site who might be most impacted and meet with those identified to assess need for additional emotional support.
- Make an initial determination of the capacity of site staff to respond to the crisis.
- Determine how to inform, in person, staff members most closely associated with the crisis and provide relief if they are unable to continue with their duties. Provide the support they need to resume responsibilities.
- Determine how to support students closest to the crisis: classmates, sports team, group or club.
- Determine how to inform the rest of the staff and students. **Never announce a crisis over the intercom System or during an assembly.** (This procedure may depersonalize the incident and create chaos.)
- Provide whatever crisis intervention debriefing is necessary for students and staff. See “Supporting Activities” chapter for additional information.
- Notify parents/caregivers in writing of the crisis so they can support their children. Telephone the parents/caregivers of any students severely impacted by the crisis, such as witnesses, close friends.
- Determine what additional support is needed to bring closure to the crisis, such as attending the funeral or memorial service.
- Meet daily, and more frequently, if necessary, as a CIT to review plans, provide updates, prioritize needs, plan follow-up actions, and ongoing debriefing of team members.
- Hold a final debriefing to review the management of the crisis, ensure that team members’ needs have received proper attention, complete all necessary records and bring closure for the team.

# *Crisis Management Reporting Form*

SCHOOL DISTRICT OF CLAY COUNTY  
 900 Walnut Street  
 Green Cove Springs, Florida 32043  
 Telephones:  
 904/284-6500 (GCS) 904/272-8100 (OP)

The purpose of the Crisis Management Reporting Form is to assist the Crisis Intervention Team (CIT) in organizing a comprehensive response.

**Background of Incident**

Site Person / Position \_\_\_\_\_ Phone No. \_\_\_\_\_

School \_\_\_\_\_ Time of Call \_\_\_\_\_ Date of call \_\_\_\_\_

Incident (include dates, names of students/grades most impacted):

<b>Steps to Take in Immediate Aftermath</b>	<b>CIT Member Responsible</b>	<b>Notes</b>
1. Verify Death		
2. Notify District Office		
3. Determine responsibility of CIT members.		
4. Notify close friends/family at site.		
5. Notify other schools that may have siblings.		
6. Inform faculty/staff.		
7. Inform student body.		
8. Inform parents/guardians.		
9. Identify, monitor, and support students/staff closest to incident.		



10. Provide faculty/staff with talking points.		
11. Provide support to faculty/staff.		
12. Provide support to students.		
13. If death of a student, complete appropriate withdrawal procedure.		
14. Advise on appropriate memorialization.		
15. Debrief faculty/staff.		
16. Debrief students.		
17. Work with press/media.		
18. Monitor social media.		

***Considerations in the event of a death of a school community member:***

- What are family's wishes about memorials or student responses, etc.?
- Who will remove the personal items of the person who passed away?
- If a student has died, who will stop notification regarding student activity (report cards, attendance, school events) from being sent to the student's home?

## *Informing the School Community about A Crisis*

**The site administrator must take four concerns into consideration before informing a school community about a crisis:**

- When the announcement will be made?
- What the content of the announcement will be?
- What method will be employed to make the announcement?
- What reactions may arise as a result of the announcement?

The following points should be considered before making an announcement regarding a crisis:

### **☐ KNOW THE FACTS**

Before informing students, faculty, or families about a crisis, be sure of the facts of the crisis. In addition, be sure which facts can be shared publicly. Reports regarding a potential crisis should be researched before information is disseminated.

### **☐ CONSULT**

Before acting, assemble the site crisis response team, and if necessary, contact the Public Information Officer for technical assistance regarding how to proceed when informing the school community of the incident.

### **☐ DO NOT USE SCHOOL ASSEMBLIES OR PUBLIC ADDRESS SYSTEMS FOR ANNOUNCEMENTS**

These methods of sharing information are impersonal and can compound the crisis, making the crisis response more difficult to manage. Having classroom teachers read an information sheet in the context of a classroom debriefing exercise is the most effective way to inform students. The same announcement should be made simultaneously in each class.

