

The Crisis Team

Chapter 1 outlines the structure of the crisis team, contact information, and responsibilities of each team member.

Crisis Team Structure

Introduction

The purpose of the Crisis Response Team is to evaluate crisis situations and plan intervention strategies to meet the needs of our students, staff, and community. Generally, a crisis is defined as an atypical situation which temporarily causes disruption in the school routine and is likely to cause emotional turmoil for staff and/or students. Besides a sudden death, other examples of a crisis may include: accidents causing severe injuries to staff or students, potential life-threatening situations; natural disasters (i.e. tornado); child abduction; national or local emergencies; epidemic illness; or violence.

Objectives of the Crisis Response Team Are:

- to evaluate the school related risk factors and maintain a safe environment for both students and staff.
- to meet the special needs of individual students working with parents, school staff, and community specialists such as clergy, police, etc.
- to act as a liaison with other staff members, students, parents, and the public.
- to promote continued effective instruction and to carry out established routines, rules, and regulations within the school.

Crisis Response Team Members

Name	Position	Home	Cell	Other
Marc Regier	Information Chair	402-723-4346	402-694-1276	402-366-7659
Micah Sundberg	School Counselor		402-720-3144	
Jennifer Buller	Support		402-366-8631	
Hillary Veerhusen	Support		928-925-4750	
Ben Lindsay	Support		402-6496786	

School Administration

Name	Position	Home	Cell	Other
Brad Best	Superintendent	402-723-4434	402-641-5073	402-360-0592
Dana Reinke	Elem. Principal		308-520-0303	
Tim Carr	H. S. Principal	402-723-4286	402-363-9219	402-363-2781

Additional Counselors

Name	Position	Home	Cell	Other
Don Belau	Doane College	402-759-4574	402-759-0573	402-759-8053
Sandy Kroeker	Counselor	402-723-5883	402-363-9811	402-723-4883
Debra Thimsen-Villa	Counselor		402-984-4508	

Additional Contacts

Name	Position	Home	Cell	Other
John Prusia	Henderson Police		402-362-9268	402-723-4811
County Sheriff				402-362-4927
State Patrol				402-471-4545
Blue Valley Behavioral Health	Counselors	402-362-6128		
Fillmore County Health	Counselors	402-759-3167		
Emergency Crisis Hotline				877-409-6600
Metz Mortuary				402-723-4942
Higby Mortuary				402-694-2199
Shelly Amack	Head Nurse	402-723-4669	402-631-7286	402-723-4512
Julie Howe	American Red Cross			402-646-2150

Crisis Team Responsibilities

Administrative Liaison

- Work with superintendent, principal, and Crisis Team Information Chair for release of information to the student body, teachers, general public, or media.
 - Check with administrators, secretaries, and teachers regarding their roles.
 - Handle unforeseen questions, requests, or issues that arise.
 - Work with local authorities regarding actions to take and make decisions accordingly.
 - Assist with counseling duties when able.
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Information Chair

- Insure that the superintendent and principal are aware of facts regarding the crisis.
- Communicate with local authorities, hospital, funeral director to gather latest information.
- Communicate factual information to Administrative Liaison, Crisis Team members, teaching staff, and students.
- Arrange for Crisis Team Member(s) to serve as “greeter(s)” to control the main entrance and direct visitors.
- Assist with counseling duties when able.

Information Distribution

- Prepare and see to the distribution of the “Letter to Parents” and “Announcement to Students” - consult with information chair & building principal prior to any distribution.
- Prepare the classroom information, material packets, pamphlets, etc. to be distributed to teachers at initial staff meeting or to be included in mailings to parents.
- Assist with counseling duties when able.

Support Members

Work with affected building counselor to:

- Be available to meet with individual students or groups of students.
- Serve as a “greeter” to monitor main entrance and direct visitors.
- Have representatives present at initial staff meetings.
- Arrange for someone to follow the student’s schedule.
- Arrange for personal visit to parents with belongings.
- Contact funeral director and ask how member presence may help with students.
- Visit sites where students may gather, including: hospital, accident site, funeral home, churches, gravesite.
- Assist in notification of parents of distraught students, other schools - including schools previously attended.

Off-Site Evacuation Responsibilities

Off-Site Evacuation Responsibilities

For the safety of our students, evacuation site locations are to be kept confidential!

In the case of an off-site evacuation, the following sites and duties will be utilized:

- Students will evacuate to ***** or bused to ***** if time permits in inclement weather.

Reminders:

- Take handheld radio, crisis ID tag, and classroom emergency packets.
- Refer all media requests to the superintendent's office.
- Administrative liaison will contact the police department in an evacuation.

Administrative Liaison From Crisis Team

- Contact law enforcement to have an officer at alternate site.
- Check with administrators, secretaries, and teachers regarding their roles.
- Assign roles of Crisis Team members as necessary.
- Work with superintendent and principal to assemble information to be released to the student body, teachers, general public, or media.
- Handle unforeseen questions, requests, or issues that arise.

Office Secretary

Remove and transport:

- crisis binder, including student contact information.
 - student medication box(es), including those that are refrigerated.
 - AED device, if available.
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Superintendent

- Work with Crisis Team Administrative Liaison in gathering and releasing information.
- Contact and coordinate bus transportation, if necessary.

Principal of Affected Building

- Assist in the moving of students to alternate site.
- Maintain order at the alternate location, particularly at “pick up” desk.

Gate-Keeper at Alternate Site - Counselor(S)

- Using student contact information and “sign-out sheets”, regulate that students leave site only with their parents or emergency contact.

Other Crisis Team Members

- Work with teachers and students to maintain calm and order.
- Review list of students who may be in need of medication.

- Identify and alert Emergency Response Team members at the location.
- Serve as a “greeter” at the main entrance to help screen visitors, direct parents, and maintain order.

Emergency Codes



Chapter 2 contains the emergency codes and protocols for various situations.

Standard Response Protocol



Hold is followed by the Directive: "In Your Room or Area" and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard people within the building.



Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location, and is used to move people from one location to a different location in or out of the building.



Shelter State the Hazard and Safety Strategy for group and self protection.

Faculty Roles in a Crisis

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Chapter 3 outlines specific responsibilities for each faculty member outside of the crisis team.

This list includes the superintendent, principals, office staff, and teachers.

