A Guide to Crisis Response

Ely Mena, LCSW and Cherie Hudson, LCSW
School Mental Health
Crisis Counseling & Intervention Services
213.241.3841
Objectives for Today

• Engage in learning about mental health and the impact of disorders/trauma in the classroom.

• Engage in learning about best practices in relation to crisis

• Learn about BUL-2637.1 Suicide Prevention, Intervention & Postvention (Students)

• Engage in learning about the five components of Psychological First Aid and ways to improve school climate.

• Engage in learning about LAUSD as well as community resources for students who are a danger to self and/or others
What is Mental Health?

• Continuum
• What does this look like?
• State of Well Being
Mental Health Disorders

Likely to be encountered in the classroom:
• Mood
• Anxiety
• Behavior
• Attention
• Thought process
• Development
• Trauma

Less likely to be seen in classroom:
• Eating disorders
• Attachment disorders
• Sleep disorders

One in four people has a mental illness. You can be the one that helps.
505 students in the 9th and 6th grade surveyed for trauma exposure and symptoms

- 442 students reported being exposed to 3 or more traumatic events (88% of total screened)
- Average of 8 events (e.g. had been kicked, hit or punched; experienced event with knife or gun)
- 264 (52%) had symptoms in clinical range of PTSD, depression, or anxiety
How Trauma Affects Learning

- Learning new information
- Forming relationships
- Hyperarousal or constriction
- Using language
- Completing academic tasks
- Child not feeling well
- Executive functions
- Transitions in classroom
If we don’t look for or acknowledge trauma in the lives of children and adolescents, we end up chasing behaviors and limiting the possibilities for change.

(Suarez, Flores & Zamarelli, 2007)
School Crisis Preparedness, Response, Recovery
BUL-5800.0
What is a School Crisis?

• A sudden, unexpected, or unanticipated critical incident that disrupts the school day

• May interfere with teaching, learning, attendance, and/or behavior

• Students, parents/guardians, staff, or other community members may experience crisis differently

• Can affect a single school site or an entire district
A Crisis Situation might be...

- An accident on or near the school grounds
- A violent incident at or near school
- A suicide of a student, family member, or staff
- Threatening behaviors
- The death of a student, family member, or staff
- A natural disaster
- An act of terrorism
Multi-Tiered Crisis Response Team Model

Tier I: School Site Crisis Response

Tier II: Local District Crisis Response

Tier III: District Office Crisis Response
Who should be on the Crisis Team?

• School administrator/designee

• Out-of-classroom support staff (e.g., Psychiatric Social Worker, PSA counselor, school psychologist, school nurse, etc.)

• Resident Los Angeles School Police Department (LASPD) officers
Assessment

• **School Site Administrator** determines the level of need at the school

• The assessment of the incident and needs will depend on:
  – Type of incident
  – School & Community Structures in place
  – Individuals involved and their relationships with others at the school site
Response/Triage

- Secure campus/office safety
- Determine **FACTS**
- Notify school administrator/designee, Local District Operations, and/or other District offices
- Triage
- Develop action plan

  Response to students, staff, parents
  - Psychological First Aid
  - Information Meetings (Staff & Parents)
1. Sense of safety
2. Self-efficacy and community-efficacy
3. Connectedness
4. Ability to be calm
5. Hope
Break
Suicide Prevention, Intervention & Postvention
General Information on Suicide

• It is the 2nd leading cause of death for youth aged 10-24 in the US
• Males are 4x’s as likely to die by suicide as females
• Females attempt suicide 3x’s as often as males
• For every young person who dies by suicide, between 100-200 attempt suicide
• Suicide is preventable
Addressing Suicide In Our Schools

BUL-2637.1 Suicide Prevention, Intervention & Postvention (Students)
What is suicide prevention?
Risk Factors

Personality Factors

Stressors

Demographic

Access to Means

Clinical

Family
Protective Factors

- Personal
- Family
- Community
- School
Warning Signs

- Suicide threats
- Suicide notes and plans
- Prior suicidal behavior
- Making final arrangements
- Drastic changes in behavior, appearance, thoughts, and/or feelings
SI General Information

- Intentional bodily injury
- Separate and distinct from suicide
- Often an attempt to manage stressors
- Can be a way to bond with peers
- Minimal gender differences
- All ages & socioeconomic backgrounds
Sign Of Self-Injury

• Unexplained cutting, burning, bruising, hair and/or skin picking, head banging, scratching and biting

• Inappropriate use of clothing

• Secretive behavior
Common Emotional Reactions to Self-Injury

- Panic
- Worry
- Helplessness
- Anger
- Disgust
Suicide Prevention: Staff Role

Step 1
Respond immediately

Step 2
Secure safety of student

Step 3
Escort the student to a Crisis Team Member
Procedures: School Site Crisis Team

(ATTACHMENT A)

• Respond immediately
• Secure safety of student
• Refer to a crisis team member

- Assess for risk of Suicide
- Create appropriate action plan
- Create re-entry plan if necessary
- Document all actions
Suicide Risk Assessment (Attachment B)
Low Risk

• ACTIONS:
  □ Reassure and supervise student
  □ Communicate concerns with parent/guardian
  □ Connect to school and community resources
  □ Develop safety plan
    □ Mobilize a support system
  □ Establish follow-up plan & monitor as needed

• Document all actions on the RARD in iSTAR
Moderate & High Risk

• ACTIONS:
  □ Supervise student at all times
  □ Contact the LA County Department of Mental Health ACCESS (800)854-7771
  □ Notify and hand off student ONLY to:
    □ Parent or guardian who commits to seek immediate mental health assessment
    □ Law enforcement or psychiatric responder
  □ Establish follow up/or re-entry plan
  □ Monitor as needed