### **☐ DO NOT DELAY**

Delaying the announcement creates the possibility that rumors will replace the facts of the crisis. Not informing the school community promptly with accurate information also leads to anger and frustration. Students, faculty, and families may think that information is being withheld deliberately, leaving them to feel “no one cares.”

See individual sections within the manual for concrete suggestions regarding the content of the announcement.

### **☐ KNOW THE PLAN**

Make information available only when there is a clear plan in place to respond to the needs of individual students, faculty, or family members. Not having a comprehensive plan compounds the crisis.

# *The Crisis Intervention Team*

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## *Assembling A Crisis Intervention Team*

For a school site to implement a comprehensive response to a crisis, a working team is imperative. An effective Crisis Intervention Team will make decisions as a team and will have various roles/responsibilities assigned to individual team members. **Team members should be identified prior to a crisis.**

The size of a CIT will depend on several issues including the number of students, staff configuration, and the type of crisis.

### **The Site Crisis Intervention Team may include:**

- Administrator or Designee (Team Leader)
- Secretary
- Counselor
- School Resource Officer
- Other appropriate on-site staff, which may include: custodian, nurse, etc.

Some key roles and a description of the responsibilities are listed below:

### **Team Leader: (ex. Assistant Principal)**

- Convenes CIT when a crisis occurs;
- Coordinates efforts with emergency services if they have been called;
- Arranges for staff coverage as needed;
- Plans CIT meetings regularly during the crisis to report on response of students and staff and actions taken;
- Completes necessary reports and documentation;
- Spearheads evaluation of the site response and oversees any necessary changes to improve.

### **Media Contact Person: (ex. PIO or Principal)**

- Serves as point person if the crisis attracts media attention;
- Alerts the Public Information Officer of the crisis and potential for media interest;
- Follows Public Information Officer's instructions regarding contact with the media;
- Notifies school to avoid media interviews, stressing the use of "discretion."

### **Debriefing Lead: (ex. School Counselor, Social Worker)**

- Assesses impact of crisis and debriefing need of students and staff;
- Prepares and distributes classroom debriefing materials and additional facilitators, if needed;
- Arranges for individual and/or small group counseling, if necessary;
- Prepares a schedule of counseling staff or outside counselors available for grief/loss counseling;
- Informs staff of counseling plans;
- Schedules space for small group counseling;
- Arranges for CIT debriefing sessions throughout the crisis.

### **Parents/Caregivers/Community Lead: (ex. Secretary)**

- Responds to telephone calls from parents/caregivers;
- Prepares letter and attachment(s) for parents/caregivers;
- Arranges for distribution of materials to go home;

### **Building/Grounds Lead: (ex. Assistant Principal, Head Custodian)**

- Secures building if crisis warrants;
- Arranges change in bus schedule, if necessary;
- Arranges bell schedule change, if necessary.

## *Crisis Intervention Team Care Tips*

To maximize the functioning of the site Crisis Intervention Team, team members should provide debriefing for each other and for the team. Care providers in a crisis perform at their best when their responses to a crisis are articulated.

The following guidelines are provided to assist school site CITs with their own debriefing.

☐ **MAKE THE TEAM A PRIORITY.** Take adequate breaks and monitor each other's functioning. Make certain that leadership is supported and/or that leadership is rotated. Often leaders need to be somewhat removed from the operations to ensure a clear perspective. Attempt tasks that are reasonable.

☐ **ESTABLISH A CENTER FOR THE TEAM.** This allows for situational updates and clear communication. It also provides a safe place to be and to get away from the crisis.

☐ **SPEND ADEQUATE TIME ASSESSING THE NEEDS OF STUDENTS AND STAFF.**

☐ **DEVELOP A PLAN BASED ON NEEDS OF THE SCHOOL COMMUNITY.** As new information surfaces, reprioritize the needs.

☐ **BUILD YOUR OWN INTERPERSONAL SKILLS.** It is only by doing that we develop sensitivity to our internal states and changes, and only by receiving feedback can we accurately gauge our effects upon others.