Principal of Affected Building

Key Items

- Gather facts on the crisis - consult with Crisis Team Information Chair
- Turn off all televisions and radios
- Adhere to school policy on student use of cell phones
- Communicate with:
 - Superintendent
 - Crisis Team Information Chair
 - Crisis Team Administrative Liaison
 - Staff through calling tree
 - Ministerial Association
- Call Staff Meeting @ _____ to distribute information
- Coordinate with Crisis Team to distribute announcements and letters

- Make sure everyone refers questions to the superintendent
- Arrange for staff debriefing after school
- Arrange for substitutes that may be needed

Other Items for Principal

- Extra secretarial help
- District support personnel - classified staff
- Pull cumulative folder & have information available to crisis team
- Stop notifications on student's activities (reports, testing, attendance, lunch balances) from being sent to parents
- Rearrange classes, programs, etc., if necessary
- Refer names of faculty and staff in need of counseling to Crisis Team
- Be visible for students and staff
- Check on well being of Crisis Team members
- Check on arrangements for follow-up help counseling, post-crisis

Office Staff

Secretary to the Principal's Role

- Do not release any personal information, including yearbook photos.
- Complete the contacting of all classified staff members.
- Stop notifications on student's activities (reports, testing, attendance) from being sent to parents.
- Insure that all visitors to the building sign in and receive a name tag.
- Refer all requests for information to the Superintendent or his/her secretary - see example phone statement:
- "Hello, Heartland Community Schools. How may I help you?" (identify the caller- if concerning crisis then...) "Questions concerning _____ are referred to the superintendent's office. (Transfer call if necessary) Thank you for your concern."
- Allow no student that is distraught to leave school without a parent escort - they may not leave by themselves.
- Keep track of all specific information related to funeral, memorials, flower arrangements, cars, etc.

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- Continue to keep business to as close to a "normal" routine as possible.
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Superintendent's Role

The main role of the superintendent is to serve as the only source of information to the general public and media regarding a crisis.

- Develop a media statement in cooperation with Crisis Team Administrative Liaison.
 - Set geographic and time limitations for the media's presence and prepare a media information sheet that may be distributed regarding these items.
 - Contact media before they contact school.
 - Stress positive actions taken by the school.
 - Never refuse to speak to the media.
 - Do not disclaim responsibility until all facts are known.
 - Communicate with school board members.
 - Keep staff (outside of the crisis team) informed through one spokesperson - the principal.
 - Announce any policy or procedural changes made once the incident has passed.
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Guidance Counselor

- Along with a crisis team member, remove personal items from lockers and save for parents.
- Contact outside resource counselors, if necessary.
- Arrange for areas to be used for conducting counseling sessions.
- Identify school staff who were close to the deceased student and may need extra support.
- Begin list of "high risk" students who will need extra support, such as close friends, siblings (K-12), neighbors, other students already in "high stress".
- Coordinate the counseling activities based upon two counts of students who need services. The first count occurs at the time of the announcement and the second count occurs several hours later.
- Cancel previously scheduled activities for the day including club meetings and testing.
- Identify absent students who may be "at-risk" and inform parents of your concern.
- Arrange for contacting parents of distraught students. Release students only through the office and with parental escort. Let them know that you expect them to be in school the next day. Follow-up with a phone call.

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- Anticipate your role in the funeral/memorial service. Provide location for students to go after services.
 - At the end of the first day, update list of “ high risk” students.
 - At the end of the first week, review list and determine those who may be in need of professional services.

Teacher Roles

Key Items

- If a student is very distraught, have them escorted to the designated crisis support meeting rooms, immediately.
- Do not send a large number of students to the counselor, but discuss the death in class or notify the office so that a counselor may address the entire class.
- Be aware of and sensitive to the behavior exhibited by students in mourning.
- Be visible in the hallways and the cafeteria, etc. whenever you can.

Teacher's Role in a Crisis

- Turn off all televisions and radios.
- Adhere to school policy on student use of cell phones.
- Read the prepared announcement of the event to the class.
- Lead class discussions.
- Notify office of number of students in need of support.
- Remove very distraught students from class by having them escorted to crisis support rooms.
- Implement activities to reduce the impact of the trauma - the crisis team will distribute possible classroom activities to teachers.
- Structure and shorten assignments.
- Try to maintain day to day "normality" as much as possible without being neglectful of student feelings.
- Postpone testing.
- Discuss with and prepare students for funeral attendance.
- Be visible between classes and during your plan time.
- Check rest rooms occasionally to see if students are alone.

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- Refer all questions by the media to the Superintendent's office.
 - Debriefing for staff at _____ p.m. in room _____.

Recommendations for Faculty Members

When a tragedy occurs, the first responsibility a teacher faces is announcing it to the class. She must choose the format best suited to the age level and cohesiveness of the students. Would a group sitting on the floor help to contain the reactions and promote intimacy and support? Would it be better to bring those students who are expected to be especially reactive to a place where they can be assisted more easily without unduly upsetting the other students? Would it feel better having another staff member present while the announcement is made? It often puts a teacher more at ease if she writes or practices with a co-worker, in advance, the message she plans to deliver.

Reactions Teachers Can Expect

Certain reactions can be expected from children in different grades. A crisis will generally not have a great impact on a child in the primary grades unless the child was very close to the person who died or was present when the incident happened. The issue should be discussed but there is no need to dwell on it. Children this age will, however, react with fear to certain situ-

ation, such as someone's parent dying-because the death triggers the fear of their own parents dying. If a child in the class dies of a serious illness such as leukemia, the students must be reassured that leukemia is not contagious. If a violent act has taken the life of a child, the safety and security of the students must be accentuated to reduce their fear of a similar violent act taking their lives. In the case of the child who was found murdered in a neighboring lot, the school followed up with a series of "Officer Friendly" talks on safety.

Junior high and middle school-age children are easily caught up in the sensationalizing of an event. They react with intense exhibitions of emotion or defiant humor to prove how unaffected they are. Students this age are already on an emotional roller coaster and anger will be the predominant emotion. Teachers should expect this as a normal phase of the grief cycle and be prepared with constructive activities to deal with it. The classroom teacher is in an ideal position to prevent a child from entering the disciplinary cycle as a result of this angry reaction to trauma. Seeing the beginning of the anger phase should signal the teacher to direct that student into an activity or a visit to a counselor before disciplinary action becomes necessary.

Although teenagers understand the reality of death, they believe it claims only old people. When this belief is shattered by the death of a student close to their own age, teenagers undergo a real "mortality crisis". It is the teenager's healthy or unhealthy response to this "mortality crisis" which determines, above all, their response to a tragedy. When addressing teenagers about a tragic incident, it is extremely important to discuss the issues centering around mortality: how people bring meaning to life, why death strikes young people, what happens

after death, and how people rebuild personal foundations after a tragedy. In this way each young person has an opportunity to begin reconstructing a sense of life's meaning to regain emotional equilibrium.

Class Discussions

Faculty members are encouraged to hold class discussions about a tragic incident when it occurs. The conversation can begin with students sharing memories of the last time they saw the victim alive. This discussion can focus on the good qualities exhibited by the student and on the good times experienced with him/her. It should also emphasize the importance of that student's life and how to cope with the sadness and anger felt from the death. Any student reporting a conflict or a negative situation involving a relationship to the deceased will have a more difficult time coming to terms with the loss. That student should be discreetly encouraged to seek counseling the same day since there may be an experience of guilt that could be devastating. Teachers must also remain alert to any students exhibiting distress or withdrawing into significant silence during the discussion, since they may also need counseling.