• Document all actions on the RARD in iSTAR
RARD Completion & Submission

(Attachment I)

• Paper version of the RARD is available as an attachment to the bulletin
• It should be completed within 24 hours or by the end of the next school day
• When completing a RARD, please share this information with your site-administrator for submission on iSTAR
• You will need to provide a summary of the incident to your site-administrator
Re-Entry Guidelines – Attachment G

- Have parent escort student on first day back
- Collaborate with school staff
- Obtain and review discharge hospital documents
- Identify support systems at home and at school
- Ensure that no bullying takes place
- Designate staff to check in with student
- Obtain release of information
- Manage and monitor
Safety Planning

- Check-in with student daily
- Alter school environment and program to maintain safety
- Identify helpful adults at home and on campus
- Identify and practice effective coping strategies
- Provide recommendations for safety at home
- Provide other resources (e.g., hotlines, apps, etc.)
- Close supervision and monitoring
Protocol for Responding to Student Death by Suicide
(Attachment L)
Suicide Postvention Memorials

- Strive to treat all student deaths in the same way
- Reach out to the family
- Contribute to a suicide prevention effort
- Address spontaneous memorials on school grounds
- Off-campus memorials
Confidentiality

• All student matters are confidential and may not be shared, except with those persons who need to know

• Personnel should not re-disclose student information without appropriate legal authorization
Mark, a 7th grade student, is referred to you because he was overheard saying, “I don’t care if I die. I just wish everyone would leave me alone.”

• In 6th grade, he averaged B’s and A’s in his classes, but this year, his grades have dropped to C’s, mostly D’s.

• He has been confrontational with other students and was recently suspended from school for fighting.

• Two weeks ago, Mark’s best friend died in a car accident.

• He lives with his mother, who expressed concern, but doesn’t know what to do.
Case Vignette

• When assessed, you determine that he is high risk because Mark tells you that he wants to die by shooting himself with a gun.

• After calling PMRT, Mark is transported to the hospital where he will be placed on a 5585 hold for 72 hours.

-What other action steps would you take?
Psychological First Aid

Everyone plays an important role
Goals of Psychological First Aid

- Stabilize emotions and behaviors
- Return in an improved mental and emotional state to engage in teaching and work
Resources

• Crisis Counseling and Intervention Services, School Mental Health (213) 241-3841
ccis.lausd.net

• Division of Special Education (213) 241-8051 – for assistance with cases involving students with disabilities

• Los Angeles County Department of Mental Health ACCESS (800) 854-7771
(Psychiatric Mobile Response Team- PMRT)
Welcome Message

Mission Statement
School Mental Health professionals promote the mental health, well-being and academic achievement of all LAUSD students.

Purpose
School Mental Health professionals support positive student connections with peers, family, school and community to facilitate student development. They also facilitate the ability to successfully deal with problems, crises, or traumatic experiences. Furthermore, School Mental Health professionals foster resiliency - the ability to bounce back from challenges with a stronger sense of self-confidence and coping capacity - by promoting healthy relationships, self-reflection, and problem-solving skills to optimize school success.

Mental Health Awareness in Our Community
Metta World Peace Visits Jefferson High School (Video) Metta World Peace from the Los Angeles Lakers makes a special guest appearance at Jefferson High School to promote Mental Health awareness. Watch the video!

Metta World Peace Visits Roybal Learning Center (Video) Metta World Peace from the Los Angeles Lakers makes a special guest appearance at Roybal Learning Center to promote Mental Health awareness. Watch the video!

Announcement
LAUSD School Mental Health in partnership with Asian Pacific Health Care Venture has celebrated May as Mental Health Awareness month. A mental health awareness and education campaign was launched at Belmont High School and for the Belmont community. The month long campaign will culminate with a resource fair on Thursday, May 30, 2013 at the Wellness Center at Belmont High School. Please click on the link to obtain details about the event. Belmont
Crisis Counseling and Intervention Services (CCIS), from the Office of Student Health & Human Services, School Mental Health, is dedicated to restoring and maintaining a safe and healthy learning environment for the students and staff of the Los Angeles Unified School District (LAUSD). CCIS staff provides crisis response and recovery services in collaboration with School Police, Educational Service Centers, and community resources.

For additional information, please visit School Mental Health.

EMERGENCY INFORMATION / After Hours Services
If you need IMMEDIATE help, please call 911.
Los Angeles School Police Department (213) 625-6631
For a psychiatric emergency, please call the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

School Mental Health-LAUSD smh.lausd.net
Suicide Prevention - LAUSD suicidedepression.lausd.net
Los Angeles County Suicide Prevention for Schools preventsuicide.lacoe.edu
Human Relations, Diversity & Equity - LAUSD humanrelations.lausd.net
National Child Traumatic Stress Network www.nctsn.org
CA Victims Assistance www.victimcompensation.ca.gov
Related Resources

• Child Abuse and Neglect Reporting Procedures, BUL-1347.2, dated July 1, 2011

• Discipline Foundation Policy: School-Wide Positive Behavior Support, BUL-3638.0, dated March 27, 2007

• Multi-Tiered System of Behavior Support for Students with Disabilities, BUL 6269.0, dated April 7, 2014
Questions?

Ask Us
Thank you!

Ely Mena, LCSW  
Psychiatric Social Worker, CCIS  
(213) 241-1259  
elida.mena@lausd.net

Cherie Hudson, LCSW  
Psychiatric Social Worker, CCIS  
(213) 241-3517  
cherie.hudson@lausd.net