☐ **BECOME AWARE OF YOUR PERSONAL NEEDS AND VULNERABLE AREAS.** Discover what parts of you are likely to get bruised and what feelings are likely to surface doing crisis work. Find ways to meet personal needs.

☐ **MONITOR YOUR RECEPTIVITY LEVEL.** If you are feeling overwhelmed, hopeless, or helpless, take a break. If you are unaffected, check whether you are "blocking" the feelings, trying to "tough it out."

☐ **TAKE CARE OF YOURSELF: EAT WELL, EXERCISE WELL AND REST WELL.** Participate in activities what will comfort you. Don't be afraid to talk about your reaction.

# *Death, Dying and Loss*

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# *Announcement of Death to Staff*

## **SAMPLE ANNOUNCEMENT TO STAFF FOLLOWING A DEATH**

(Date)

Dear Staff,

There are times when it is necessary to communicate news that is painful for all of us. During those times we must be prepared to support each other as we deal with the many feelings that we begin to experience. It is with great sorrow that I inform you that **(NAME OF PERSON)** at **(SCHOOL NAME)** has died.

Death can be difficult for us to understand, especially when it is sudden. We will all begin to feel different emotions: shock, sadness, confusion, even some anger. What is most important is that we care for and support each other.

Sometimes students are affected by the death of someone important to them, and they may need to express their feelings. Please contact appropriate support service site staff if you notice a student who appears to be having more difficulty with his/her feelings than might be expected.

In memory of **(NAME)**, *indicate here what activity or activities the school is planning.* **(SCHOOL NAME)** administration will keep you updated as more information is given us at the school.

Sincerely,

(Principal's name)

# *Announcement of Death to Students*

## **SAMPLE LETTER TO STUDENTS FOLLOWING A DEATH**

(DATE)

Dear Students,

I have asked your teacher to read this letter to you because I want to make sure that all students receive the same information about the recent tragedy at our school. It gives me great sorrow to inform you that **(NAME)**, a **(teacher/student/friend)** at **(SCHOOL NAME)**, has died **(DAY/DATE)**. *(Insert what information can be shared about the cause and circumstances of the death.)*

Death can be difficult for us to understand, especially when it is sudden. Many of us may be confronted with a variety of emotions which might include shock, sadness, and confusion. I want to assure you that we, the **(SCHOOL NAME)** staff, care about you and the feelings you may be experiencing.

Please know that we want to support you during this time. The Crisis Intervention Team will be available to meet with you in **(PLACE)** to assist in dealing with any feelings you may be having. You might wish to share memories you have of **(NAME)**. Crisis Intervention Team members will also be available at any time during the day to help you if you feel a more urgent need to talk with someone. *(Insert here specific information on how students can access support service staff and collaborating agencies for support.)* I want to encourage those students who may be particularly upset, perhaps even struggling with a death in the family or of a friend, to talk with Crisis Intervention Team members. They will be available to meet with you.

Any time death touches us, it is stressful. This sudden death may be quite shocking to you and confuse you. For these reasons, we especially want you to know of our care and support.

Sincerely,

(Principal's name)



# *Announcement of Death to Families*

## **SAMPLE LETTER TO FAMILIES FOLLOWING A DEATH**

(DATE)

Dear Parent and Caregivers:

I am sorry to inform you that a staff person/student/friend, **(NAME)**, at **(SCHOOL NAME)** has died **(DAY/DATE)**. *(Insert what information can be shared about the cause and circumstances of the death.)*

Death can be difficult for us to understand, especially when it is sudden. All of us will be feeling a variety of emotions: shock, sadness, or confusion. What is most important is that we care for and support each other.

The Crisis Intervention Team has made plans to respond to the emotional needs of the students. *(Spell out what is being done: grief counseling, classroom debriefing, referrals to support service staff and community based organizations)*

If your family has experienced a death or similar loss recently, the death of **(NAME)** may bring up feelings about that death. This is a normal experience. Please let your child's *(teacher or counselor)* know if there is any additional information the school should be aware of so we can provide the support your child needs.

