

## WS2 Handout 13 (Slides 74 & 153): School Crisis Intervention Referral Form

Date _____	Parent _____
Student _____	Address _____
Birth date _____	Phone H _____
Teacher _____	W _____
Grade _____	Primary language
	Student _____
	Parent(s) _____

**Reason for Referral to the Crisis Intervention Team:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Physical closeness to the crisis \_\_\_\_\_

Duration of crisis exposure \_\_\_\_\_

Relationship(s) with crisis victims \_\_\_\_\_

Immediate reactions to the crisis \_\_\_\_\_

Did the youth view the crisis as threatening? YES / NO  
 (Elaborate) \_\_\_\_\_

Has the youth experienced a similar event in the past? YES / NO  
 (If Yes, elaborate) \_\_\_\_\_

Has the youth experienced any other traumas within the past year? YES / NO  
 (If Yes, elaborate) \_\_\_\_\_

Does the youth have an emotional disturbance (e.g., ADHD, depression)? YES / NO  
 (If Yes, elaborate) \_\_\_\_\_

Is the youth developmentally immature?

YES / NO

(If Yes, elaborate) \_\_\_\_\_

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### **Crisis Reaction Check List<sup>a</sup>**

*(Check all that you believe apply to the youth you are referring for crisis intervention.)*

General Feelings Generated by the Crisis

Fear       Helplessness       Horror

General Behaviors Generated by the Crisis

Disorganized       Agitated

### **Specific Feelings and Behaviors Generated by the Crisis**

Reactions That Suggest Feeling Unconnected With Emotions, Activities, and/or Others

- Has lost interest in previously enjoyed activities.
- Reports feeling separated, detached, or estranged from others.
- Reports feeling separated or detached from own body.
- No longer shows previous range of emotions.
- Reports feeling guilty about having survived, or about not having been more affected by the event.
- Reports feeling that life is unreal and/or like a dream.

Reactions That Suggest a Reexperiencing of the Crisis

- Reports constant and unwanted memories, thoughts, images, or perceptions (e.g., smells) of the event.
- Exhibits repetitive play that may be symbolic of the event (among preschoolers, such play may simply have frightening themes and may not necessarily be symbolic of the event).
- Reports having frightening dreams or nightmares.
- Reports having dreams about the event.
- Reports feeling as if the event were reoccurring.
- Displays intense emotional distress when exposed to crisis reminders.
- Displays physiological reactivity (e.g., rapid heart rate, sweating, headaches) when exposed to crisis reminders.

Reactions That Suggest an Avoidance of Crisis Reminders

- Avoids talking about the crisis.
- Avoids situations or locations that are associated with the crisis.
- Avoids crisis reminders.
- Does not remember important elements of the event.
- Does not expect to grow up, get married, go to college, etc.

Reactions That Suggest an Increased Level of Physical Arousal

- Has difficulty falling asleep.
- Awakens in the middle of the night and cannot get back to sleep.
- Displays an exaggerated startle response.
- Appears to have difficulty concentrating.
- Has difficulty completing tasks.
- Displays increased irritability.
- Displays increased aggressiveness.
- Appears to be hypervigilant.
- Reports physical problems such as stomach- and headaches.
- Appears to be depressed.

*Note.* From *Preparing for Crises in the Schools* (2nd ed., pp. 152–154), by S. E. Brock et al., 2001, New York, NY: Wiley. Reprinted with permission.

<sup>a</sup>Adapted from the diagnostic criteria for posttraumatic and acute stress disorders (APA, 2000), and from Schäfer et al. (2004) and Young et al. (1998).