

## Research Resources for Crisis Response in Schools

*Traumatic events in schools require years of follow-up for students and adults. Beyond the initial debrief, counseling, and institutional adaptations, issues will persist well into the following school years. The sections below list long-term areas of need and concern with guiding literature.*

### Student Responses

Increased absences

Safety/perceptions of safety

Long term impacts – higher retention rates, lower graduation and college enrollment, lower employment and earnings

Cabral, M., Kim, B., Rossin-Slater, M., Schnell, M., & Schwandt, H. (2021). *Trauma at school: The impacts of shootings on students' human capital and economic outcomes* (No. w28311).

National Bureau of Economic Research.

Katsiyannis, A., Whitford, D. K., & Ennis, R. P. (2018). Historical examination of United States intentional mass school shootings in the 20th and 21st centuries: Implications for students, schools, and society. *Journal of Child and Family Studies, 27*(8), 2562-2573.

### Teacher and Staff Responses

Emotional exhaustion leading to loss of self-efficacy, decreased student performance, and increased office referrals

Arens, A. K., & Morin, A. J. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. *Journal of Educational Psychology, 108*(6), 800.

Eddy, C. L., Huang, F. L., Cohen, D. R., Baker, K. M., Edwards, K. D., Herman, K. C., & Reinke, W. M. (2020). Does teacher emotional exhaustion and efficacy predict student discipline sanctions?. *School Psychology Review, 49*(3), 239-255.

### Leadership in a Crisis

Monitoring needs

Communication of continuing response

Intentional learning

Sensemaking and emotional intelligence

Grissom, J. A., & Condon, L. (2021). Leading schools and districts in times of crisis. *Educational Researcher, 50*(5), 315-324.

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For more information on Crisis Response in Schools and Intervention Resources to support faculty, staff, and students through Crisis Responses, please email [catherine.robert@uta.edu](mailto:catherine.robert@uta.edu).

## Student Responses

Provide Trauma-Informed In-Class and Out-of-Class Experiences for your Students

- Ludvik, M.B. (2020). Co-creating the container for optimal learning and development: Lessons from trauma-informed mindful compassion practices. *About Campus*, 24(6), 25-31. <https://doi.org/10.1177/1086482219899648>
- National Child Traumatic Stress Network Schools Committee. (October 2008). *Child Trauma Toolkit for Educators*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.
- Bresciani Ludvik, M. J. with Eberhart, T. L. (2018). *Positively transforming minds within educational systems: An inner-directed inquiry process for educators and the students they serve*. E-Book by Publish Drive.

## Creating Long-Term Responses

### Crisis Data Team

Crisis Debriefing data (recommended changes and crisis points)  
Social media posts  
Attendance data (staff and students)  
Office referrals  
Counselor/Social Service referrals  
Student performance data  
Enhanced services data (see below)

### Surveys for staff, students, and parents

Build surveys based on debriefing information  
Issue surveys at appropriate intervals  
Analyze responses to determine effectiveness of crisis response

### Enhanced student services and faculty training

Student resource centers  
Social-emotional learning embedded into existing classes (see box above)  
Behavioral intervention training (faculty and staff)  
Attendance incentives

## Facilitation Services Available for Long-Term Crisis Response

### Monitoring and Planning

Contact: [catherine.robert@uta.edu](mailto:catherine.robert@uta.edu)

Mindful Compassion and Trauma-Informed Practices for Educational Leaders

Contact: [Marilee.Ludvik@uta.edu](mailto:Marilee.Ludvik@uta.edu)