

Effective Crisis Management Planning: Creating a Collaborative Framework.

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Abstract:

Violence has permeated the fabric of public schools. Many teachers are fearful, unprepared, and ill equipped to deal with dangerous student behavior. One of the major impacts of the lack of active crisis planning and management has been unsafe classroom environments. Presently, many teachers of students with emotional and behavioral disorders (E/ BD) fail to develop crisis management plans. By facilitating the development of crisis planning and management documents, teachers can improve positive behavioral support practices, create safer learning environments, and deal effectively with serious verbally and physically aggressive student behaviors. The purpose of this paper is to describe collaborative processes E/BD teachers can employ to effectively plan for the management of student crisis episodes. Specific strategies to enhance their effective implementation are also provided. Legal requirements (i.e., IDEA 1997 Amendments) pertaining to positive behavioral support are described and individual and system responses regarding effective crisis planning and management are presented.

Article:

The violence that has plagued the fabric of American society has also permeated its public school systems. Accelerating trends in acts of physical violence towards teachers have been documented in the educational literature (Long, 1992). In a seminal investigation regarding this issue, White, Curry, and Stedman (1994) revealed that 2% of teachers experienced physical attacks by students during a school year. Petersen, Pietrzak, and Speaker's (1996) findings, concerning this same issue, disclosed that 9% of the teachers in their sample indicated they had been the recipients of physical violence by students over a 24 month period.

Petersen et.al (1996) also discovered that 27% of the teachers they queried purported being concerned or very concerned about their safety in the schools. Due to feelings of heightened anxiety, many educational systems have instituted crisis prevention and management planning in an effort to deal more effectively with violent student behavior and school crisis (Cultice, 1992; Gullat & Long, 1996; Huey, 1991; Kelly, Stimeling, & Kachur, 1989; Purvis, Porter, Authement, & Boren], 1991). Teachers of students with E/BD experience heightened risks for attack and injury due to the educational and behavioral characteristics of their students. Students with E/BD may be particularly vulnerable to displaying antisocial behaviors (e.g., aggression, violence, etc.) towards themselves or others that escalates to crisis levels (Meadows & Melloy, 1996). Nonetheless, teachers of students with E/BD fail to plan for the systematic management of crisis episodes.

One of the major impacts resulting from the lack of crisis management planning have been classroom environments that are neither safe nor conducive to learning. Center and Callaway's (1999) data offered empirical validation to support this. Nineteen percent of the E/BD teachers they queried reported being injured by a student within a 12 month period. They concluded that "the injury rate for E/BD teachers is approximately four times that reported by Peterson and colleagues (1996) for teachers in general" (Center & Callaway, 1999, p. 47).

Reasons for the increased injury rate in E/BD teachers are varied and speculative. Center and Callaway (1999) assert that teacher temperament (e.g., aggressive behavior and low empathy) may be a variable. They raise the possibility that the manner in which an E/BD teacher interacts with a student may increase the risk for injury. An E/BD teacher's tendencies toward aggressive behavior when dealing with a student is an example of inappropriate teacher behavior prior to or during the crisis that may lead to injury. Long & Kelly (1994) identified four reasons for inappropriate teacher behavior during a student crisis episode based on qualitative data analysis of over 200 crisis incidents. They concluded that approximately 70% of the teachers were caught in the student's conflict cycle, some teacher's held rigid and unrealistic expectations regarding normal developmental student behavior, others were responding to the crisis in a bad mood; and some were prejudging a problem student in a crisis. Long & Brendtro (1996) examined a fifth reason for inappropriate teacher responses: teachers had good intentions but lacked the knowledge and skills to manage a student crisis effectively and professionally. Hence, it seems reasonable to conclude that a teacher's lack of crisis planning and/or mismanagement of the crisis may contribute to the injury rate.

How an E/BD teacher is able to manage a crisis situation may be the greatest test of his or her skills (Jay, 1989). The aim of this paper is to provide a teacher of students with E/BD with a coordinated set of activities that are directed at supporting a student in crisis. This collaborative approach to crisis management extends beyond the student's immediate classroom and teachers in an effort to respond immediately in the best interest of students and school staff (Cultice, 1992; Myles & Simpson, 1994). It is intended to be implemented when a student is out-of-control and unable to deal with a conflict situation in a calm, acceptable manner (Johns & Carr, 1995; Meadows & Melloy, 1996). There are two primary goals associated with the implementation of the crisis management plan: (1) to physically manage the student to prevent injury from occurring to the student or others; and (2) to protect the teacher(s) from injury (Kerr & Nelson, 1983). A collaborative process to crisis planning and management is provided because it is not recommended that any teacher attempt to intervene in a student's crisis episode without the assistance of trained colleagues (Johns & Carr, 1995). For teachers of students with E/BD, the crisis intervention process should be employed when dealing with a student who is verbally and physically violent and aggressive (e.g., biting, hitting, kicking, running away, throwing desks, chairs, etc.) and posing a threat/danger towards themselves or others (Cornell & Sheras, 1998; Smith & Simpson, 1994). This approach is not intended to be used for disastrous school crises such as, school shootings, mass suicides, fires, explosions, etc. In those cases a district-wide crisis/catastrophe response plan would be warranted.