Throughout the discussion period the teacher can identify the children who were close to the student involved in the crisis and others who may need counseling, any students undergoing severe distress should be escorted to counseling by another stu-

dent or an aide. The teacher, after determining how many other students are interested in counseling, should inform the Guidance office or the front office and later can direct the student to the correct location and time slot.

Other Traumas That May Surface

Students often experience emotional upheavals in their lives that the school is unaware of either because the students are wary of sharing the problems with adult teachers or because they may be protecting their families. A crisis can be used to identify and refer these students for counseling follow-up. In their class discussions, the teachers might ask, "How many of you have had deaths in your families? And since many losses feel like a death when they happen, how many of you have had some serious losses, perhaps a divorce, an illness in the family, moving, or changing schools frequently?" By discussing and sharing what helped them most when they had a loss in their lives, children can learn from their own experience how to console each other.

After one such class discussion over the death of a classmate, Mary, a quiet young student in the eighth grade, spoke to her teacher after the class was dismissed. She explained that her parents were divorcing and that her father was not allowed in the home. Since Mary baby-sits her younger brother after school she was expected to keep her father out by calling the police. Caught in the middle, Mary was distressed and unable to do well in school. The guidance counselor immediately helped Mary cope with this emotional burden by relieving her of

responsibility for her parents' actions. Within a short time the issue at home was resolved, Mary continued with counseling, and a few weeks later was again doing well in school.

Grief Resources

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Chapter 4 contains information on how to work with students that are grieving.

The end of the chapter includes many classroom activities that may be utilized by school personnel to work with individual students or large groups.

Working With Grieving Students

Young People and Grief

The grieving process is a normal, natural, and healing result of loss; and pain is to be expected. Young people of all ages exhibit grief and reactions. Guilt, anxiety, anger, fears and sadness may be universal, and the expressions of these emotions may vary from day to day. Helping a young person and yourself through this difficult time may often feel overwhelming; however, knowledge of common reactions to loss may help you recognize behavior for what it is--grieving.

Possible Grief Reactions

- Anger
- Aggression/acting out: starting fights, outbursts of temper, drop in grades, change of peer affiliation
- Explosive emotions: Gentle tears, wrenching sobs, extremes in behavior

- Physiological changes: fatigue, trouble sleeping, lack of appetite, headaches, stomach pains
- Idealization of the deceased
- Sadness/emptiness/withdrawal: overwhelmed by feelings of loss when realizes person is not coming back; feels extremely vulnerable
- Guilt/self-blame: “If only...” “Why didn’t I ...” feels responsible for the loss; seeks self-punishment
- Disorganization: restless, unable to concentrate, uncontrollable tears, difficulty focusing
- Relief: natural feeling after long illness; can be difficult to admit; may think they are the only one relieved so they feel guilty
- Lack of feelings: protection from pain; can be a form of numbness; may be difficult to admit and may generate guilt.

Helping the Grieving

Grief counseling is listening to feelings and conversations that grieving people have, and maybe giving a little bit of information, in answer to a question or two. However; grief counseling is mostly listening.

You do not have to say anything to a person who has just lost a loved one. People who have been through funerals have said later, "I don't remember what people said to me, but I remember how they made me feel." Many times we communicate more with a hug or touch than we can with words.

We make the assumption that grieving ends much sooner than it really does. One man said it was harder for him later on, than it was at the time of his wife's death, because later no one talked to him about it. The funeral is not the end of grief - it has hardly even started. It is from then on that we should be there as care-givers to help people.

One way of looking at grief is understanding the tasks a person must accomplish. The first is to accept the reality of the loss. Some people do not want to accept that their loved one has died, so six months later they are still setting a place at the dinner table.

The second is to experience the pain of grief. People think they can experience grief without pain, but there is bound to be pain in the severing of any relationship.

The third task is to adjust to an environment without the deceased. What we miss are all the little things that the deceased person did for us.

The last task is to withdraw emotional energy and reinvest it in something else, another activity or another relationship.

People may think grief will be painful and they may want to avoid it. They may try medication or alcohol. Any time drugs or alcohol is used at the time of grief, grieving will not be done. Grief can be delayed, but it can never be denied.

It is best to face grief head-on and take it one day at a time. You can face grief now or later. Either time it is tough, but it is a lot tougher later.

Recommendations for Helping Someone Grieve

- We can provide a safe and nurturing environment for these needs. They will look to friends, parents, clergy and the school to provide direction for their healing.
- Use the terms "died/dead/death" rather than phrases like "passed away" or "taken from us." Give an honest explanation for the person's death avoiding clichés or easy answers. Straightforward, gentle use of the words helps a person confront the reality of the death.
- Explain and accept that everyone has different reactions to death at different times. The reaction might not hit until the funeral or weeks later.

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- Reassure the young person that his/her grief feelings are normal. There is no “right” way to react to a loss. Give permission to cry. Let them know it’s OK not to cry if the young person does not typically react in that way.
 - Permit or encourage the young person to talk about the person who has died. Both at the moment of loss, but especially after the funeral, this is a vital part of the healing process. Often we want to protect the first step of acceptance and of healing.
 - Do not attempt to minimize the loss or take the pain away . Phrases like “Don’t worry, it will be OK. “He had a good life,” or “He is out of pain: are not helpful. Grief is painful. There must be pain before there can be acceptance and healing. It is very difficult to do, but most helpful to acknowledge the person’s pain and permit them to live with it without trying to take it away or make it “better.”
 - Encourage the young person to talk about their feelings. Encourage communication first in family, but also be aware of other support people such as clergy, trusted adult friends, trusted peers.
 - LISTEN. Listen with your heart. Listening to the feelings of the young person is most important. Listen through the silences. Your just being there, showing you care by our listening is more important than knowing what to say or even saying anything at all.
 - Help the young person decide about attending the funeral. The funeral can be a way to say goodbye, but abide by the

young person’s wishes and express understanding if he/she chooses not to go.

A GRIEVING PERSON NEEDS:

- To cry
- To be held
- To talk
- To be listened to
- To feel caring around them, to be with people they care about
- To understand how others may react
- To have all questions answered truthfully

Ways To Help Students in the Classroom

Class time should be used for the students to generate activities and projects that will console the family or commemorate the deceased. Involvement in a positive activity helps direct and contain the emotions. It also provides a mechanism for children to relieve themselves of any guilt and much of the anger induced by the incident.

Because short term memory and recent learning is impaired when a traumatic event occurs, testing should be suspended for at least a few days. To help release some of the emotions in a productive way, adapt the curriculum to include activities related to the incident. It is not often the opportunity arises to help so many students increase their coping skills, and pertinent classroom activities can be the best source of expanding each student's repertoire of these skills.

English, art and physical education offer natural arenas for such expression. In English, the students can write a eulogy, a memorial passage, or perhaps a story about the student. The art classes can create remembrances in the form of banners, individual drawings, a class drawing, cards and the creation or selection of musical pieces for the memorial service. The construction class can build a memorial, such as a fitness par course for an athlete who died. Civic classes can take on the issue surrounding the incident a societal problem to solve. Controversial issues can be debated. All of the activities and the many more that can be created by talented teachers will help the student to express themselves emotionally. Resolving any personal conflicts and contributing positively during a time of

crisis reduce divisiveness within the school and thereby contribute to a more cohesive school community.