Any time death touches us, it is stressful. This sudden death may be disturbing to you as well as to your child. It is for this reason that we especially want you to know of our care and support.

Sincerely,

(PRINCIPAL'S NAME)

# Common Stages of Grief

## COMMON STAGES OF GRIEF\*

- DENIAL:** This stage may be expressed by feeling nothing or insisting there has been no change. It is an important stage and gives people “time out” to organize their feelings and responses. Children/adolescents may make bargains to bring the person back or hold fantasy beliefs about the person’s return. Children/adolescents in this stage need understanding and time.
- FEAR:** A crisis that results in death or a crisis that is the result of violence can instill fear in children. A child or adolescent might fear that their own parent/caregiver might die after a classmate’s parent dies. Children need reassurance that they will be taken care of during this stage.
- ANGER:** The sudden shattering of the safe assumptions of young people lies at the root of the grief response of anger. It can be expressed in nightmares and fears and in disruptive behavior. Children in this stage need opportunities to express anger in a positive and healthy way.
- DEPRESSION:** Children may exhibit depression either through frequent crying, lethargy and withdrawal from activities, or avoidance behavior (“running away”). This can be a healthy, self-protective response that protects children/adolescents from too much emotional impact. Children need to know that others understand and that all things change, including their sadness.
- ACCEPTANCE:** Acceptance of a loss and hope as seen through renewed energy signals entrance into the final stage of grieving. Before children can return to equilibrium, they need permission to cease mourning and continue living.

\*Adults experience these stages also. Depending on individual needs, an individual, whether a child or an adult, may stay in one stage for a long time, move back and forth from one stage to another, or move through each stage in the order listed.

# *Suicide*

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# Following a Suicide

## **SAMPLE LETTER TO SCHOOL COMMUNITY FOLLOWING A SUICIDE**

(DATE)

Dear School Community:

I am sorry to inform you that a staff person/student/friend, **(NAME)**, at **(SCHOOL NAME)** has died **(DAY/DATE)**. *(Before stating this is a death by suicide, be sure of the accuracy of the report, and if the family will allow this information to be shared. Only then insert the information regarding the cause and circumstances regarding the death.)*

Death can be difficult for us to understand, especially when it is sudden, All of us will be feeling a variety of emotions: shock, sadness, even some confusion. What is most important is that we care for and support each other.

The Crisis Intervention Team has made plans to respond to the emotional needs of the students. *(Spell out what is being done: grief counseling, classroom debriefing, referrals)*

If your family has experienced a death or similar loss recently, the death of **(NAME)** may bring up feelings about that death. This is a normal experience. Although rare, sometimes students may be so overwhelmed by the death of someone close to them, that they may express suicidal thoughts or actions. Please let your child's *(teacher or counselor)* know if there is any additional information the school should be aware of so we can provide the support your child needs.

Any time death touches us, it is extremely stressful. This sudden death may be disturbing to you as well as to your child. It is for this reason that we especially, want you to know of our caring and support.

Sincerely,

(PRINCIPAL'S NAME)

## *Assessing for Suicide Potential*

If a student approaches someone to discuss suicide, assume that the student is considering harming him or herself, and is interested in seeking help. Always consider accessing appropriate assistance when working with a student who may be expressing suicidal thoughts. The questions below are meant as a guideline so that the adult can get a student the care he/she needs if suicidality is a concern.

**If the student has answered yes, even hesitantly, to any of the following questions:**

“Are you thinking about killing yourself now?”

“Do you have a plan?”

“Do you have means to complete the plan?”

“Have you ever considered suicide before?”

**Then the student is at risk for committing suicide. Do not leave the student alone.**

- Inform the counselor and site administrator of the suicidal intent.
- Inform parent/caregiver.
- Call Clay County Sheriff’s Department at 264-6512 if an evaluation is needed immediately.
- Document the contact for future reference on Record of Student Contact.