Just as school systems can no longer ignore the need for systematic crisis planning and management, neither can teachers of students with E/BD. In an effort to offer support and generate solutions, educational researchers and federal lawmakers have responded to the daily plight confronting educators regarding students' challenging behavior, discipline, and school safety. In 1997 the legislators reauthorization and amendments to the Individuals with Disabilities Act (IDEA) recognized the importance of the provision of positive behavioral support strategies when a student's behavior impedes his or her learning or that of others (National Information Center for Children and Youth with Disabilities (NICHY), 1998). Also in the 1990s discourse began emerging to expand educators knowledge in dealing effectively with crisis events (Embry, 1997; Bender & McLaughlin, 1997; Gilliam, 1993; Holden & Powers, 1993; Long & Brendtro, 1996; Long & Daniels, 1993; Long & Kelly, 1994; Long & Techet, 1993; Walker & Gresham, 1997) .

Legal Requirements - The IDEA Amendments of 1997

The IDEA amendments of 1997 mandated comprehensive and complex changes to reform previous statutes that lacked clarity and uniformity (NICHY, 1998). The new IEP requirement specifies that positive behavioral interventions and strategies must be addressed when indicated (NICHY, 1998). Within IDEA '97 under the section titled "Development, Review, and Revision of IEP - Consideration of special factors" it states "The IEP team also shall - In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior" (IDEA '97,[sections]300.346 (2)(i)). Crisis episodes impede students' learning. Carefully crafted,

individualized crisis management plans need to be considered an important component of the behavioral support plan for students who demonstrate this unique educational need.

After taking disciplinary action, functional behavioral assessments and behavioral support plans must be created or revised within 10 days (NICHY, 1998). In the "Authority of School Personnel" section of IDEA '97 it states that:

Either before or not later than 10 business days after either removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change of placement under [Sections]300.519, including the action described in paragraph (a)(2) of this section.

If the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal described in paragraph (a) of this section, the agency shall convene an IEP meeting to develop an assessment plan.

If the child already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and, modify the plan and its implementation as necessary, to address the behavior.

As soon as practicable after developing the plan described in paragraph (b)(1)(i) of this section, and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address that behavior and shall implement those interventions.

If subsequently, a child with a disability who has a behavioral intervention plan and who has been removed from the child's current educational placement for more than 10 school days in a school year and is subjected to a removal that does not constitute a change of placement under [sections]300.519, the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more of the team members believe that modifications are needed, the team shall meet to modify the plan and its implementation, to the extent the team determines necessary. (IDEA '97 [sections]300.520 (b)(1)(i)(ii)(2)(c)(1)(2))

Functional behavioral assessments should be used as investigative processes to assist in the determination of the motivation or function of the crisis related behaviors and subsequently be utilized to aid in the prevention of future crisis episodes (Kern & Dunlap, in Repp & Homer, 1999). In this way, anecdotal and behaviorally relevant data (e.g., frequency, intensity, or duration recording) are utilized to systematically guide educational decision-making.

When a manifestation determination review is warranted, the behavioral support plan must be analyzed to ensure appropriateness and consistency with the IEP and placement (NICHY, 1998). IDEA '97 states in the section entitled "Manifestation Determination Review" that it must be determined "in relationship to the behavior subject to disciplinary action, the child's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement" (IDEA '97 [sections]300.525 (2)(i)). Professionals responsible for analyzing these documents may conclude that the absence of a crisis management plan results in the denial of a free appropriate education (FAPE) to students with disabilities. This may be most applicable to students with E/BD who have a history of engaging in crisis related behavior.

