

How to Create and Run a Tabletop



Module Objectives

1. Define the purpose of a tabletop.
2. Participate in a virtual tabletop by discussing each scenario.
3. Understand how to design a tabletop.



Module Framing

1. Purpose of a Tabletop
2. Participation in a Tabletop
3. Designing a Tabletop



What is the purpose of a tabletop?

- Building “muscle memory” and confidence
- Thinking through school based roles and communication structure
 - Learn/Norm on best practices for your school
 - Proactively practice scenarios in a safe space
 - Proactively find gaps in your plan
- **Even adults learn best by “doing” and not just passively listening or reading!*

Unit 1: Let's PARTICIPATE in a Tabletop!

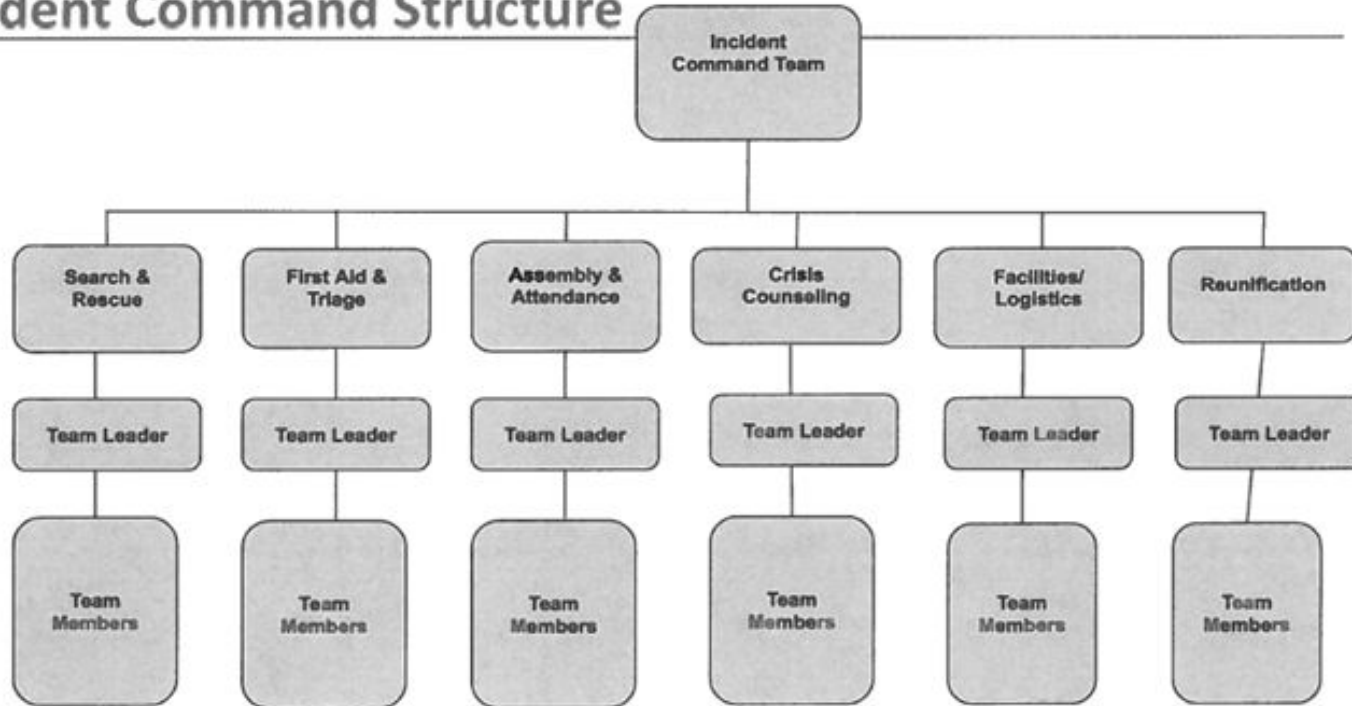
Norms & Understandings

- Right now, to the best of our knowledge, all staff and students are safe
- It's important to think through scenarios so that we reduce panic in real situations
- YOU ARE NOT GOING TO SAY THE WRONG ANSWER. There are a ton of good options, we will talk about which are best/great
- Have to be willing to trust and be vulnerable
- We are all figuring this out together



Framework to think through- ICS

Incident Command Structure



Best Practices- ICS

- The Incident Commander (in charge of situation) directly completes as few tasks as possible- focus on delegating and seeing the whole picture, responding to changes in the situation
- Depending on scenario, not all teams may be used or needed
- The Team Leader may change scenario to scenario, and should be the person with the most experience in that area, NOT necessarily positional power



Scenario 1- Wednesday January 28th

Slide 1/10

Incident Start: 3:15pm

A mom comes into the front office a few minutes before the Front Office coordinator leaves, and says that her 3rd grader John, a new student (today was his first day), did not get off the bus at the assigned stop. Mom confirms she got to the stop a few minutes late but saw all the other students walking away from the stop, so she was positive the bus had just pulled away.



Scenario 1

Slide 2/10

-
- What are your immediate steps relative to:
 - The parent
 - Internal (staff) communication
 - Bus vendor
 - How can we gain more situational awareness?
 - When do you contact law enforcement?

Best Practices:

- Parent: Move to different space, find staff member to stay with them
- Let admin know, contact classroom teacher for info
- Ask a team member to contact bus vendor
- Camera in hallways during dismissal? On buses? How to contact driver?
- Contact law enforcement in timely manner and/or as soon as methods to gain situational awareness aren't locating student

Scenario 1

Slide 2/10

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Scenario 1

slide 3/10

Incident Development: 4:00 p.m.

Police arrive and begin searching the area. There are no immediate findings.

