**Campbellsville University**

**School of Education**

**G4, 2018**

**SGC 730-01 School Crisis Prevention and Intervention**

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# “Empowerment for Learning”

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**Textbook**:

Kerr, M. (2009). *School Crisis Prevention and Intervention*. Upper Saddle River, NJ: Pearson.

**Pre-requisites**: None

**Course Description**: Candidates will develop/evaluate a school crisis plan that includes policies, procedures, preparation, and communication. Candidates will learn about a variety of school crisis including accidents, illness, violence, and natural disaster and the school counselor role in prevention and response.

**PROFESSIONAL STANDARDS addressed in this course:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with** **Assessment** **(point values)** | **Kentucky Standards for Guidance Counseling Programs** | **Kentucky Guidance Counselor Program Objectives and Curriculum** | **CU Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** | **CACREP Common Core Areas** | **CACREP School Counselor Professional Knowledge, Skills, and Practices** |
| School Crisis Plan Training Video200 pts. | A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h | 3 c | C.2.c, 2 c, 3 c, 5 a | 9 b, d, 10 e, f, i, k | 4, 6 | I D, III A, B, D, E, F, IV D | 2 A, 5 B, D, 6 A | A.1.1, A.1.2 | 1.c, 3.c, d, g, 5.a, g | A.7, C.6, H.4 |
| Discussion Forums80 pts. | A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h | 3 c | C.2.c, 2 c, 3 c, 5 a | 9 b, d, 10 e, f, i, k | 4, 6 | I D, III A, B, D, E, F, IV D | 2 A, 5 B, D, 6 A | A.1.1, A.1.2 | 1.c, d, 3.c, d, g, 5.a, g | A.7, C.2, 6, H.4 |
| Field Experiences100 pts. | A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h | 3 c | C.2.c, 2 c, 3 c, 5 a | 9 b, d, 10 e, f, i, k | 4, 6 | I D, III A, B, D, E, F, IV D | 2 A, 5 B, D, 6 A | A.1.1, A.1.2, A.2.1, A.2.2 | 1.c, d, 3.c, d, g, 5.a, g | A.7, C.2, 6, H.4 |
| Class Participation80 pts. | A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h | 3 c | C.2.c, 2 c, 3 c, 5 a | 9 b, d, 10 e, f, i, k | 4, 6 | I D, III A, B, D, E, F, IV D | 2 A, 5 B, D, 6 A | A.1.1, A.1.2 | 1.c, d, 3.c, d, g, 5.a, g | A.7, C.2, 6, H.4 |

**Kentucky Standards For Guidance Counseling Programs Addressed:**

1. Foundations of School Counseling
	1. relationship of the school counseling program to the academic and student services program in the school;
	2. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
	3. knowledge of the school setting, environment, and pre-K-12 curriculum;
	4. current issues, policies, laws, and legislation relevant to school counseling;
	5. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede, student academic, career, and personal/social success and overall development.
2. Contextual Dimensions of School Counseling
	1. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.
3. Knowledge and Skill Requirements for School Counselors
	1. Counseling and Guidance
		1. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
		2. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

1. Human Growth and Development
	1. human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

1. Professional Orientation and Ethical Practice
	1. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event;
	2. self-care strategies appropriate to the counselor role.
2. Human Growth and Development
	1. effects of crises, disasters, and other trauma-causing events on persons of all ages;
	2. theories and models of individual, cultural, couple, family, and community resilience;
	3. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
3. Helping Relationships
	1. an orientation to wellness and prevention as desired counseling goals;
	2. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) School Counselor Professional Knowledge, Skills, and Practices Addressed:**

1. Foundations – Knowledge
	1. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.
2. Counseling, Prevention, and Intervention – Knowledge
	1. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
	2. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.
3. Assessment – Skills and Practices
	1. Makes appropriate referrals to school and/or community resources.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

C.2.c. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide.

2.c. Implements individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

3.c. Understands human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

5.a. Develops counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

**Interstate Teacher Assessment and Support Consortium (*InTASC*) Addressed:**

InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*) Addressed:**

Standard 4 Diversity

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*) Standards for Advanced Programs Addressed:**

Standard A.1 Content and Pedagogical Knowledge

Standard A.2 Clinical Partnerships and Practice

**Technology Standards for School Administrators (TSSA) Addressed:**

 Standard I. Leadership and Vision

 Standard III. Productivity and Professional Practice

 Standard IV. Support, Management, and Operations

**Educational Leadership Policy Standards (ISLLC) Addressed:**

 Standard 2 Advocating, nurturing, and sustaining a school culture and instructional program

 conducive to student learning and staff professional growth

 Standard 5 Acting with integrity, fairness, and in an ethical manner

 Standard 6 Understanding, responding to and influencing the political, social, economic, legal,

 and cultural context

**SPECIFIC OBJECTIVES:**

 Upon completion of this course, candidates will:

1. Candidates will analyze a model for school crisis prevention and intervention and will discuss the roles preparation, response, and recovery have in crisis prevention and intervention.

2. Candidates will analyze crisis policies for their school and district and will discuss the importance of aligning school/district crisis plans with school/district crisis policies.

3. Candidates will explain how to plan for and effectively deal with communications issues that arise during and after a crisis including technology issues, social media, callout procedures, informing school personnel, students, and parents, confidentiality, and dealing with the media.

4. Candidates will develop plans for prevention, mitigation, and response to school and district crisis including accidents and illness, violence, disasters, and death.