There are also IDEA protections provided to students who violate rules or codes of conduct if the local education agency (LEA) had prior knowledge (NICHY, 1998). Under the "Protections for Children Not Yet Eligible for Special Education and Related Services - Basis of Knowledge" section of IDEA '97 it states that:

An LEA must be deemed to have knowledge that a child is a child with a disability if-

The parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate educational agency that the child is in need of special education and related services;

The behavior or performance of the child demonstrates the need for these services, in accordance with [sections]300.7;

The parent of the child has requested an evaluation of the child pursuant to [sections][sections]300.530-300.536; or

The teacher of the child, or other personnel of the local education agency, has expressed concern about the behavior or performance of the child to the director of special education of the agency or to other personnel in accordance with the agency's established child find or special education referral system

Exception. A public agency would not be deemed to have knowledge under paragraph (b) of this section if, as a result of receiving the information specified in that paragraph, the agency –

Either –

Conducted an evaluation under [sections][sections]300.530 - 300.536, and determined that the child was not a child with a disability under this part; or

Determined that an evaluation was not necessary; and

provided notice of its determination under paragraph (c)(1) of this section, consistent with [sections]300.503. (IDEA '97 [sections]300.527 (b)(1)(2)(3)(4)(c)(1)(i) (ii)(2))

Therefore, the development of crisis management plans is pertinent to a wide variety of students who have not been formally deemed eligible for special education services under IDEA '97. For example, crisis management plans may need to be created for students who are eligible under Section 504, students who are in the special education evaluation process, students who are being provided with prereferral intervention services, and/or students who have demonstrated a history of dangerous behavior towards themselves or others.

The LEA may also decide to refer and allow action by law enforcement and judicial authorities when dealing with dangerous student behavior (NICHY, 1998). The "Referral To and Action By Law Enforcement and Judicial Authorities" section of IDEA '97 specifies the following:

Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and State law crimes committed by a child with a disability.

An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime.

An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. (IDEA '97 [sections]300.529 (a)(b)(1)(2))

This type of action should be anticipated and included in the crisis management document. If this action is necessary, copies of all special education and disciplinary records, including the crisis plan, must be provided (NICHY, 1998).

The most recent special education related federal mandates have attempted to strengthen the position of teachers and school districts in order to create safer learning environments for all students. Crisis management plans may be an important tool in decreasing the fear, anxiety, and intimidation experienced by teachers and students. The development of these plans may equip teachers with a collaborative framework to deal more effectively with violent and dangerous student behavior. Moreover, stringent implementation of these systematic plans may reduce the physical and psychological damage to students and teachers that often result from all too frequent, haphazard, "fly by the seat of your pants" management of crisis episodes.

Individual and System Responses to Preventing and Correcting Dangerous Student Behavior

A behavioral crisis typically occurs in stages. It is imperative that teachers recognize these stages in order to intervene effectively. Gilliam (1993) identified the three phases of crisis management as: pre-crisis, crisis, and post-crisis. The teacher's goal during each stage will vary. For example, during pre-crisis the teacher may observe escalating trends in the student's level of challenging behavior (e.g., crossing arms across chest, verbal defiance, throwing materials, etc.). In this case the teacher may reduce the demands of the task in an effort to prevent the occurrence of crises. Concomitant with all stages is the systematic implementation of behavioral management techniques.

Developing a curriculum and providing direct instruction in social skills is also necessary (Gilliam, 1993). Violent and aggressive behavior must be replaced. Students need to be taught the necessary skills to do so effectively. There are a wide variety of commercially produced curriculum materials available to assist teachers with this process.

Conducting a detailed history of the student's crisis behavior prior to developing crisis management plans is important (Gilliam, 1993). Determining the frequency, intensity, and severity of past crisis episodes yields valuable data that will assist in the decision-making process. Reviewing past approaches and interventions to crisis behaviors provides information to guide future strategies.

Walker and Gresham (1997) expand the discourse by discussing school-wide violence reduction strategies rather than student-by-student techniques. Their recommendations include but are not limited to the following: routine review of school policies, creation of school-wide crisis plans, use of staff supervision assignment maps, development of zero tolerance policies for weapons, drugs, etc., constant monitoring of hallways, entrances, etc., and requirements and limitations for hall passes.

Basic guidelines are also available for teachers when confronted with violent situations involving weapons. Bender and McLaughlin (1997) delineate useful administrative responsibilities and intervention techniques when professionals must deal with unimaginable circumstances (e.g., hostage situations, explosive episodes, weapons violations, etc.) The procedures they entail include but are not limited to the following: maintain a calm, emotionally reserved posture, avoid confrontation, provide verbal assurance to the student, attempt to establish a dialogue with the student, secure the perimeter, refrain from heroics, and look for escape routes. The authors also offer important steps toward preventing violence and/or weapons violations.

Embry (1997) offers a different approach by focusing on creating peaceful environments in an effort to thwart violent student behavior before it becomes well rooted in the school climate. Based on anthropological theory and sociological inquiry, Embry (1997) maintains that in order to effect changes in violent behavior, focus must be centered on positive rather than negative events. His recommendations are purely preventative and include the following: adopt a common school language, share positive stories, provide daily individual and group rewards, post positive behavior posters, offer praise notes, implement social skills training, reinforce student responsibility, develop schoolwide cue systems, and bestow frequent and positive verbal praise to students.

