

Category: Social-Emotional-Life Skills
Advisory Goal: Identifying Support Systems

Grade: 11

Opening: Discussion	Minutes 5
Activity / Topic: Giving & Getting Support	Minutes 10
Closing: Read closing statement	Minutes 5
Supplies: Hand-Out 21A (additional hand-outs for reference)	
Grouping: Whole Group/School Wide	

Rationale: This session will assist student in identifying those in our Westhill community that they can turn to if they are in any type of crisis situation. Resilient adolescents are able to reach out to an array of people in situations when another person's wisdom or support helps reduce furthering of anger, anxiety, confusion, frustration, loneliness, or sadness. Students who know ways to help themselves through a crisis or rough period are more likely to be academically productive

Opening: Share with students hand-out 21A . Discuss with students, why do we need a support system?

Activity / Topic:

Directions:

1. As a group, define the word crisis.
2. Review student definitions and use the provided support systems handout.
3. Identify those in our building that students can go to for assistance. (See attachment 1A)
4. Review the Crisis Team action plan. (See attachment 1B)
5. Discuss the importance of helping peers seek assistance from support staff and of being a self-advocate.
6. Advisor reviews the reasons for the advisory program and the role of an advisor. (See attachment 2A-Care for a Caregiver)
7. Discuss the confidentiality agreement of support staff. (See attachment 2B).
8. Review the District wide Action plan. (Refer to the Classroom Emergency Procedures Guide) (Note: every room should have one posted)
9. Review the Community Resource Information. (See attachment 3A).

Debriefing:

Discuss one of the following:

- 1) What did you learn about support systems?
- 2) What are examples of support systems?
- 3) Why is having a support system important?

Closing:

- 1) Let students know that support system are in place and available for them to use.
- 2) Encourage students to be supportive of each other.
- 3) If you cannot answer all of their questions, follow-up with support staff to find out the needed information.

Handout 21A

Giving and Getting Support

Everybody needs support. Think about the people in your life right now who can support you to do and be your best, listen to you, have a good time with you, and be there for you when you need them. Then think about how you play a support role with others.

1. I have friends my own age who really care about me, who can talk with me about my problems, and who can help me out when I'm having a hard time.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role?

What are two things you could do to make this relationship happen? _____

2. I have a parent or other adult close to me who expects me to follow rules, and who helps keep me on track when things get a little confusing, a little crazy, or just plain difficult.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role?

What are two things you could do to make this relationship happen? _____

Handout 21A

3. At my school, there is a teacher or some other adult who really cares about me, who listens to me when I have something to say, who works with me when I need help.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role?

What are two things you could do to make this relationship happen? _____

4. At my school, I have several teachers who notice when I do a good job, who believe I will be successful, who always want me to do my best.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role?

What are two things you could do to make this relationship happen? _____

CRISIS TEAM ACTIVITY: AN EXAMPLE

During the Emergency and in Immediate Aftermath

I. MAJOR SCHOOL-WIDE CRISIS

(e.g., major earthquake, fire in building, sniper on campus)

- A. Administration directs and coordinates emergency procedures.
(e.g., emergency procedures such as evacuation, lock-down, contact with hospitals/police, contacts and interfaces with parents in need of direction)
- B. Crisis Team members without specific emergency assignments or students-in-hand converge at designated place.
- C. Crisis Team sets in motion procedures to
 1. gather and disperse accurate information to students, staff, parents, media (special focus on rumor control, support, and debriefing);
 2. assess immediate needs for psychological first-aid;
 3. ensure sufficient psychological first-aid is in place
(e.g., establishes and maintains a special drop-in counseling resource for those affected; supplements resources by calling for district level help);
 4. direct students, staff, and parents in need to psychological first-aid resources (announces a central contact place, conducts outreach);
 5. keep administration informed.

II. SMALL GROUP CRISIS

(e.g., a situation such as a classmate's death where most students are unaffected; the focus is on providing for *specific* classes, groups, and individuals who are upset)

- A. Any member of the Crisis Team who thinks there is a crisis situation can contact another member to decide whether a Team meeting should be called.
- B. If they agree, these two members should send a notice convening the meeting at the earliest, feasible time at a designated place.
- C. Preset procedures can be followed to cover classes for teachers on the team and to send students back to class who may be having individual appointments with team members.
- D. Crisis Team meets to assess who needs psychological support and counseling
- E. Crisis Team sets in motion procedures to
 1. gather and disperse accurate information to affected students, staff, parents, (special focus on rumor control, support, and debriefing);
 2. ensure sufficient support and counseling are in place
(e.g., establishes and maintains a special drop-in counseling resource for those affected; supplements resources by calling for district level help);
 3. direct students, staff, and parents in need to appropriate resources (announces a central contact place, conducts outreach)
 4. coordinate resources and ensure they are maintained as long as needed (who, where)
 5. keep administration informed.

(cont.)

III. INDIVIDUAL'S CRISIS

(e.g., student confides threat to hurt self or others such as suicide, assault)

- A. Staff, student, or parent may refer such an emergency to any member of the Crisis Team.
- B. The Crisis Team member becomes the case manager for the problem until it is resolved or else arranges for someone else to case manage.
- C. Preset procedures can be followed to cover classes for teachers on the team and to send students back to class who may be having individual appointments with team members.
- D. The case manager is the primary intervener and arranges for appropriate action steps and for a back up crisis team member.
- E. The case manager interviews the student and anyone else involved to assess needs (e.g., degree of danger, resource needs on and off campus, need to contact parents, need to contact legal authorities)
- F. Case manager confers with back up team member to set in motion procedures to
 1. provide immediate on campus help
 2. call for additional support (e.g., from district, county)
 3. contact parents

Days/Weeks Following

Following the emergency, the Crisis Team meets to identify appropriate steps for the ensuing days/weeks (e.g., information, support, counseling for classes, groups, individuals)

- (1) Circulate accurate information to minimize destructive/disruptive rumors. An example of one procedure for doing this involves providing teachers with accurate information about the event and asking them to judiciously cover the matter with their students. They should be reminded to do this in a way that not only provides accurate information about the event, but clarifies that the feelings students are having are natural and reminds students of available resources should they have a particular concern. Provision should be made to back up teachers (e.g., those who feel their situation requires someone with specific skills). The same type of written notice for parents may also be indicated.
- (2) Circulate a handout to all school personnel regarding what they should watch for in the aftermath and what they can do if students appear especially upset.
- (3) Implement special support/counseling activities.

Debriefing and Planning for Prevention

At a later date, the Crisis Team meets for a debriefing session to evaluate how procedures worked, what revisions are needed, and to clarify preventive implications.