Assignments in the Aftermath of Trauma

In the two weeks following a tragedy assignments should be more structured and shortened for those students who are especially affected. For instance, if the class is assigned ten problems, a grieving child may not be able to stay on task and finish. The child should be told to write the first problem and then show it to the teacher after it is completed. The remaining nine problems should be assigned in the same manner, one at a time. An older student with a report due can be helped by breaking down the assignment into components. On Tuesday, for example, the books for the report can be selected and approved. In the following week, the outline could be prepared and shown to the teacher. This step-by-step procedure could continue until the student is able to hand in a completed report. In this way the student would not get lost in a myriad of overwhelming emotions.

Handling Personal Grief in Class

In listening to the students on the day of a tragedy, a teacher may also feel tears begin to flow and experience a tightening of the throat. There is no need to hide this reaction. Students can accept the humanity of the faculty and doing so gives them permission to release some of their own emotions without embarrassment. A teacher tells the following story:

When I was five years old and in kindergarten, my teacher's mother died. The teacher was absent for a few days but we did not know why. When she returned, she explained that her mother had died. She also said that she might be upset now and then but we were told not to worry. In the following weeks there were a few times when tears began to well up in her eyes. When this happened, she would go to the piano and begin to play. We sat around her and sang or listened. All of us felt comforted in the way she handled her grief and could easily understand that she would be sad because her mother died. We loved that teacher and the class was not distressed by her sadness because she was not distressed by it.

Classroom Activities

The following activities are suggestions for the classroom teacher and others who may be working with students who are grieving.

General Ideas for Activities:

- Writing a eulogy
- Designing a yearbook page commemorating the deceased
- Honoring the deceased by collecting memorabilia for the trophy cabinet
- Writing stories about the victim or the incident
- Drawing pictures of the incident
- Debating controversial issues
- Investigating laws governing similar incidents
- Creating a sculpture
- Creating a class banner in memoriam
- Building a fitness course, a sign for the school, or a bulletin board in memory.
- Discussing ways to cope with traumatic situations
- Discussing the stages of grief
- Conducting a mock trial if laws were broken
- Starting a new school activity such as a SADD unit if a child was killed by a drunk driver

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- Encouraging students to keep a journal of events and of their reactions, especially in an ongoing situation
 - Placing a collection box in the class for notes to the family
 - Urging students to write the things they wish they could have said to the deceased
 - Practicing and composing a song in memory of the deceased
 - Discussing alternatives for coping with depression, if suicide is involved
 - Analyzing why people take drugs and suggesting ways to help abusers, if substance abuse related
 - Writing a reaction paper
 - Writing a "where I was when it happened" report
 - Discussing historical precedents about issues related to crisis
 - Reading to the class
 - Encouraging mutual support .
 - Discussing and preparing children for funeral (what to expect, people's reactions, what to do, what to say)
 - Directing energy to creative pursuits, physical exercise, or verbal expression when anger arises
 - Creating a class story relevant to the issue

Release Anger in Constructive Way

Physical Student

- run around the classroom, the gymnasium, or the building during P .E.
- swim laps
- arm wrestle or compete with others in acceptable ways
- pound a punching bag or pillow
- dance
- hit a baseball/tennis ball, fantasizing a face on the ball

Sedentary or Creative Student

- finger paint
- knead clay for pottery
- hammer
- build something
- write letters that will never be sent
- compose songs
- write poetry

Verbal Student

- talk to someone
- create stories on tape recorder
- scream in a good place (alone, on the playground, in a closet, driving
- alone, in the shower, etc.)
- talk out loud as if the person were there
- write letters that are never sent and reread them
- sing with gusto

Loss Questionnaire

1. Identify a loss in your life.
2. How did you feel afterwards? (circle one)
Angry Okay
Frightened Shocked
Guilty Sad
Confused
3. What helped you feel better?
4. What did people say or do that hurt or did not help?
5. To whom did you turn?
6. Would you like to talk to someone about this now?

To Provide Needed Structure

THINGS I NEED TO DO:

Schoolwork: Due by: Steps to Take:

Chores at Home: Due by: Steps to Take:

For Others: When: Steps to Take:

Things for Myself:
Take:

When:

Steps to

Replacing a Bad Memory with a Good One

This exercise is often used following the death of someone close to the student. Have the student relax and then follow with:

- Describe the image you see. [Have the student describe to you the traumatic image.] Now imagine that scene on a stage, and the curtain is closing on the scene. [Proceed slowly]
- Remember now a happy time with _____. Describe in detail what you see. [Have the student describe to you the imagined scene and ask how warm or cool the environment is, how it feels, how it smells, and he/she feels.] Now keep this memory with you and every time you want to bring it back as clear as it is right now, you can do that. Open your eyes when you are ready.
- Instruct the student to replace the old image with the new happy image every time the traumatic image occurs. At first the student will have to struggle a little to keep the old image away but this can be accomplished by repeating the exercise. After a while it will be easier to replace and eventually the good image is the one that will be remembered.

To Help Leave Mourning Behind

- Give the student permission to cease the mourning period
- Help the student choose a ritual of good-bye
- Remind the student that a relationship never ends
- Explore with the student what has been learned or can be learned from the life of the deceased .
- Help the student plan how to make that memory a part of his/her own life.
- Encourage a reinvestment in new or forgotten activities.

To Interrupt Suicidal Thinking

A suicide is not an impulsive act. A long time is needed to take action on suicidal thinking because the person is ambivalent about choosing life or death. It is important to emphasize life to the suicidal person and thus stop the ambivalence.

To strengthen the choice for life, ask the student:

- "Tell me about the place in you that wants to live. How big is it? Is it bruised? Can it heal? Tell me more about the part of you that wants to live?"
- "What will happen if you die? To you? To others?" (Look for magical thinking here and challenge unrealistic ideas.)

Offer practical assistance to problem-solving:

- help the child to list his problems with you
- you write them down
- discuss and write down solutions to the problems (usually only two or three are unsolvable)
- if a call needs to be made, you make the call. If tutoring needs to be set up, you set it up (this is a time to unburden a student, not teach responsibility)
- when you reach the problems which cannot be solved (living in an alcoholic family, for example), explore coping skills and set up a program for the child to strengthen those skills.

When a suicide is imminent:

- do not leave the student alone
- get professional help
- tap into the desire to live (do not stop talking even if you repeat important messages-you do not want to give the message that you also ran out of things to do. Realize that a person on the brink of suicide hears only isolated words and phrases).
- challenge magical thinking
- give practical assistance

Overcoming Irrational Fears and Demands

Albert Ellis's A-B-C Exercise

This exercise needs a brief explanation before implementation. It is adapted from Albert Ellis's Rational-Emotive Therapy in which A refers to an action or event that occurs; B is the belief or self-talk (all the things we say to ourselves in evaluating how and what we are doing) we have about the event; and C is the consequential reaction, both behavioral and emotional, we have as a result of this belief.

