

A blue-tinted photograph of a hallway. On the right wall, there is a large, circular seal or logo. The hallway appears to be empty. The text is overlaid on the left side of this image.

Crisis Intervention During COVID 19: Lessons Learned





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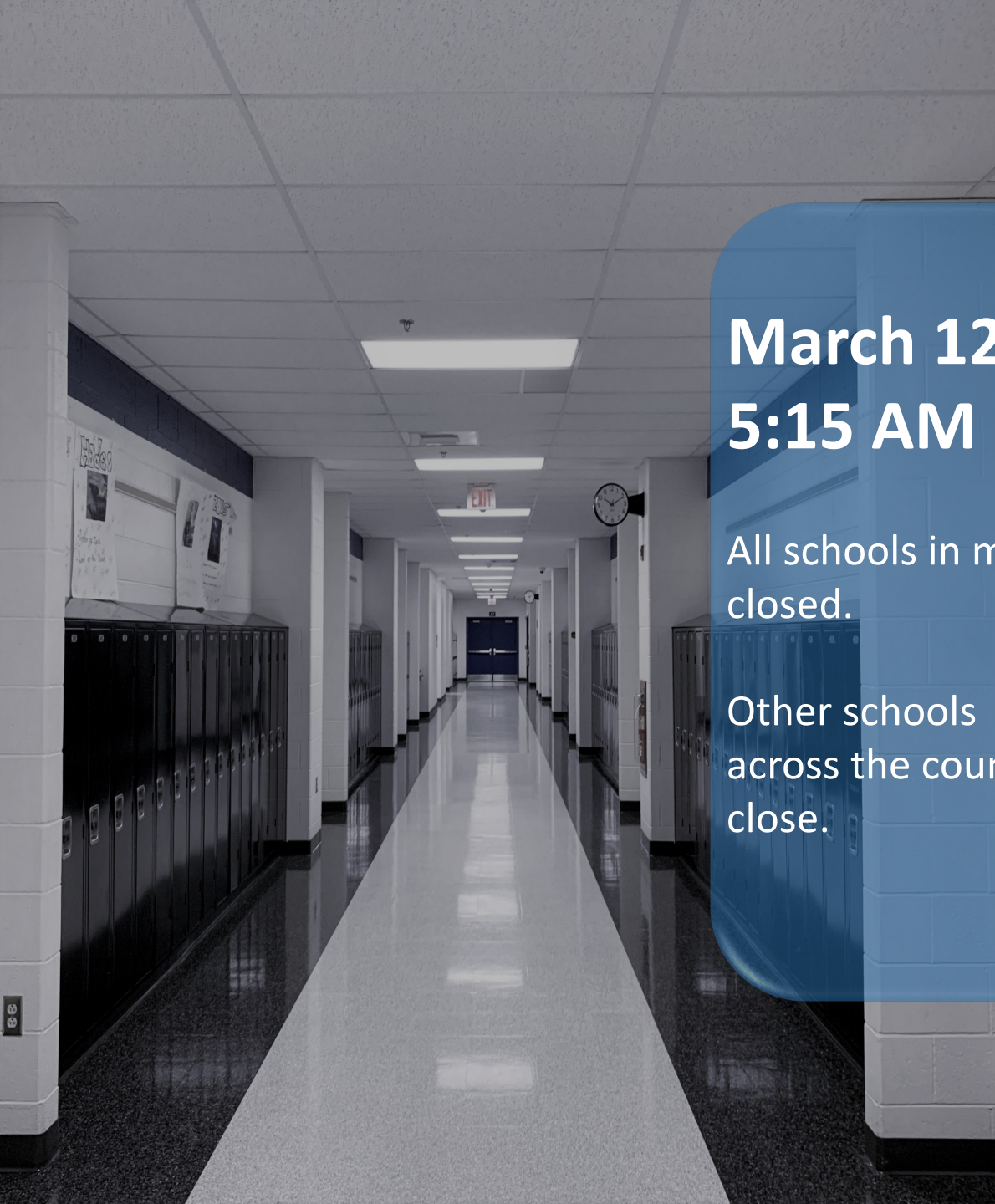
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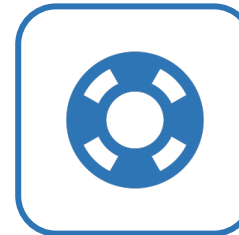
**March 12, 2020
5:15 AM**

All schools in my district closed.

