

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center



ONPE

OFFICE OF NON-PUBLIC EDUCATION

Emergency Management Resources for Private Schools

The U.S. Department of Education's (ED) Office of Non-Public Education (ONPE) in collaboration with the Office of Elementary and Secondary Education's Disaster Recovery Unit and Office of Safe and Supportive Schools (OSSS) compiled the following resources for schools to use to provide social, emotional, and behavioral health supports to school communities. We recognize that this is a broad range of materials and want to ensure you are aware of the numerous resources available as you address the emergency management needs of your school community. Additionally, we want to ensure that you know that the Department and its technical assistance centers, including its [Readiness and Emergency Management for Schools \(REMS\) Technical Assistance \(TA\) Center](#) and the [National Center for Safe and Supportive Learning Environments](#), are here to support you.

Resources for Educators, Counselors and Other School Personnel on How to be Supportive

It's not uncommon that caring counselors, teachers, and other adults in the school environment want to help students during and after traumatic events, but feel anxious or worried that they don't have the experience or training to provide psychological support. However, that is not their role. Instead, they should find comfort in the reality that they have all the training and practice to serve as that one trusted adult in the school building who can listen. In many cases, the one thing students and others experiencing trauma need the most is someone to listen, and educators, counselors and other school personnel are often indirectly and directly called on to provide this culturally responsive and trauma-informed support. The resources below highlight strategies educators, counselors and other adults in the school building can use to reinforce their role as trusted adults before, during and after disasters and other traumatic events.

- *Implementing Psychological First Aid (PFA)*
 - The [Psychological First Aid for Schools \(PFA-S\)](#) section of the REMS TA Center Website provides an overview of this early, brief and focused intervention that can help reduce the social and emotional distress of children and adults after traumatic events.
 - A Helpful Hints publication that describes PFA and how to implement the intervention for students and staff, [Psychological First Aid \(PFA\) for Students and Teachers: Listen, Protect, Connect—Model & Teach](#) (Spanish Version: [Primeros Auxilios Psicológicos para Estudiantes y Docentes: “Escuchar, Proteger, Conectar: Modelar y Enseñar”](#))
 - [Listen, Protect, Connect Model & Teach: Sample Dialogue—Words to Say/What Not to Say](#). This sample dialogue from the REMS TA Center's RSE Training offers a background



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scenario and sample text that training teams can use to model words to say and what not to say during and after an emergency. (See attachment).

- A new tip sheet that speaks to [10 Tips for Teaching the Psychological First Aid Model for K-12 Education Agencies](#).
- A one-hour Webinar [Implementing Psychological First Aid \(PFA\) in School and Postsecondary Settings](#) describes PFA's role following an emergency, its use in educational settings, and strategies for developing necessary supports prior to an emergency.
- [Psychological First Aid for Schools Field Operations Guide](#). This guide includes worksheets in the appendix, such as “connecting with others: for students,” “when terrible things happen: for students,” “helping your family cope: for parents” and “tips for relaxation.”
- [PFA Mobile App](#). This app assists responders who provide PFA to adults, families, and children. It also allows individuals to review core actions, match interventions with stress reactions, hear mentor tips, self-assess, and assess and track survivors' needs.

Teaching Resilience Strategies to Educators and other Caregivers

- [Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Training by Request \(TBR\)](#). This free, on-site training for caregivers in schools and school districts is available in train the educator or train the trainer formats to help participants better understand, and teach others, resilience strategies. The goals of the training are to increase awareness and understand the impact of stress, burnout, and compassion fatigue on the comprehensive education/academic environment; identify signs and symptoms of compassion fatigue, both professionally and personally; create a professional self-care plan to support and improve effectiveness of current and future work with students impacted by stress, loss, and trauma; outline action steps to implement Psychological First Aid- Listen, Protect, Connect (PFA-LPC); and facilitate the creation of a practical action plan to be implemented within 60 days of the training.
- [Understanding Educator Resilience & Developing a Self-Care Plan specialized training package](#). This 60-minute training module is designed to provide educators and master trainers with a better understanding of resilience strategies that can be used to increase their ability to work more effectively with students impacted by stress, loss, and trauma brought on by community or family violence, natural and man-made disasters, and economic hardship. The training can be used by individuals to brush up on their own knowledge or to teach others and includes a PowerPoint presentation and accompanying material.
- [Understanding Educator Resilience and Developing a Self-Care Plan Webinar](#). This archived event provides presenters with information on the concepts of resilience and compassion fatigue; the impact of stress, burnout, and compassion fatigue on the

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education environment; how to identify signs and symptoms of compassion fatigue; and includes concrete steps for developing a professional self-care plan.