## Talking Points After a Suicide

Talking Points	What to Say
<p><b>Give accurate information about suicide.</b></p> <p>Suicide is a complicated behavior. Help students understand the complexities.</p>	<p>“Suicide is not caused by a single event such as fighting with parents, or a bad grade, or the breakup of a relationship.”</p> <p>“In most cases, suicide is caused by mental health disorders like depression or substance abuse problems. Mental health disorders affect the way people feel and prevent them from thinking clearly and rationally. Having a mental health disorder is nothing to be ashamed of.”</p> <p>“There are effective treatments to help people who have mental health disorders or substance abuse problems. Suicide is never the answer.”</p>
<p><b>Address blaming and scapegoating.</b></p> <p>It is common to try to answer the question “why” by blaming others for the suicide.</p>	<p>“Blaming others for the suicide is wrong, and it’s not fair. Doing that can hurt another person deeply.”</p>
<p><b>Do not talk about the method.</b></p> <p>Talking about the method can create images that are upsetting, and it may increase the risk of imitative behavior by vulnerable youth.</p>	<p>“Let’s focus on talking about the feelings we are left with after _____’s death and figure out the best way to manage them.”</p>
<p><b>Address anger.</b></p> <p>Accept expressions of anger at the deceased. Help students know these feelings are normal.</p>	<p>“It is okay to feel angry. These feelings are normal, and it doesn’t mean that you didn’t care about _____. You can be angry at someone’s behavior and still care deeply about that person.”</p>
<p><b>Address feelings of responsibility.</b></p> <p>Help students understand that the only person responsible for the suicide is the deceased.</p> <p>Reassure those who have exaggerated feelings of responsibility, such as thinking they should have done something to save the deceased or seen the signs.</p>	<p>“This death is not your fault. We cannot always see the signs because a suicidal person may hide them.”</p> <p>“We cannot always predict someone’s behavior.”</p>
<p><b>Encourage help-seeking.</b></p> <p>Encourage students to seek help from a trusted adult if they or a friend are feeling depressed or suicidal.</p>	<p>“We are always here to help you through any problem, no matter what. Who are the people you would go to if you or a friend were feeling worried, depressed, or had thoughts of suicide?”</p>

*\*Preventing Suicide – A Toolkit for High Schools - SAMHSA*

# *Suicide Contagion*

## **Probable High Risk Students After a Suicide**

- Any students who participated in any way with the completed suicide: helped write the suicide note, provided the means, were involved in a suicide pact, etc.
- Any students who knew of the suicide plans and kept it a secret
- Siblings, other relatives or best friends
- Any students who were self-appointed therapists to the deceased student and who had made it their responsibility to keep the student alive
- Any students with a history of suicidal threats and attempts
- Any students who identified with the victim's situation
- Any students who had prior reason to feel guilty about things they had said or done to the student prior to the student's death
- Any students who observed events which they later learned were indicative of the victim's suicidal intent
- Other students desperate for any reason who now see suicide as a viable alternative

## **Probable High Risk Times**

- Anniversary of the suicidal death
- For the families of the deceased: birthdays, holidays, expected graduation date, etc.
- Birthdays
- School wide events: athletic events or performances, graduation

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## *Response / Intervention to Crisis*

### PRESCHOOL THROUGH SECOND GRADE

<b>SYMPTOMS</b>	<b>INTERVENTION</b>
Helplessness and passivity	Provide support, rest comfort, food, and opportunity to play or draw.
Generalized fear	Re-establish adult protective shield.
Cognitive confusion, do not understand that the danger is over	Give repeated concrete clarification for anticipated confusion.
Difficulty identifying what is bothering them	Provide emotional labels for common reactions.
Lack of verbalization	Help to verbalize general feelings and complaints, so they will not feel alone with their feelings.
Attributing magical qualities to traumatic reminders	Separate what happened from physical reminders.
Sleep disturbance	Encourage them to let their parents and teachers know. Let caregivers know it is normal if symptoms occur for less than a month.
Anxious attachment	Provide consistent caretaking.
Regressive symptoms	Tolerate regressive symptoms in a time- limited way.
Anxiety related to incomplete understanding about death	Give explanations about the physical reality of death.