In other words, it is not the event itself that causes the reaction but what we say to ourselves about the event. For example, several students fail a test. One student reacts with devastation, another reacts by blaming the teacher and another reacts by studying harder for the next test. It is not the test that created these reactions, but rather what the students are saying to themselves.

The student who was devastated (C) says: "I'm always so stupid, I can not learn." (B)

The student who blamed the teacher (C) says: "She doesn't like me, that's why she failed me." (B)

The student who decided to study more (C) says: "I guess I just didn't study enough; next time I will." (B)

This method especially applies to trauma reaction when a student is avoiding something as a result of the trauma, fears excessively that it may happen again or feels extreme guilt about some event.

Explore Reactions to Loss

This exercise can be done as a group activity to build cohesiveness or as an individual activity to allow each child to explore personal perceptions and feelings.

Give the students long strips of paper and have them block off even sections on this strip. Instruct the students to draw in cartoon fashion the sequence of a recent dream. Have each student share the drawing and have them all discuss the feelings they experience when looking at the drawings.

This exercise will help the students both to elicit emotional reactions to the individual real or imagined losses dreamt and to provide validation and comfort from their peers.

Explore Suppressed Feelings

Help the students to relax; have them close their eyes and request that they use their imaginations.

"Imagine yourself becoming small. You are now four feet, now three feet, now two feet, now one foot. Notice how large the furniture looks, how high a step is. Now continue shrinking until you are absolutely tiny. When you are no more than one-fourth inch, you are going to move inside yourself.

"Standing on your tongue--wet and soft and slipping into your throat-- See the inside of the throat and mouth. . . notice the teeth, the darkness, the soft tissue. . . you are going into your body now in search of where you have your feelings stored. You will know when you find it.

"Where are your feelings stored? Behind a wall? In a box? Someplace else? Notice this storage device. What does it feel like? Is it hard, soft, cool, hot? What size is it? Does it smell? Does it move?

"Can you lift it? Does it have a cover or door? Can it be opened? If you opened the wall or box or device, what would happen?

"Now ask the storage device why it is holding your feelings? How is it helping you?

"Ask again. . . Are you ready to begin to open the box or wall? Are the feelings ready to come out? It is okay for the feelings to

sleep a while longer or you can gradually let them out. It's all okay. Notice how you and your feelings are all okay.

"Now as you are ready, come back to this room and share."
When all the students are attentive, discuss their experiences.

Building Self-Image After a Loss

Discussion Questions

Say to the students: "It is very important in healing yourself to make some choices about who you are. Crucial events often present the opportunity for questions like these:

- Do I tend to blame someone else for what's wrong in my life?
- Do I try to change other people rather than change my own attitudes and actions?
- Am I willing to assume responsibility for the direction of my own life?
- Do I live in the present moment or are most of my thoughts about either the past or the future?
- Do I try to manipulate others into making my decisions for me so that I can blame them if things don't work out?
- Do I confront the crises of life or do I use alcohol, pills or other escapes to avoid facing them?
- Do I believe that whatever happens in my life-no matter how painful-I will be given the ability to cope with it?

Large Group Activities

The following activities are suggestions for the classroom teacher and others who may be working with large groups of students who are grieving.

You Can Handle a Group

If you are one of the many competent people who shy away from handling groups, you are limiting yourself and the children you serve. When you find yourself consistently choosing individual appointments, it is important to examine the assumptions you are making about yourself and the children. See if you fit any of the following:

I am afraid the group will get out of control. This is perhaps the most common fear. Underlying this fear is the assumption that two or more children may need attention at the same time. This may be true. When this happens:

- address both children by stating an issue common to both
- seat them next to each other and have them talk
- enlist the entire group's help by stating, "Who has something to say to _____ and _____ about _____?"

It is my responsibility to help all the children and I am the only one capable of doing that. When counselors are not experienced in groups, this is an easy assumption to make. However, your job as group facilitator is to help students in the group to learn how to help each other. In addition to gaining an understanding and help from others, the children need to learn they can give the same understanding and help to another individual. With even minimal encouragement, group members will help each other. This confirms the old adage, "You teach best what you most need to learn."

I like being needed and depended upon. There is no such thing as a leaderless group and the more communication occurring between people in a group, the more powerful the experience. The counselor is always the leader and as such is needed to perform the magic that happens when people understand each other. The group members still need you to be there just as in one-on-one counseling.

Everyone will be bored and nothing will happen. The very reason children are referred for counseling is because they are not handling some issue in their lives. As group leader, your responsibility is to give direction to the group. With direction, the group provides the perfect opportunity for the students to learn their group responsibilities: sharing, helping, understanding themselves and others, and taking responsibility for their own emotional well-being.

If they are bored, you name the beast by proclaiming, "I'm bored here!" Have them discuss why it is so boring and what would make it less boring.

These are just a few of the assumptions often held by counselors. It is important to identify your assumptions and then get rid of them. Any counselor who can do an effective one-on-one appointment can be a competent group leader as well.

Group work is truly the treatment of choice for these reasons:

- Loss produces a sense of isolation; groups dispel that sense.

- Shame and self-pity are common bedfellows with depression; in a group where all are experiencing a loss, self-pity is dispelled easily.
- Students seldom absolve their own guilt; forgiveness or permission to forgive oneself comes from others.
- People frequently credit the counselor with "being so understanding, she'll even accept me!" When an entire group accepts the child, the only conclusion that can be reached by the child is, "I'm OK."
- Students see adults as "able to handle anything" and it is easy to see the counselor's strength. It is much more encouraging for students to see the strength in people their own age as they discover how to cope with their tragedies.

With the structured exercise, the conceptual information you have read, and the experience you bring to your work, you will have all the tools you need to activate good groups. You must care or you wouldn't be concerned. That caring will come through and carry you through your beginning stages until you learn to trust yourself.

Conducting a Grief Support Group

Meet with the students individually. Have pre-group individualized sessions to establish the need for a group and how to benefit from one. Establish a rapport to ease misconceptions and fears. Encourage participation in the group.

Establish the size of the group. Five-member groups are the most harmonious, problem-solving groups. An acceptable size would be four to eight students. As the group increases in size, less time is available for individual problem solving.

Decide if it is a continuous or closed group. The continuous group allows students to join at almost any stage. The closed group identifies the participants and no others are allowed to join until a new group is formed.

Determine the physical setting. The room selected should have privacy and freedom from noise. A circular seating arrangement provides more eye-to-eye contact and observable, non-verbal responses. It also tends to create a less threatening atmosphere for the student.

Set the duration and frequency of the meetings. The leader would need to consider composition of the group, the needs of the individuals within the group, and limitations within the school. The recommended duration for junior and senior high sessions is approximately one hour. The counseling group should meet at least once a week and, if practical, twice a week.