To date, the literature provides teachers with useful information concerning the individual and system responses to preventing and correcting dangerous student behavior. The aforementioned crisis guidelines offer proactive, direct, and indirect techniques that are applicable to a wide variety of individualized and school-wide situations. The aforementioned interventions are complementary to the implementation of a crisis management plan. By employing these predominately proactive procedures, teachers and administrators can minimize potential violence and maximize student learning.

CRISIS PLAN ORGANIZATIONAL CHART

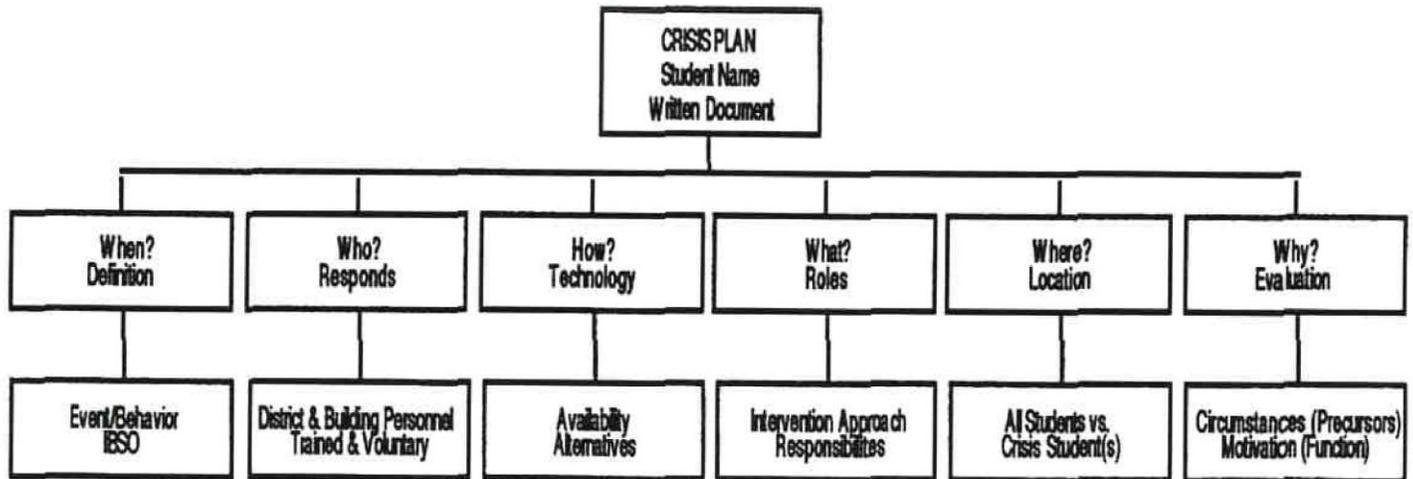


Figure 1. Crisis Plan Flowchart

Collaborative, Six-Step Framework for Crisis Planning and Management

The need for crisis planning and management, is clearly established within the educational literature and the federal mandates that guide special education service provision (Embry, 1997; Bender & McLaughlin, 1997; Gilliam, 1993; NICHY, 1998; Walker & Gresham, 1997). However, there is limited information available concerning the systematic development of these plans. Based on a thorough review of the literature, a six-step framework for crisis planning and management has been developed in an effort to lend support to E/BD teachers who are responsible for supporting students who are in crisis in a variety of settings (e.g., classroom, community, etc.). This framework is to be employed in the second phase of Gilliam's (1993) triadic crisis model (e.g., when the crisis is underway). Figure 1 illustrates the process utilizing a flowchart format and figure 2 presents a sample crisis management plan, in table form, to enhance the application of the conceptual framework. The following text describes each component in detail.

(1.) Define "when" a crisis episode is occurring. Effective and efficient crisis management plans specify the detection and identification of crisis related events and behaviors (Cornell & Sheras, 1998; Gullatt & Long, 1996). Terminology used to determine whether or not the crisis team should be summoned should reflect adherence to Morris's "IBSO" (e.g., "Is the behavior specific and observable?") rule (as cited in Alberto & Troutman, 1995). Events that constitute crisis behavior need to be delineated in specific, measurable, and observable terms (Alberto & Troutman, 1995). All crisis team members should be in agreement regarding whether or not a crisis event is occurring. For example, team members may define a crisis episode as follows: "When the student is physically endangering him/herself or others by exhibiting behaviors such as biting, hitting, kicking, running away, throwing desks/chairs, etc..".