# *Response/Intervention to Crisis*

## THIRD THROUGH FIFTH GRADE

<b>SYMPTOMS</b>	<b>INTERVENTION</b>
Preoccupation with their own actions during the event, issues of responsibility and guilt	Help express their secretive imaginings about the event.
Specific fears, triggered by traumatic reminders of being alone encourage them to	Help identify and articulate traumatic reminders and anxieties; not generalize.
Re-telling and replaying the event; cognitive distortions and obsessive detailing	Permit them to talk and act it out; address distortions and acknowledge normality of feelings and reactions.
Fear of being overwhelmed by feelings of crying or being angry	Encourage expressions of fear, anger, sadness, etc., in order to prevent feeling overwhelmed.
Impaired concentration and learning	Encourage letting their parents and teachers know when thoughts and feelings interfere with learning.
Sleep disturbances, nightmares, fear of sleeping alone	Support them in discussing dreams; provide information about why we have bad dreams.
Concerns about their own and others' safety	Help to share worries, reassure with realistic information.
Altered and inconsistent behavior, unusually reckless	Help them to cope with the challenge to their own aggressive or impulse control.
Somatic complaints	Help identify the physical sensations felt during the event.
Close monitoring of parents responses and recovery; hesitation to disturb parents with own anxieties	Offer to meet with children and parents to help children let parents know how they are feeling.
Concern for other victims and their families	Encourage constructive activities on behalf of the injured or deceased.
Feeling disturbed, confused and frightened by their grief responses; fear of ghosts	Help retain positive memories as they work through more intrusive traumatic memories.

## *Response/Intervention to Crisis*

### ADOLESCENTS (SIXTH GRADE THROUGH HIGH SCHOOL)

<b>SYMPTOMS</b>	<b>INTERVENTION</b>
Detachment, shame and guilt, similar to adult response	Encourage discussion of the event, feelings about it, and realistic expectations about what could have been done.
Self-consciousness about fears, sense of vulnerability and other emotional responses, fear of being	Help them understand the adult nature of these feelings; encourage peer understanding and support.
Post-traumatic acting out behavior, drug use, delinquent behavior, sexual acting out	Help them understand the acting-out behavior as an effort to numb their responses, or to voice their anger over the event.
Life-threatening reenactment; self-destructive or accident-prone behavior	Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence.
Abrupt shift in interpersonal relationships	Discuss the expected strain on relationships with family and peers.
Desires and plans to take revenge	Elicit their actual plans for revenge; address the realistic consequences of these actions; encourage constructive alternatives to lessen the traumatic sense of helplessness.
Radical changes in life attitudes which can influence identity formation	Link attitude changes to the event's impact.
Premature entrance into adulthood, or reluctance to leave home	Encourage postponement of radical decisions in order to work through their responses to the event and to grieve.

