Teacher To Go Packets

Classroom Presentation Guide

• Behaviors

At Risk List

• Behaviors

Sign in Sign out Sheets

Traumatic Event Crisis Intervention Plan At Risk List

Person Considered At Risk (Identify Referral Source)	Reason For Referral (Provide Behavioral/Emotional Description)	Action Taken (Note Final Disposition)

Referral Behaviors

Refer students who:

- 1. Witnessed the incident or are a close friend of the victim.
- 2. Display unusually disruptive behavior.
- 3. Appear confused or disoriented.
- 4. Make threats to harm others.
- 5. Verbalize thoughts of suicide.
- 6. Cry uncontrollably.
- 7. Behave in a way that appears unusual/inappropriate at the time.
- 8. Repeatedly ask questions you cannot answer.
- 9. Are preoccupied with knowing all the details of the incident.
- 10.Indicate that they want to be with their friends or their counselor.
- 11.Know the victim yet appear detached, numb, or indifferent.
- 12.Talk about having nightmares, not being able to eat or sleep, feeling jittery, confused, unable to concentrate.
- 13. Have a history of emotional disturbance.

Traumatic Event Crisis Intervention Plan

Sign In & Sign Out

Teacher:	
Subject:_	

Date:_____ Period:_____

Student	Sign Out	Sign In	Destination
Student	Sign Out	Signin	Destination

Traumatic Event Crisis Intervention Plan

Classroom Presentation Guide

The purpose of as classroom presentation activity is to provide information, minimize unwanted student responses, normalize grief and trauma reactions, and suggest appropriate behavior. Five primary steps guide this process.

1. Introduce discussion:

As some of you may already know, ______.

This is very difficult for all of us. When something like this happens, it is hard to know what to say or how to act.

It is important however, that we spend some time talking about this incident and answer any questions that you may have.

2. Clarify the facts:

This is what we know so far ______. Have you heard anything else? If so, What have you heard? How did you find out? Did you hear anything different once you got to school?

3. Normalize common reactions:

What did you think and feel once you first heard about this? What are you thinking and feeling now?

I am not surprised that you feel this way, or have these kind of thoughts. Sometimes I feel and think this way.

It it is really bothering you, it usually helps to talk to someone about what you are thinking and feeling.

4. Identify appropriate behavior:

When you have felt upset in the past, what kinds of things have you done to help you feel better? What have you seen other people do to help them? Here are some things that I have seen other people do

Sometimes people begin to spread rumors. This is not helpful to the family or close friends. If you hear anything different from what we have talked about, please let us know and we will check it out.

5. Conclude discussion:

Are there any questions before we end? If at any time during the next several days you want to talk to someone, please let a teacher know.

Inform students of building resources that are available and tell them that they will be informed of new information.

Normal Reactions to Abnormal Events

Cognitive Symptoms

Confusion Disorientation Memory Loss Difficulty performing tasks Trouble making decisions

Behavioral Symptoms

Withdrawal Excessive humor/laughing Hyperactivity Excessive talking Prolonged silence

Physical Symptoms

Sweating Headaches Dizziness Upset stomach Shaking

Emotional Symptoms

Feeling numb/detached Guilt Anger Sadness Fear