

South Carolina Floods: Promoting Resilience and Recovery

South Carolina Association of School
Psychologists and NASP School Safety
and Crisis Committee

Crisis Defined

- Brock and DiRaddo (2012) outline
- Crisis is “extremely negative, uncontrollable, or unpredictable”
- Occurs suddenly, unexpectedly, and without warning
- Generates feelings of helplessness, powerlessness, and entrapment

PREPaRE Model Emphasis

- Physical proximity to incident
- Emotional proximity
- Internal vulnerabilities
- External vulnerabilities
- Threat perceptions
- Importance of healthy support systems

Determining How to Intervene

- All school crisis teams in affected areas need
 - Critical information about impact on homes, schools, roads, etc.
 - Are schools accessible, and functioning?
 - Knowledge about available resources for community
 - Non-profit and government agencies
 - What and when assistance is available
 - Application processes, if any

Returning to Routines Requires Planning

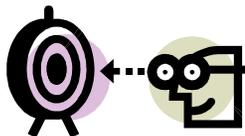
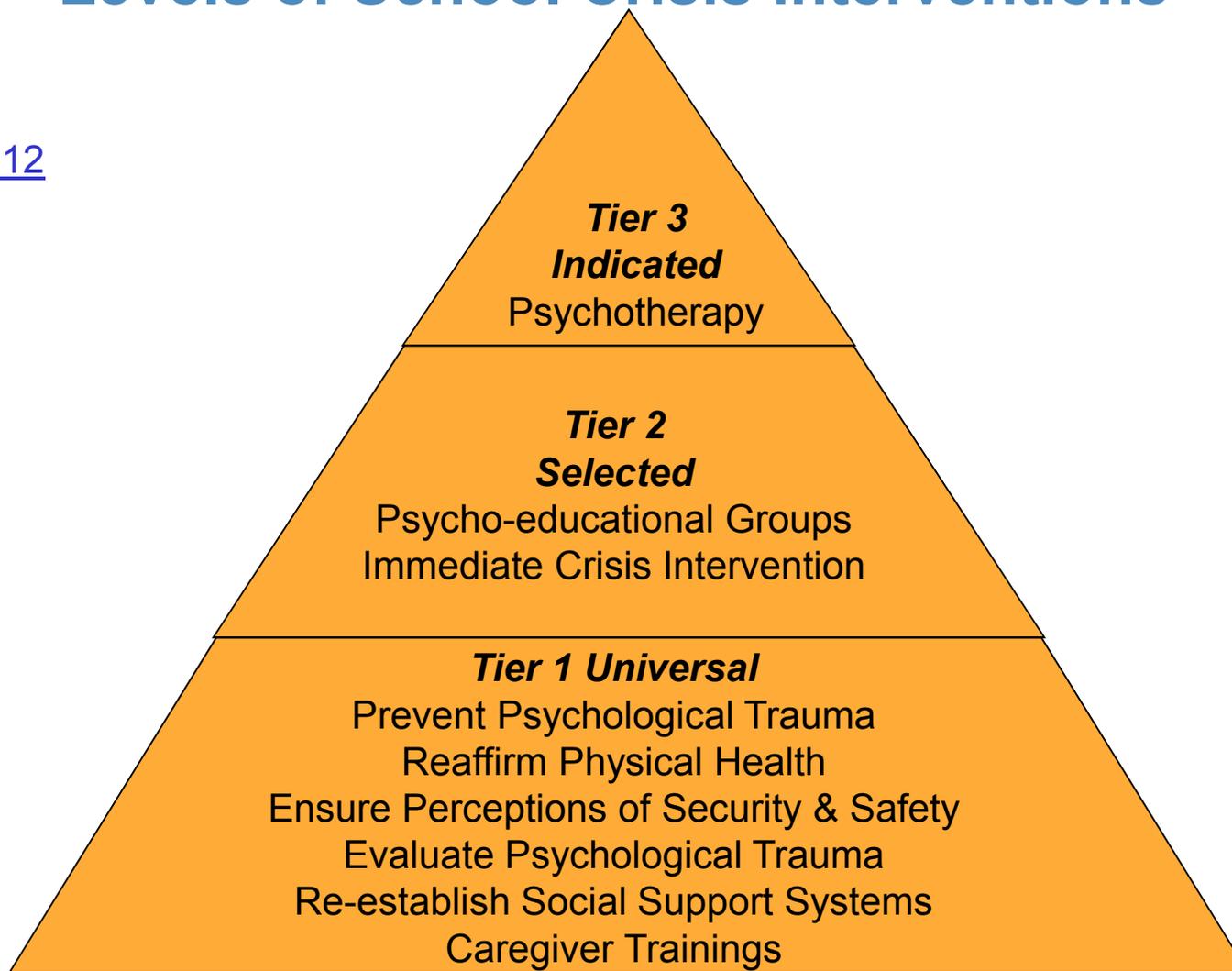
- ✓ Challenges for all facets of school infrastructure, from transportation to teaching
- ✓ Challenges for employees in getting to work
- ✓ If impacted personally, importance of time to make calls and get assistance
- ✓ Locating students who have not returned
- ✓ Balancing academic demands with highly impactful event

Crisis Incidents Affect People Differently: Assessment Needed

- ✓ How do people (adults and children) typically cope?
- ✓ How supportive is the community?
- ✓ Interventions may be needed universally to ensure that all have access to critical information
- ✓ School teams need community partners to ensure that larger issues (e.g. community safety) are addressed

Levels of School Crisis interventions

See [Handout 12](#)



Workshop Objective: Participants will be able to match psychological trauma risk to a range of appropriate crisis interventions.