- *Providing Trauma-Informed Care*
 - Webinar: [Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events](#). This webinar provides an overview of trauma and retraumatization; discusses manifestations of trauma in students; explores trauma-informed approach; and reviews considerations for preparedness planning and how schools can address trauma in their emergency operations plans to provide trauma-informed care before, during, and after possible emergency events.
 - [Preventing Childhood Trauma: Guidelines for Administrators and Crisis Teams](#). This webpage describes how to assemble a school-based multidisciplinary trauma team, prevent psychological trauma, and identify and intervene with psychological trauma. Additional resources are also provided on the page, including links to documents such as [The Role of Schools in Supporting Traumatized Students](#) that describes how to create a Multi- tiered System of Supports.
 - [Responding to Trauma in K-12 Schools](#). This webpage provides links to several archived Webinars on trauma in K-12 schools, such as [Integrating Trauma-Sensitive Practices in Schools](#), as well as additional resources.

Resources Specific to Supporting Youth and Whole School Community Trauma

Everyone reacts differently to traumatic events, including youth. It is important for educators, counselors, and other whole school community caregivers to understand these unique reactions and what strategies they can use to support youth who are recovering from a disaster, crisis, or other traumatic event. The resources in the following section provide information specific to understanding youth trauma and building resilience in youth.

- *Youth-Specific Resources*
 - [Age-Related Reactions to a Traumatic Event](#). This National Child Traumatic Stress Network (NCTSN) resource describes how young children, school-age children, and adolescents react to traumatic events and offers suggestions on how parents and caregivers can help and support them.
 - [Building Resilience in Children in Face of Fear and Tragedy](#). This resource provides suggestions for adults to help children and adolescents cope with frightening and tragic events and develop effective resources for dealing with future negative events.
 - [Building Resilience in Children](#). This guide helps parents and caregivers build resilience in children, teens, and young adults through guidelines for parents to help their children recognize their abilities and inner resources.
 - [Coping with Crisis--Helping Children With Special Needs: Tips for School Personnel and Parents](#). This National Association of School Psychologists (NASP) resource provides

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tips for school personnel, caregivers, and parents on how to identify triggers and cues and on how to provide support to students with autism, cognitive limitations, and other access and functional needs.

- [Disaster Media Intervention. Helping Students Cope with Disaster Media Coverage: A Guide for Teachers and Staff.](#) This Disaster and Community Crisis Center resource discusses disaster media coverage, its effects on students, and detailed ways to help students cope with disaster media coverage.
 - [Identifying Seriously Traumatized Children: Tips for Parents and Educators.](#) This NASP resource provides tips for parents, caregivers, and educators on how to identify children who have been severely traumatized so that school and community partners can ensure they receive the counseling supports they need.
 - [Listen, Protect, and Connect \(LPC\), Psychological First Aid for Students and Teachers.](#) The LPC model provides whole school community recommendations to support resilience and the development of coping strategies before, during and after disasters, including models for teachers to support students in times of disaster, trauma, or other school emergencies.
 - [Managing Strong Emotional Reactions to Traumatic Events: Tips for Parents and Teachers.](#) This NASP resource provides tips for educators, as well as parents and caregivers, on how to model coping strategies and manage emotional reactions to prevent increased trauma among youth.
 - [Tips for Helping Students Recovering from Traumatic Events.](#) This ED resource provides practical information for parents, students, teachers, and others who are coping with the aftermath of a natural disaster. It comprises individual fact sheets designed specifically for each of the audiences. Although focused on natural disasters, some of the information is applicable.
 - [Tips for Talking to Children and Youth After Traumatic Events: A Guide for Parents and Educators.](#) This Substance Abuse and Mental Health Services Administration (SAMHSA) resource offers tips to help caregivers, parents and educators recognize and address problems in children and teens affected by the trauma after an act of violence. It also describes signs of stress reactions that are common in young trauma survivors at different ages and offers tips on how to help.
 - [What Is Child Traumatic Stress?](#) This NCTSN resource defines child traumatic stress, including providing an overview of trauma, stress symptoms and ways children may be impacted.
- *Whole School Community Resources*
- [Disaster Distress Hotline:](#) The Disaster Distress Helpline is a national hotline dedicated to providing year-round immediate crisis counseling for people who are experiencing emotional distress related to any natural or human-caused disaster. This toll-free, multilingual, and confidential crisis support service is available to all residents in the

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U.S. and its territories. To connect with a trained counselor, individuals can:

- ✓ Call **1-800-985-5990** or text **TalkWithUs to 66746**
- ✓ Call **1-800-846-8517** if they are hard of hearing or deaf
- ✓ Text **Hablanos to 66746** if they are a Spanish speaker

Individuals can also follow the hotline on Twitter at @distressline

- [Disaster Technical Assistance Center \(DTAC\)](#) prepares States, Territories, federally recognized Tribes, and local entities to deliver an effective behavioral health response to disasters. Support provided includes a [Crisis Counseling Assistance and Training Program](#) and other resources.



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