## *Crisis Response/Community Resources*

Agency	Address	Phone	Services
Abundant Life Christian	317 Blanding Blvd., OP 32073	298-3448	Free Food & Clothes, Sat. 10 am – Noon
Agape House First Baptist Church	2645 Blanding Blvd. Middleburg, FL 32068	282-5289	Free Food & Clothes, Mon. – Fri., 1 – 3 pm Middleburg area residents, ID required
Children's Medical Services – Programs for children with special health care needs – Call 360-7070. <a href="http://www.cms-kids.org">www.cms-kids.org</a>			
Clay Behavioral Health Center	3292 County Rd. 220 Middleburg, FL 32068	291-5561	Mental health, substance abuse services, parenting, Insurance/Medicaid/sliding scale
Clay Co. Health Dept. 1305 Idlewild Ave. GCS, PO Box 578, 32043	Medical Services, We Care Prog. Healthy Start & Healthy Families <a href="http://www.floridahealth.gov/chdclay">www.floridahealth.gov/chdclay</a>	529-2800 529-2874	Intake, Info & referral, Benefits app assist. Medical services, Uninsured, Low Income Primary Care Clinic – Call for appointment
Clay Co. Health Dept. Bear Run Clinic	3229 Bear Run Blvd., Bldg. A Orange Park, FL 32065	272-3177 529-2800	Public health services, primary care, immunizations, Medicaid/sliding fees
Clay County Sheriff's Office	Main Phone Line - 264-6512, 284-7575 Orange Park – 213-6600, Middleburg – 213-6120		Crime prevention, safety, and law Enforcement services
Clothes Closet and Food Pantry	1010 Fromhart St. Orange Park, FL 32073	264-5239	Clothing, households goods (Clay County) Food (Orange Pk, Fleming Island, SR 220 to Knight Boxx) Referral required.
Community Connections	1279 Kingsley Ave., # 117, OP	579-3711	Transitional Housing (Jax – 354-6681)
Community Hospice NE	728 Blanding Blvd., OP, FL 32065	654-8374	End of Life/Grief -Ped's,Caregiver,Veterans
DCF – NE FL Region	6720 Arlington Expressway, Jax	723-2000	Varied Services: adults, children/ families
Faith Baptist Church	4330 County Rd. 15A, GCS, FL	302-3883	Food, Fridays -10 am –1 pm, Clay & pic ID
Fleet and Family Support Center	Building 554, PO Box 136 Naval Air Station, Jacksonville, FL	542-2766 Ext. 127	Military families: counseling, parenting, job search facilities, financial counseling, etc.
Food Pantry of GCS	1107 Martin Luther King, GCS, FL	284-0814	Food, Referral & Picture ID required
GCS Neighborhood	501 Palmetto Avenue		Info & Referral, Walk-in, Job search
Good Samaritan	3813 Old Jennings Rd. Middleburg	406-5660	Food – Every last Sat. of month, 10am -
Haven Hospice	745 Blanding Blvd., Orange Park	213-2639	End of Life care, assistance, Grief
Heart for Homeless	Homeless Men: Food, clothing, tents, supplies, help		222-4796 or Highpoint Church - 272-7949
KidCare Insurance (Healthy Kids, Medicaid, MediKids, Children's Medical Services) 888-540-5437 <a href="http://www.floridakidcare.org">www.floridakidcare.org</a>			
Lake Area Ministries	131 Commercial Cr, Keystone Hts	352-473-2846	Food Pantry
Mental Health Resource Center	11820 Beach Blvd. Jacksonville, FL 32246	642-9100	Psychiatric crisis stabilization for all ages Baker Act receiving facility for Clay youth
Mercy Support Services Call Center	1540 Business Center Dr, Suite C Fleming Island, FL 32003 <a href="http://www.themercynetwork.org">www.themercynetwork.org</a>	297-4052	Clay area info and referrals. Churches & agencies. Serves needy and homeless. Call Center open Mon-Wed-Fri- 8:30 -4:30
Middleburg United Methodist Church	3925 Main St. Middleburg, FL	282-5589	Clothing, Food Bridge – Thur. 10 – 12 Bread Only Giveaway – Sat. 10 – 12
Or. Cove SDA Church	4501 Hwy 17 South, Fleming Isl.	269-2607	Food Pantry: Wed. 4 – 6:00 & Fri. 4 - 5 pm
Quality Life Center	179 Wells Road Orange Park, FL 32073	398-2020	Child (ages 5+), Adult Mental Health Care Medicine Mgt. Medicaid,Kid Care,Insurance
Quigley House	PO Box 142, Orange Park, FL,32067 (Clay domestic violence shelter)	284-0061 800-339-5017	Domestic violence, sexual assault crisis intervention, shelter, counseling, etc.
Salvation Army	2795 County Rd. 220,Middleburg	276-6677	Food, Limited financial help, social services
Youth Crisis Center 3015 Parental Home, Jax	Runaway shelter in Jacksonville Touchstone Village (ages 15 – 21)	725-6662 877-720-0007	Crisis intervention, counseling Youth (age 10+) & parents, no fees.