Other schools locally and across the country began to close.



Ongoing Uncertainty & Fear

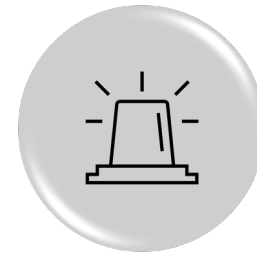


Loss of our Safety Nets



How to Respond in the Virtual Environment

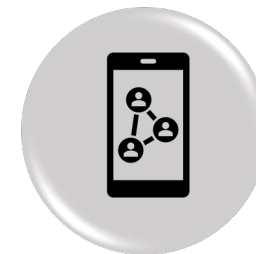
With our schools physically closed, how do we respond in the virtual environment?



Do No Harm



Equitable



Communication

Adapting Processes and Procedures

Equity Lens



Collaboration with our community partners



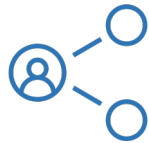
Identifying secure, reliable communication



Membership and structure of school crisis teams

Communication with our School Community

Adapting Processes and Procedures



Crisis Team
Deployment



Collaborating
with Families



Monitoring
and Follow
up

Challenges When Responding in a Virtual Environment

1

Care for the Caregiver

- Self care
- Caring for family members
- Impact of change in economy
- Their own health
- Managing own child's education

2

Information Overload

- Dramatic increase in electronic communication
- Staying up to date with the current procedures

3

Ongoing Uncertainty

- Rapid changes in how teams could engage
- Inefficiencies in communication at times

Incidents



Within My District

- COVID 19 Staff Death
- COVID 19 Infections of Staff
- Increase stress and anxiety
- Suicide assessments
- Non-COVID 19 medical deaths
- Accidental Deaths
- Adult suicides

From Colleagues

- COVID 19 Deaths
- COVID 19 Infections
- Increase stress and anxiety
- Suicide assessments
- Non-COVID 19 medical deaths
- Accidental Deaths
- Youth suicides
- Youth Homicides
- Natural Disasters

Response Considerations



Triage

Verifying and collecting information maybe similar, but how will direct observation of reactions change?



Interventions

Using a tiered approach is still possible, with adaptations. Focus on do no harm. Caregiver empowerment.



Documentation

Efficiently and effectively documenting the response in virtual world. Adapting how effectiveness is examined.



Care for Caregiver

Very different through a screen. How do you establish and maintain connectedness? Promote self care?

Virtual/Distance Learning Environment

- Incident Action Plan
- Communication and Collaboration – with school & community partners
- Virtual Suicide Prevention and Threat Assessment procedures

Hybrid Learning Environment

- Incident Action Plan
- Deployment Strategy – virtual team and in person team
- COVID 19 Mitigation Strategies

Hybrid Learning Environment



Logistical Considerations

- Multiple Environments
- Multiple Locations
- Team considerations
- Deployment strategies
- Information tracking and documentation



COVID 19 Mitigation for Crisis Teams

- Training for your team members
- Expectations of schools & their role
- Communicating to families
- Documentation of mitigation practices

Lessons Learned



Teams must be agile and flexible
in the face of on-going
uncertainty



Establishing &
Maintaining a
COOP Mindset



Collaboration



Examining
Communication
Practices



Technology and
information
overload

Future Directions and Considerations

What are implications for future practice?

What will school mental health and psychological recovery look like in future years?

What dilemmas have developed?

1

COOP and Preparedness

- Needs assessments
- Balancing the focus on the possible vs. the probable
- COOP as it relates to psychological recovery services

2

Training for School MH Professionals

- Telehealth practices
- Virtual crisis response
- New approaches to interventions and delivery

3

Technology

- Identify secure and efficient communications tools
- Training in the use of such technology
- Data collection and analysis