Decide when to terminate the group. The leader and the majority of the group decide when they have reached a satisfactory level of coping and if they are ready to terminate the group.

First Group Meeting: A Typical Plan

- Give an introductory statement about the purpose of the group.
- Help the group to establish ground rules.
- After the group has stated its wishes, add your own if not already addressed. Some important factors are:
 - confidentiality
 - honesty
 - non judgmental acceptance of others
 - discouragement of tardiness and irregular attendance
- Inform the participants that they have the option of not participating in an activity if they feel uncomfortable.
- Do a get-acquainted activity:
- Elementary school level-ask each child to introduce himself and declare what animal he would be, if he could be, and why. (Animal can be substituted for by toy, cartoon, movie character; etc.)
- Secondary school level-"Each of you is a news reporter. The first thing I will ask you to do is choose a person you do not know. Speak to that person for two minutes and find out something that person has done or a challenging experience that person has had. Then we will pass the microphone (real

or imaginary) around and you will be the reporter interviewing your partner for the group."

GROUP DISCUSSION QUESTIONS ABOUT DEATH

Discussion Questions for Preschool/Kindergarten

- What happens when a person dies?
- Who knows what a funeral is?
- What do people do at a funeral?
- When a person dies, do you get to see him or her again?
- Can dead people hear you talk to them?

Discussion Questions for 6-8 Year Olds

- What happens when a person dies?
- Do you think a dead person gets cold in the ground?
- Where do they go?
- Do they come back?
- Is death a punishment? For whom?
- If a person wishes someone dead, can that really happen?

Discussion Questions for 9-11 Year Olds

- What happens when a person dies?
- Why do you think young people sometimes die?
- What do you think a person who has died needs?
- When a person dies, do you ever get to see him or her?
- When a person has someone they love die, what do you think is hardest for that person?
- What helps someone recover from the death of someone they love?

Discussion Questions for Teenagers

- How do you think you would react if a classmate of yours died?
- How about other reactions some students may have?
- What do you believe happens to a person after death?
- Why do you think people have difficulty talking about death?
- The question of "What does it all mean?" comes to mind, especially when a young person dies. How do we find that meaning?

Understanding Emotions After a Loss

Bring stickers, candy, inexpensive toy gadgets, and blackboard chalk.

Allow each child to take a sticker, candy or a toy, and then talk about the reason for choosing that object. (In a large group, have each tell a partner and have a few share their views with the group.)

Appoint two children to take the items away from their classmates.

Then ask for the children's reactions and add observations yourself-for example, "Suzie, you were smiling before; now you're not." or ask questions, like "Did anyone get angry?"

Tell them they can now have their stickers, candy, or toy back and this time they can keep them. Exploring their feelings helps them identify feelings and thoughts attached to a loss.

To continue the program, put a sad face on a flip chart or chalkboard:

Ask:

What face is this?

Can you remember a time when you were sad? What helped you the most?

What did your friends say to you?

“Grief”

What do you think of when you hear that word?

Some of you may not think of anything at all; some of you may think of someone who has died because when we think of grief, we think of death.

There are other examples of grief, too:

- Pain over the death of a dog or moving away and leaving your friends
- Parents separated or divorced
- The feeling of rejection when changing teachers or classrooms
- Failing at something you tried.

How many of you think you have experienced grief?

We grieve when we have experienced a loss. Do you have any other types of losses?

Grief and Emotions

Grief is really a lot of different emotions that we feel when we have had a loss. List feelings:

- Why do we feel angry? It just doesn't seem fair?
- Why do we feel guilty? It feels like it may be your fault though it rarely is.
- Why do you think you may be confused? Because a loss that is unexpected puts us in the state of shock. It doesn't seem possible that this is really happening to you. These thoughts make it difficult to concentrate.

We all know that it is normal to feel unhappy and sad but does anyone know how long a time most people still felt unhappy? How long did you feel unhappy after you had a big loss?

Why do you think we also are afraid? Perhaps that something might happen to you? Or perhaps you are afraid no one will be there to care for you? Or perhaps you are afraid to get close to anybody again?

A Special Person

Think of a special person you would go to talk to about the way you are feeling. We all need someone special we can talk to. (Discuss with them their special people.)

Discuss the Effects of Grief

Begin with Questions:

- How many of you have had someone break up with you? (loss)
- How many of you ever changed schools? (loss)
- How many of you ever lost a friend? (loss)
- How many of you ever experienced a death or a divorce in your family? (a significant loss)

Then Explain:

When a loss occurs, even an anticipated loss, people grieve. The only difference is that the intensity of the loss increases the intensity of the grief. Let's take a few minutes now to fill out a loss and grief analysis (next page) and discover how you react to a loss.

Discussion with Students:

- What was your most startling discovery?
- What bothered you most?
- Did any questions make you angry? Sad?
- To what did you have the strongest reaction?

Describe the Stages of Bereavement:

As we talk about the stages of grief, remember that anyone of us may go through these stages, even skipping some, overlapping some and returning to others. The important thing I want you to remember is that these emotions are normal and do not indicate "craziness" or "not handling it well." Because you're depressed and not thinking clearly about moving away from friends in another state is no indication you've "lost" it.

- Shock or disbelief
- It's a bad movie, not my life
- Life seems like a dream, not reality
- They are really coming back
- Numb feelings

Bomb Threat

5

Chapter 5 contains the protocol to be used if the school receives a bomb threat.

A telephone checklist is included in the materials.

Bomb Threat Procedures

Taking the Call

Upon receipt of a bomb threat, the person receiving the call will make every attempt to:

- Prolong the conversation. **DO NOT HANG UP THE PHONE.**
- Use another phone to contact authorities.
- Identify background noises and any distinguishing voice characteristics.
- Ask the caller for a description of the bomb, where it is, when it is due to explode, etc. (SEE BOMB THREAT CHECKLIST)
- The person receiving the threat will notify the principal. The principal or a representative will sound the pre-planned alarm - “We are in a Code Yellow Situation”.
- Alert the authorities: 911 from an alternate phone.

Faculty Roles

- The superintendent and principal, in consultation with the authorities, will decide whether to make a preliminary search or to evacuate the building.
- The office staff will inform the staff of a bomb threat and will give other immediate directions through a written note.
- Ask staff to make a visual inspection of their classrooms or work areas and inform them not to open cabinets, doors, or move objects. If anything is found, DO NOT TOUCH IT! The bomb can be disguised as almost anything. Try to locate anything that does not belong in the classroom.
- Check attendance and account for each student out of the room at the time of the threat. Check halls and restrooms.
- Meet with authorities and decide best plan of action for searching the building.
- If the threat is determined to be valid, initiate a Code Green situation and in the case of prolonged search or inclement weather, move to pre-established evacuation site. See off-site evacuation procedures protocol.
- If a written threat is received, protect the original message (plastic or other covering) to preserve fingerprints and other identifying marks.