Question Guide:

- What message do you give to your office should they receive telephone calls from concerned parents who see the police activity?
- What information is most important to give to law enforcement at this time?
- Who is in charge?
 - What does your emergency organizational structure look like?
- How do you liaison with police moving forward?



Incident Development- 4:45pm

Slide 4/10

- Although there is no sign of the student, you did receive a call from a neighbor saying that they witnessed a student getting into a car near the bus stop. Upon questioning the neighbor, you find the student fits the description of the missing student. Community members are calling, the rumor mill is active. A media helicopter hovers above the school.



Scenario 1 (cont.)

Slide 5/10

Question Guide:

- What do you do with the information given by the neighbor?
- What's your plan concerning the media?
- What's your plan to inform other parents of ongoing events?
- What do you do for the teacher of the missing student?

Sample Media Statement

Slide 6/10

- “Earlier today, a student was reported missing. We are working closely with the police in their search, and hope to be able to return the student quickly and safely to her family.”
- Up to police whether you should include the student’s name!



Scenario 1

Slide 7/10

Incident Development: 6:40 p.m.

Police informs you that they now have reason to believe the student was abducted. It seems the father of the student (who is no longer living at home) has recently been seen around the campus. He has a history of violence. Police issues an Amber alert.

Question Guide:

- What do you do with this information?
- How do you call an early morning staff meeting?
 - What sort of information would you give out?



Scenario 1

Slide 8/10

Incident Development: 6:00 a.m. <Next Day>

It's very early in the morning when you receive a call from Police. They give you the news that your student has been located at the father's residence in a neighboring state. The Amber Alert is deactivated and child services is managing the custody transference.

Question Guide:

- What information are you providing to:
 - Other parents and the community
 - Staff and faculty
 - Students
- What is your procedure for crisis counseling?
- How do you bring the school back to a new sense of normal after an incident of this nature?



Scenario 1 debrief:

How to- write a parent/media statement

Slide 9/10

Media Communications

1. Include a very brief summary of the fact base (without a lot of detail about who was involved or how things happened)
2. Talk about the school's response
3. Emphasize that the student is safe
4. Avoid any speculation about motives of anyone involved
5. If the school made a mistake, talk about what you're doing to make sure it doesn't happen again.

Family Communications

1. A family communication can easily become a Media Statement.
2. Expect a rumour mill and tons of questions / concerns
 - a. Do families know who to contact for these?
 - b. Is there value in creating a space or forum for parents to attend and engage with school leadership directly?
 - i. Who would lead this session?
 - ii. What are the advantages / disadvantages of a community meeting?

Scenario 1- Debrief

Slide 10/10

- How did this scenario make you feel (from your own lens)?
- Which of the ICS teams did we use?
- Where do we think the biggest gap is in our own systems/plan for a similar scenario?
- Any “aha” moments?



Reflect on Tabletop:

-Norms & Framework

-What did I want participants to learn?

- How to address a missing student (outside of school hours) scenario

- How to plan for multiple stakeholder communications - emphasis on parent/media communications

- Break Scenario into section - what do you want participants to take away from each section?

- Small takeaways

- Holistic practice/safe space to think through a scenario



Unit 2: Let's DESIGN a Tabletop!

Design a Tabletop:

-Norms & Framework:

- Who is your **audience**? What comfort level, expectations, and experiences do they have to start?

-What do you want participants to **learn**?

- Break Scenario into section - what do you want participants to **take away** from each section?

-Small takeaways

-Holistic practice/safe space to think through a scenario

- Gap in thinking about all stakeholders and equity



Norms & Understandings- Want to edit?

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- YOU ARE NOT GOING TO SAY THE WRONG ANSWER. There are a ton of good options, we will talk about which are best/great
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Set Objectives

1. Review policies and procedures
2. Evaluate communication procedures and identify gaps
3. Identify resources needed vs. available
4. Identify training needs
5. Identify improvements and create an action plan to address those needs



Write Scenario

1. Be specific in time and location
2. Make it plausible to your school
3. Give the basics



Construct Initial Questions

1. Why are these prompting questions?
2. What outcome are you looking for your audience to come to?
3. Is the level of specificity appropriate for the initial questions?
 - a) Who should be contacted?
 - b) What do you advise the staff to do regarding the immediate steps?
 - c) Who is in charge of the situation?



Share Responses to Questions

1. THERE ARE NO WRONG ANSWERS
2. Give best practice answers, verbally or in writing.
3. Identify the next steps that need to be taken.



Chunk the Rest of the Scenarios

1. Determine how many incident developments you want total.
 - a) Recommend 4-6 incident developments
2. Each incident development should include the time and 1-2 details that are adding to the scenario.
3. Spiral the incidents so they intensify as the scenario unfolds.



Construct Question Guides for Each Incident Development

1. After each scenario development, write your question guide of 2-5 questions for your audience to answer and share.
2. Construct your own responses to each of these questions and measure these responses against the answers your audience gives. These responses should revolve around BEST PRACTICES for your school.
3. You want these questions to really take a look at the roles and responsibility of your ICS, but also take into account other factors.
4. These questions should prompt next steps.



Construct Scenario Debriefing

1. Brainstorm with the audience the parents, community, and media communication once the incident is over.
2. How will the staff and students be debriefed?



Reflect and Debrief with Your Audience

1. How did they feel during this scenario?
2. How did the ICS come into play with this scenario?
3. What do they think are the biggest challenges or gaps in the current systems?
4. What plans can be made to identify solutions to the problem encountered?
5. Any “AHA” moments?



Reflect on Tabletop as Creator

1. What did I want participants to learn?
2. What did I want participants to take away from each section?



Next Steps After Running a Tabletop

- Module Handout
- “Family Reunification After an Emergency Event” Module
- Recorded Training of “How to Run a Tabletop”
- www.joffeemergencyservices.com
- Post-Module Survey