Practical Methods of Outreach

- Sharing Handouts-NASP and SCASP
- Information Sessions for Staff, Parents, Administrators, Mental Health Professionals, Volunteers
- Peer Support
- NASP Community for South Carolina
- www.scaspweb.org School Safety and Mental Health Page and Social Media

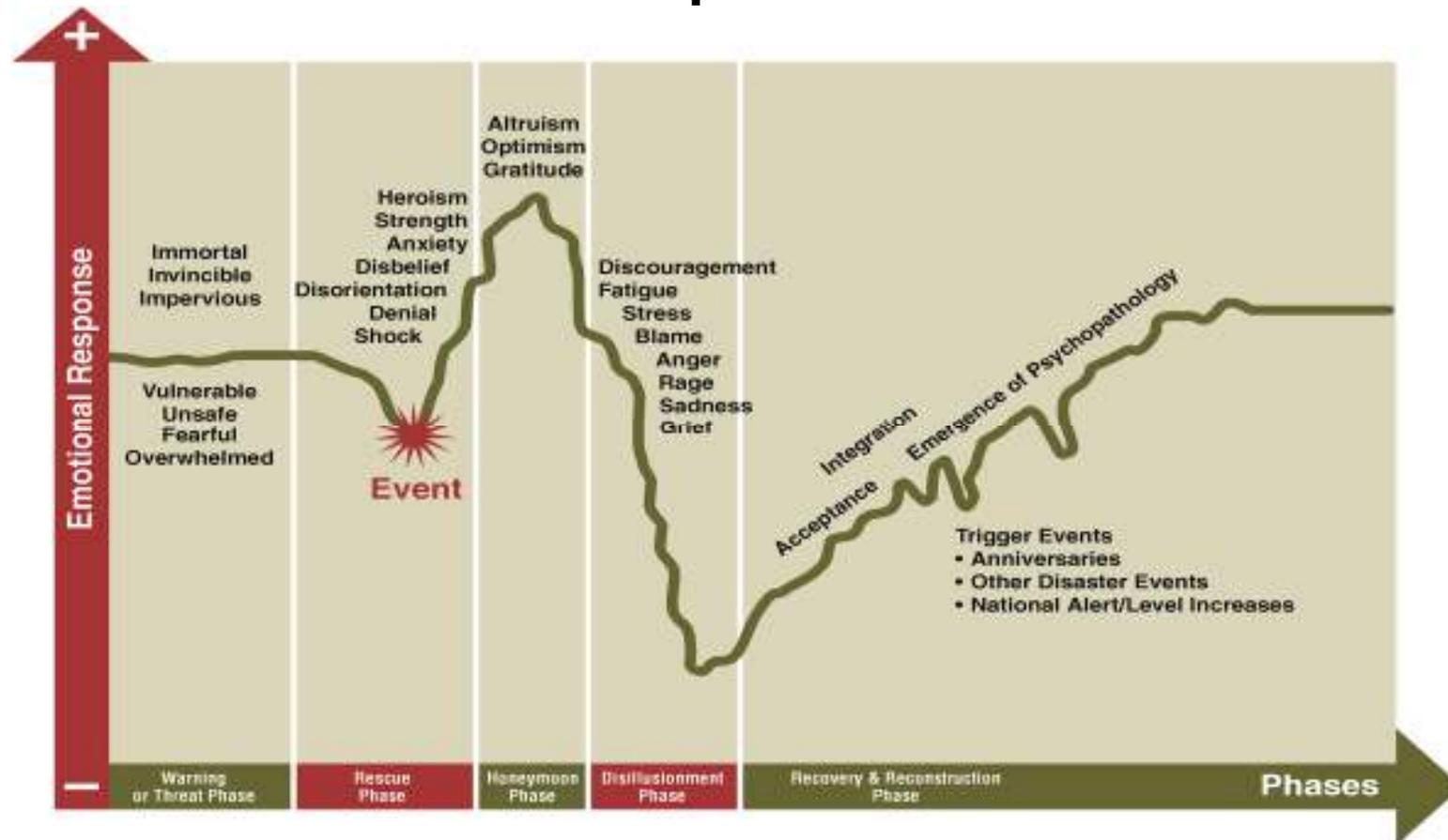
Helping Teachers Know What to Say

- Maintain typical routine
- Create an environment for kids to share (e.g., Class Meeting, individual talks for those who prefer privacy)
- In a group of children with mixed experiences, if traumatic experiences are shared, contain the level of detail and refer to a more private time to talk and utilize referral system for more help
- Adjust deadlines and expectations of workload
- If you see a change in behavior, make sure a follow-up from a helping professional happens EVERY TIME
- Model and teach appropriate adaptive coping for kids (e.g., de-stress techniques, positive self-talk, seeking help when you need to talk)
- Answer student questions honestly and at a developmentally appropriate level

Referrals for Trauma Needs

- What do you have available in your Community?
 - Mental health providers
 - School-based counseling services
 - Future trauma training
 - PREPaRE Trainers in SC for consultation and guidance

Disaster Response Phases



Myers and Zunin, 1990; DHHS, 2000 & 2004; Herrmann, 2004

Importance of Self-Care

- School mental health providers, educators, parents, and others can easily become overwhelmed by a crisis incident
- Advocate for self-care mechanisms
- Model appropriate coping by:
 - Taking needed breaks
 - Reaching out to others for support
 - Taking care of physical and mental well being
 - Taking steps toward personal recovery

Resiliency

- Each person has coping skills to leverage their adjustment

Together, we will get through this