Bomb Threat Call Log

Time _____

Date _____

DO NOT HANG UP THE PHONE! USE ANOTHER PHONE TO CALL AUTHORITIES!

Record the exact words used by the caller:

Ask:

What time is the bomb set to explode?

Where is the bomb?

What does the bomb look like?

Why are you doing this?

Who are you?

Evaluate the voice of the caller (circle or notes):

Man Accent Intoxicated
Woman Speech Impediment Child
Age Other

Background noises:

Music Conversation Traffic
Children Machine noise Other
Typing Airplanes

Other Observations & Notes:

Call received by _____

Intruder Situation

6

Chapter 6 contains the protocol to be used if there is an intruder in the school.

Intruder in the Building

Protocol

The first person to notice a suspicious intruder or a hostage situation will notify the principal, who will notify the authorities, upon determining the situation.

Principal or representative will sound the pre-planned alarm:

We are in Lock Down. Locks, Lights, Out of Sight.

Above alarm announced means:

- All classroom doors are to be locked.
- Keep students in the room.
- Move students to the safest area in the classroom.
- Turn off lights and close blinds or drapes.
- Ignore passing bells and fire alarms.
- Take accurate roll in order to account for any missing students.

- Remain in room until directed to leave by administration or law enforcement.
- Exit on your own only if known immediate threat is isolated near you inside the building.

Preventative Measures

Chapter 7 suggests measures that may be leveraged as preventative in regard to students entering a crisis situation.

Risk Factor Information

The best prevention measures involve education. Making people aware of the latest information surrounding indicators of possible crisis increases everyone's chances to prevent a problem. Some events are not preventable. Other crises may be, but we should be careful not to hold ourselves responsible for the poor decisions of others.

Installing a need and will for people to report any threats or concerns is the best way to anticipate problems.

Indicators of Student Depression or Suicide

ACADEMIC INDICATORS:

- Diminished school performance
- Loss of interest in activities
- Low grades in effort, though functioning at grade level
- Achievement problems

AFFECTIVE INDICATORS:

- Poor self-esteem
- Irritability
- Expressions of worthlessness or guilt
- Unpopularity, alienating friends
- Sadness, unhappiness
- Morbid preoccupations
- Diminished socialization

SOCIAL/BEHAVIORAL INDICATORS:

- Hyperactivity
- Inability to work or play alone
- Excessive activity among younger students
- Lethargy
- Aggression, lying, stealing
- Disruptive complaints
- Restlessness among older students
- Phobias and/or separation among younger students

PHYSICAL INDICATORS:

- Fatigue
- Enuresis or encopresis among younger students
- Psychomotor agitation or retardation
- Sleeping problems
- Weight loss or gain
- Changes in appetite
- Loss of energy

COGNITIVE INDICATORS:

- Expressions of suicidal thoughts
- Inability to concentrate

Sources: American Psychiatric Assn.: 1979: Herzog and Rathbun 1982:
Korup 1985: Leftkowitz and Tesiny 1986: Lewis 1981

Suicide Risk Factors

A student at risk often:

- has previously attempted suicide.
- is socially isolated.
- comes from a broken home.
- has spoken of suicide to others.
- has experienced alcohol or drug abuse.
- is a victim of domestic violence.
- has had a significant loss.
- has feelings of deep depression.

-
- has made suicidal gestures.
 - has a poor record of grades and attendance.
 - is a perfectionist with low self-esteem.
 - has a close friend who was a recent suicide.
 - is not living at home or is on their own.
 - is pre-occupied with death or dying.
 - displays sudden disruptive behaviors.
 - is withdrawn and uncommunicative.

If someone wants to talk:

- accept what is said and treat it seriously
- do not say everything will be alright
- help them explore feelings
- ask them if they are considering suicide
- help determine what needs to be done
- have them contact you again soon
- call police if it seems life threatening
- do not swear to secrecy

- do not give advice
- do not delay dealing with the person
- do not add to the person's guilt
- it is o.k. to talk about suicide
- help them recall how they used to cope
- talk openly with them about their intentions
- do not leave them alone.
- do not debate if suicide is right or wrong

Suicide Warning Signs

1. Expressing feelings of hopelessness
2. Becoming uncommunicative
3. Having explosive outbursts
4. Loss of appetite or excessive eating
5. Losing interest in an activity once considered enjoyable
6. Exhibiting loss of energy or extreme fatigue
7. Pacing relentlessly

-
8. Sleeplessness
 9. A preoccupation with the notion that nobody understands
 10. Talking about death
 11. Moodiness and sudden bursts of crying
 12. Increasing isolation from friends and family
 13. A tendency to become more active and aggressive than usual
 14. A serious drop in grades for those still in school
 15. Giving away valued possessions
 16. Increased interest in getting his/her "life in order"
 17. Talking about suicide
 18. A sudden and intense interest in religious beliefs and the after life
 19. A profound depression in response to recent loss, such as a divorce or death in the family, or a close friend moving away
 20. A previous suicide attempt.

Three important words used to describe the "typical" suicidal person:

Hopelessness: a strong predictor of a potential high risk person.

Helplessness: not only does that person view their life as hopeless, but they feel helpless to change it.

Haplessness: many people with suicide ideologies have experienced depression, abuse, death of a loved one, etc.

Characteristics of a Random Actor

To this point, school shooters have all been boys, guns were in most homes where they lived and most played "shooting" types of video games. Other than that, there is no profile for a school shooter. Almost without exception, all shooters told someone else of their plans prior to the incident. They were not taken seriously.

Encourage all students and staff to report any and all threats, initially interpreted as serious or not.

Other Information



Chapter 8 includes additional information, such as:

- * Working with the Media**
- * Information for Clergy**
- * Off-Site Evacuation Procedures & Sign Out Sheet**
- * Stages of Grief**
- * Website Resources**

Off-Site Evacuation

Off-Site Evacuation Procedures

Roles for crisis team members are found within Chapter 1.

In the event of an off-campus evacuation, crisis team members and administration will coordinate the evacuation and transportation, if necessary. All students will be moved to an alternate site and then released to parents from that location. It is of extreme importance that students not leave with others, in their own cars, or even with a parent prior to reaching the alternate site.

Once at the alternate site, attendance must be taken to ensure that all students are accounted. The form at the right will be used to sign out students to their parents from the alternate site.

Media

Working with the Media

- All information given to the press is to be handed out by the superintendent only.
- No photos, examples of work, etc. will be given to the media.
- The press will not be allowed to possess camera equipment or recording equipment on school property.
- No one, other than the superintendent, is to be interviewed by the press. This includes staff and students.
- The secretary to the superintendent will handle all inquiries for information related to the crisis.
- The superintendent will provide a media “staging area” to which all media will be directed.

Working With Clergy

Suggestions for Clergy

During crisis situations, whether it follows a death, bomb threat or a school intruder, it is imperative that the community shows their trust, support and cooperation with the school administration. People affected by the crisis or who are concerned for the well-being of their children are looking for someone to trust for leadership. They must be able to see that everyone is working toward a common goal: the welfare of the young people.