5. Candidates will evaluate risk factors associated with students who are suicidal or violent toward others.

6. Candidates will explain the school counselor’s role in providing psychological support during and after a crisis.

7. Candidates will identify risk factors for fatigue and burn out in school crisis responders and will discuss the importance of recovery support for school crisis responders.

**COURSE TASKS/Requirements:**

**Class Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

**School Crisis Plan Training Video (200 pts.)** Candidates will prepare a training program for their school’s crisis plan and create a podcast.

**Field Experiences (100 pts.)** Candidates will reflect on the school counselor’s role in a variety of crisis scenarios. (10 hours)

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**EVALUATION Process and expectations:**

Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

 B 80-89%

 C 70-79%

 D 60-69%

 F 0-59%

 **RUBRICS:**

 **SGC 730 School Crisis Prevention and Intervention**

**Discussion Forum Scoring Guide**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment****KSGC:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h **KCPGO:** 3 c  **InTASC:** 9 b, d, 10 e, f, i, k**CAEP Standards for Advanced Programs:** A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support****KSGC:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h **KCPGO:** 3 c  **InTASC:** 9 b, d, 10 e, f, i, k**CAEP Standards for Advanced Programs:** A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections****KSGC:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h **KCPGO:** 3 c  **InTASC:** 9 b, d, 10 e, f, i, k**CAEP Standards for Advanced Programs:** A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

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| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment****KSGC:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h**KCPGO:** 3 c  **InTASC:** 9 b, d, 10 e, f, i, k**CAEP Standards for Advanced Programs:** A.1.1, A.1.2 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences.  | **1-2** sentences. |

**SGC 730 School Crisis Plan Training Podcast Scoring Guide**

**200 pts.**

**Directions**: Candidates will create a training podcast (30 minutes) that familiarizes the faculty with the key components of the districts’ crisis plan that includes policies, procedures, communication, response, postvention, and recovery.

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| **Component** | **90-100** | **80-89** | **70-79** | **Below 70** |
| **General Assignment** | Podcast is professional in quality with volume and visuals that add to the presentation. | Podcast is clear and concise and edited so volume and visuals are not distracting. | Some distractions of volume and visuals are present. | Volume and visuals distract from the overall presentation to the extent that the message is lost. |
| **Length** | 25-30 minutes | 20-24 minutes | 15-19 minutes | Less than 15 minutes |
| **Content** | Podcast reviews district policy and procedures for prevention, mitigation, and response for accidents and illness. | Podcast reviews district policy and procedures for mitigation and response only for accidents and illness. | Podcast reviews district policy and procedures response only for accidents and illness. | Podcast does not address district policy or procedures regarding accidents and illness. |
| **Content** | Podcast reviews district policy and procedures for prevention, mitigation, and response for violence. | Podcast reviews district policy and procedures for mitigation and response only for violence. | Podcast reviews district policy and procedures response only for violence. | Podcast does not address district policy or procedures regarding violence. |
| **Content** | Podcast reviews district policy and procedures for prevention, mitigation, and response for disasters. | Podcast reviews district policy and procedures for mitigation and response only for disasters. | Podcast reviews district policy and procedures response only for disasters. | Podcast does not address district policy or procedures regarding disasters. |
| **Content** | Podcast reviews psychological supports available during a crisis identifying key personnel and their responsibilities. | Podcast reviews psychological supports available during a crisis identifying key personnel.  | Podcast reviews psychological supports available during a crisis.  | Podcast does not address psychological supports,. |
| **Content** | Podcast reviews policy and procedure in postvention/ recovery following a death including communication with family, with the student body, with the community, and the media; funerals and memorials; and graduation and anniversaries. | Podcast reviews policy and procedure in postvention/ recovery following a death including communication with family, with the student body, with the community, and media; and funerals and memorials | Podcast reviews policy and procedure in postvention/ recovery following a death including communication with family, with the student body, with the community, and media. | Podcast reviews policy and procedure in postvention/ recovery following a death including communication with family, with the student body, and with the community. |
| **Content** | Podcast reviews policy and procedure regarding communication during and following all crisis scenarios including students, faculty,parents, the community, and the media. | Podcast reviews policy and procedure regarding communication during and following all crisis scenarios including students, faculty, and parents. | Podcast reviews policy and procedure regarding communication during and following all crisis scenarios including students and faculty. | Podcast does not include a communication policy or procedure. |
| **Timeliness** | Podcast submitted on or before the due date. | Podcast submitted one day late. | Podcast submitted two days late. | Podcast submitted more than two days late. |

**SGC 730 Field Experience Reflection**

 **Scoring Guide**

**100 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment****KSGCP:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h **KGCPOC:** 3 c**InTASC:** 9 b, d, 10 e, f, i, k**CAEP Standards for Advanced Programs:** A.1.1, A.1.2, A.2.1, A.2.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience.  |
| **General Assignment****KSGCP:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h **KGCPOC:** 3 c**InTASC:** 9 b, d, 10 e, f, i, k**CAEP Standards for Advanced Programs:** A.1.1, A.1.2, A.2.1, A.2.2 | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Five or more full pages of content | Four to five full pages of content | Three to four full pages of content | Less than three full pages of content |
| **Support****KSGCP:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h **KGCPOC:** 3 c**InTASC:** 9 b, d, 10 e, f, i, k**CAEP Standards for Advanced Programs:** A.1.1, A.1.2, A.2.1, A.2.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections****KSGCP:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h **KGCPOC:** 3 c**InTASC:** 9 b, d, 10 e, f, i, k**CAEP Standards for Advanced Programs:** A.1.1, A.1.2, A.2.1, A.2.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

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#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from

the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**REFERENCES:**

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