

# Listen, Protect, Connect – Model & Teach

**PSYCHOLOGICAL  
FIRST AID (PFA) FOR  
STUDENTS AND TEACHERS**



**Helping you help your students  
in times of disaster, school  
crises, or emergencies.**

For more information, please visit [www.ready.gov](http://www.ready.gov)

**As a teacher, you are in an excellent position to help your students after a disaster, school crisis, or emergency.**



Just as you help connect students with appropriate academic and counseling services under normal circumstances, you are in an excellent position to help your students return to school, stay in school, continue to learn, and return to their usual school-based activities after such an event.

You can help your students if you

**Listen,  
Protect,  
Connect –  
Model & Teach**

the **steps of PSYCHOLOGICAL  
FIRST AID** for your students after  
a disaster, school crisis, or  
emergency.

These steps can help them  
bounce back more quickly.

## Getting Started: Understanding the Effect of a Disaster, School Crisis, or Emergency

**THINK ABOUT** your students’  
**“DIRECT EXPERIENCE”** with the  
event.

“Direct experience” means a **FIRST-HAND EXPERIENCE** of the event (physically experiencing or directly seeing it as it happens).

**After the event, changes can happen in students’ thoughts, feelings, and behaviors.** Your students may worry about family members, classmates, friends, or pets they care about, and may worry that it will happen again.

**Common reactions to disasters, school crises and emergencies** include trouble sleeping, problems at school and with friends, trouble concentrating and listening, and not finishing work or assignments. Your students may become more irritable, sad, angry, or worried as they think about what has happened, and as they experience recovery efforts after the event.

**When students share their experiences, thoughts and feelings about the event, LISTEN for RISK FACTORS for adverse reactions.**

Risk factors that may indicate a counseling referral is needed for students include:

- loss of a family member, schoolmate, or friend
- observing serious injury or the death of another person
- family members or friends missing after the event
- getting hurt or becoming sick due to the event
- home loss, family moves, changes in neighborhoods, changes in schools, and/or loss of belongings
- being unable to evacuate quickly
- past traumatic experiences or losses
- pet loss

**If a student has had any of these experiences,** you may wish to consider referring her or him to your school psychologist, counselor, or social worker.

Now that you know what can affect your students after a disaster, school crisis, or emergency, you're ready to **LISTEN, PROTECT, CONNECT – MODEL & TEACH!**

## 1. Listen, Protect, Connect – Model & Teach

The first important step to help your students after an event is to **listen and pay attention** to what they say and how they act. Remember that your students may also show their feelings in nonverbal ways, like increased behavioral problems or increased withdrawal.

**Let your students know** you are willing to listen and talk about the event, or to make referrals to talk to an appropriate professional, if they prefer it. Use the following questions to talk with your students. **You can listen for clues that indicate when students are having a hard time. Write down a few examples that may be helpful to note:**

1. What might be preventing a student from coming to or staying in school?

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2. What might be preventing a student from paying attention in class or doing homework?

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3. What might be preventing a student from returning to other school-based activities?

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**Listen, observe, and note any changes in:**

- \* behavior and/or mood
- \* **school performance**
- \* interactions with schoolmates and teachers
- \* **participation in school-based activities**
- \* behaviors at home that parents discuss with you

## Listen, 2. Protect, Connect – Model & Teach

You can **help make your students feel better** by doing some or all of the following:



- \* Answer questions simply and honestly, clearing up confusion students may have about what happened.
- \* Let your students know that they are not alone in their reactions to the event.
- \* Provide opportunities for your students to talk, draw, and play, but **don't force it**.
- \* Talk to your students about what is being done by the school and community to keep everyone safe from harm.
- \* Watch for anything in the environment that could re-traumatize your students.
- \* Keep your eyes and ears open for bullying behaviors.

- \* Maintain daily routines, activities, and structure with clear expectations, consistent rules, and immediate feedback; limit unnecessary changes.
- \* Make adjustments to assignments to be sensitive to students' current level of functioning.
- \* Limit access to live television and the Internet that show disturbing scenes of the event.  
**Remember, what's not upsetting to you and other adults may upset and confuse your students, and vice versa.**
- \* Encourage students to "take a break" from the crisis focus with activities unrelated to the event.
- \* Find ways for your students to feel helpful to your classroom, the school, and the community.

**List** other **things you do** that help your students feel better. Sharing lists with other teachers may increase ideas to help your students.

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## Listen, Protect, **3. Connect –** Model & Teach



**Reaching out to people in your school and community will help your students after a disaster, school crisis, or emergency.** These connections will build

strength for everyone. Consider ways to make some or all of the following connections:

- \* “Check in” with students on a regular basis.
- \* Find resources that can offer support to your students and classroom.
- \* Keep communication open with others involved in your students’ lives (parents, other teachers, coaches, etc.).
- \* Restore interactive school activities, including sports, club meetings, student-serviced projects, and student government.

- \* Encourage student activities with friends, including class projects and extracurricular activities.
- \* Empathize with your students by allowing a little more time for them to learn new materials.
- \* Build on your students' strengths. Find ways to help them use what they have learned in the past to help them deal with the event.
- \* Remind your students that major disasters, crises, and emergencies are rare, and discuss other times they have felt safe.

**List programs and activities** that connect you and your students with the community. Share your list with other teachers to create a larger list of activities and resources.

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## Listen, Protect, Connect – 4. Model & Teach

As you help your students after a disaster, crisis, or emergency, your **efforts may be more successful** – and you may be less stressed – if you **keep in mind:**

- \* It is good to be aware of your thoughts, feelings, and reactions about the event, which can be seen and can affect your students.



- \* How you cope and behave after an event will influence how your students cope and behave. Your students will be watching you for both verbal and nonverbal cues.
- \* Monitor conversations that students may hear.
- \* Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.

## Listen, Protect, Connect – Model & 5. Teach

Talk to your students about **expected reactions after a crisis** (emotional, behavioral, cognitive, and physiological). There are “normal” reactions to abnormal events.

- \* Different people may have very different reactions, even within the same family. After the event, people may also have different amounts of time they need to cope and adjust.
- \* **Encourage your students to identify and use positive coping strategies to help them after the event.**
- \* Help your students problem-solve to get through each day successfully.
- \* **Help your students set small “doable” goals and share in these achievements as “wins” for the students and your classroom.**
- \* Remind students that with time and assistance, things generally get better. If they don't, they should let a parent or teacher know.



**It is okay for you to seek professional help for yourself:**

- ✓ When you have feelings of being overwhelmed or overly stressed that don't go away over time.
- ✓ When you are not sure about how to handle a situation with a student or a family member.

**Over time,**

- \* **you,**
- \* **your students,**
- \* **their families,**
- \* **your classroom,**

**can EXPECT RECOVERY.**



## For More Information

Please visit [www.ready.gov](http://www.ready.gov)

*Ready* is a national public service advertising campaign produced by The Advertising Council in partnership with U.S. Department of Homeland Security. The *Ready* Campaign is designed to educate and empower Americans to prepare for and respond to emergencies, including natural disasters and potential terrorist attacks

and

[www.cincinnatichildrens.org/school-crisis](http://www.cincinnatichildrens.org/school-crisis)

The National Center for School Crisis and Bereavement.

**For more information on  
Listen, Protect, Connect —  
Model and Teach**  
contact Dr. Merritt Schreiber at [m.schreiber@ucla.edu](mailto:m.schreiber@ucla.edu).

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Psychological First Aid for Children**  
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