Aside from showing support for the administration, it is important to provide support and counseling to those affected by the crisis. Many times, we tend to focus only on the students. We need to keep in mind that parents, teachers, support staff, rescue personnel, administrators and clergy, themselves, need support, as well.

A clergyman's presence is symbolic of the presence of religion. During a crisis, this presence makes a strong impression. In hectic situations, the clergy is looked to for common sense guidance and wisdom as much or more than religious guidance. The clergy can play a key role in comforting and "leveling" those that may be unable to control their emotions.

Death

Being available to provide support for the logistics of organizing counseling sessions and to serve as counselors during this session would be of great assistance. It is important that all who serve as a counselor during these times understand and be consistent with the most effective ways of working with young people experiencing grief.

It is typically held that, if at all possible, the funeral is NOT to be held at the school. Religion is almost always a part of the funeral proceedings and the proceedings are best conducted in a place of religion. The funeral is a critical step in the healing process and one that makes a solid impression in the youth's minds. It is not easy for most youth to separate the funeral with school activities in the days following the funeral. This is difficult to do if the funeral is held at the school. Clergy may help in this area by gently suggesting alternate locations during the planning phase of the funeral arrangements.

Bomb Threat

Nearly 100% of the time, students will be evacuated upon receiving a bomb threat. We have a plan for the movement of students off-site. This in itself will be unsettling and confusing for parents and yet we must insure accountability for every student before releasing them to their parents. It would be helpful for you to serve as a calming buffer in support of the procedures.

Intruder

This is by far the most difficult crisis. There are a tremendous number of unknowns and the situation can change minute to minute. Accounting for students' safety, maintaining a secure perimeter and cooperating with law enforcement are the primary priorities. Possibly establishing a meeting place for parents at the churches or city buildings would aide in the dissemination of information and help to relieve congestion at the site of the crisis.

Media

The school administration will issue ALL statements to the media. We will not allow cameras or reporters to access faculty or students for statements or release any photos, records or personal information to the media.

Helpful Information

Kubler Ross's Stages Of Grief

1. Denial:

They can't believe that the person is really dead.

2. Anger:

They may feel mad at that person who died. They may wonder why they have to suffer through this while other people lead seemingly "happy" lives.

3. Bargaining:

They are wishing, hoping that somehow the death isn't really true.

4. Depression:

They no longer can deny that the death has occurred nor the pain that has accompanied it.

5. Acceptance:

They begin to understand the reality of the death.

Websites

<http://iloveyouguys.org>

National Association of School Psychologists

<https://heartland-ne.safeschools.com/login>

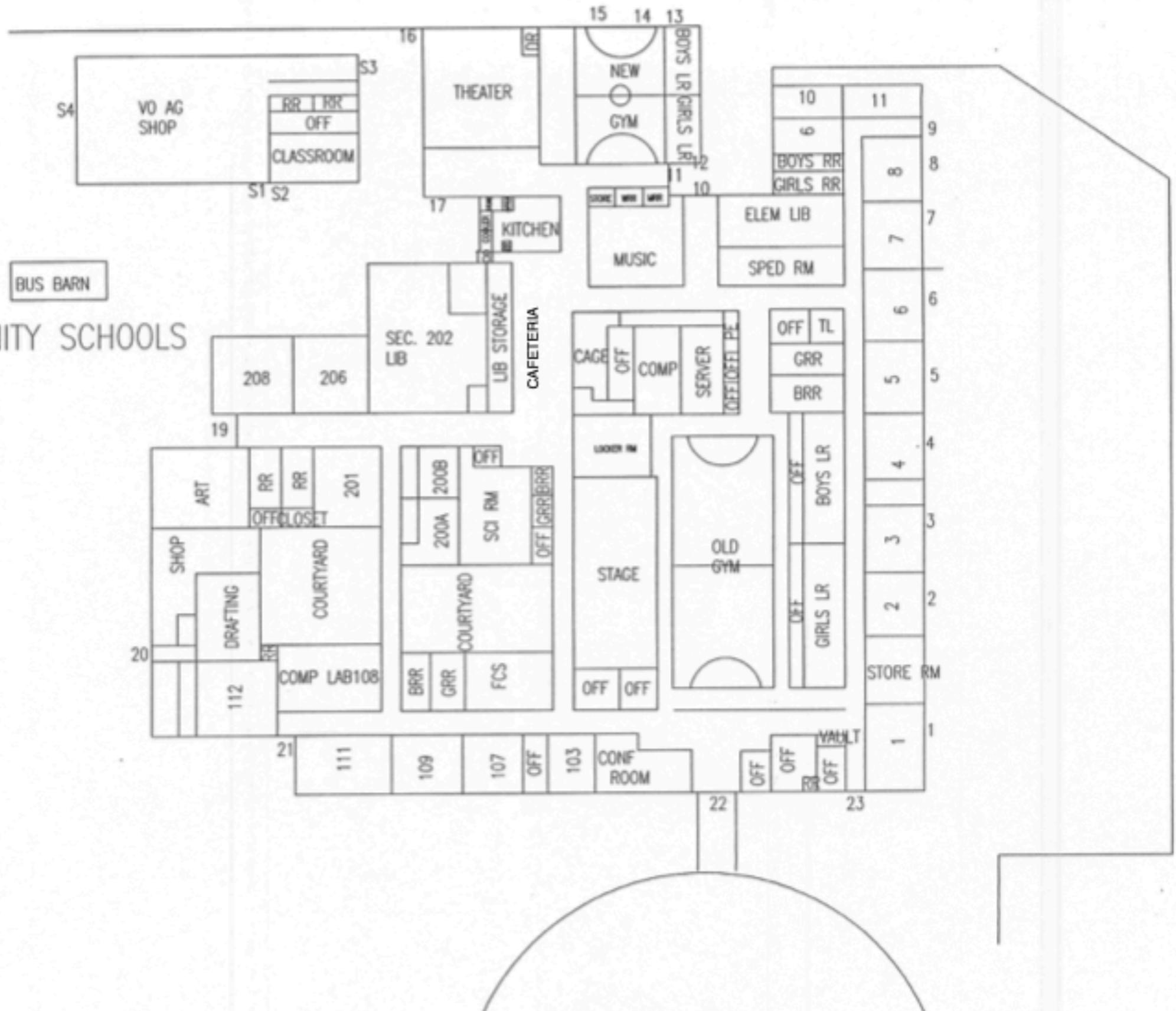
National Association of School Psychologists

http://www.nasponline.org/resources/crisis_safety/tips-supporting-children-youth.aspx

Nebraska Department of Education

<https://www.education.ne.gov/safety/>

HEARTLAND COMMUNITY SCHOOLS SCHOOL PLAN



Contact Information

Parent Contact Information for ALL Students

<https://drive.google.com/file/d/1sCjsP8t4DUT4Pb2-ToiEGvUnGwDJYq3-T/view?usp=sharing>