(2.) Identify "who" will respond to the crisis episode. A membership pool should be established (Gullatt & Long, 1996; Kelly, Stimeling, & Kachur, 1989; Purvis et al., 1991) by ascertaining the identity of district and building professionals who are trained in crisis intervention techniques or who would be willing to participate in such training. The recommended size of the team varies from four to eight participants (Gullatt & Long, 1996;

Johns & Carr, 1995). Crisis team members need to possess flexible positions and be able to respond when needed without hesitation. Examples of appropriate team members include but are not limited to the following: principals, assistant principals, school psychologists, guidance counselors, special education supervisors, paraeducators, custodial staff, school secretaries, general and special education teachers, and related services personnel. It is important that all crisis team members participate on a voluntary basis and receive ongoing training in this area (Johns & Carr, 1995).

Figure 2. Sample Crisis Plan - Table Format

WHEN	WHO	HOW	WHAT	WHERE?	WHY?
Definition?	Responds?	Technology?	Roles?	Location?	Evaluation
The crisis plan will be implemented when Tito is physically endangering himself or others by exhibiting behaviors such as biting, hitting, kicking, running away, throwing desks, chairs, etc.	Core team: 1. Special education teacher 2. Assistant principal 3. Guidance counselor 4. ESL teacher 5. Para-educator 6. Head custodian Back-up team: 1. Principal 2. School secretary 3. School nurse 4. Lunch room monitor 5. General education teacher 6. Librarian *Note: Back-up team members supervise core team members classrooms and/or substitute on the core team if absent.	1. The Special education teacher will summon all team members via 2 way radios (e.g., walkie talkies. 2. If radios are inoperable, the special education teacher will use the intercom system to notify the office. The office secretary will immediately contact all team members by telephone.	1. Special education teacher is the crisis facilitator is responsible for the direct implementation of verbal/nonverbal de-escalation techniques & the use of safe physical restraint. 2, 3, & 4. Assistant principal, guidance counselor, & ESL teacher are to assist the special education as directed in the implementation of verbal/nonverbal de-escalation techniques & the use of safe physical restraint. 5. Para-educator is to relocate the other students to a safe area in the school building. 6. Head custodian is to secure the area and assist the paraeducator in relocating the other students as directed.	1. The special education teacher will determine whether Tito will remain in the classroom or be escorted to a private room in the main office area. 2. If Tito remains in the classroom the other students will be relocated to the school library or cafeteria.	1. The special education teacher will conduct life Space Crisis Intervention /Reality Rub (Long & Tchet, 1993) with Tito. 2. All crisis team members will assist in the completion of an alternative functional behavioral assessment, charting & graphing of crisis related behaviors & completion of a critical incident report.

(3.) Determine "how" technology will be utilized to summon team members in the event of a crisis episode. The skillful and competent response to a crisis episode is often contingent upon the establishment of a communication network (Gullatt & Long, 1996; Myles & Simpson, 1994; Poland, 1994). The type of communication technology that may be utilized includes but is not limited to the following: cellular telephones, pagers, intercom systems, two-way radios (i.e., walkie talkies), and traditional telephones. A code for alerting and summoning the team quickly is also recommended (Johns & Carr, 1995; Poland, 1994). For example, the teacher may broadcast "SNASU in room 125". This code would send a clear signal to team members that their immediate response was needed in a specific location. The working status of the technology of choice should be verified and recorded on a daily basis to ensure that it will be ready and available during times of critical need. All crisis team members should have possession and access to the technological devices. In the event that the technological devices are not available, alternative systems for notifying team members need to be identified in the crisis plan. It is not recommended that students be used for these purposes due to obvious liability issues.

(4.) Describe "what" the individual team member's roles and responsibilities are during the crisis episode. Individual roles and responsibilities should be defined specifically (Cornell & Sheras, 1998; Gullatt & Long, 1996; Meadows & Melloy, 1996; Myles & Simpson, 1994). Policies and procedures pertaining to the expected behavioral responses of all crisis team members should be predetermined and clarified in this section of the plan. For example, the paraeducator may be responsible for relocating the other students in the classroom to a safe area in the school building, (Meadows & Melloy, 1996). Whereas, the special education teacher may be identified as the crisis facilitator who leads the verbal/nonverbal de-escalation and physical crisis intervention techniques. The English as a Second Language (ESL) teacher, the guidance counselor, and the vice principal would assist the special education teacher in the implementation of the crisis intervention techniques under his/her direction. Clear communication of roles and responsibilities enhance the efficient and effective functioning of the crisis team. Methods, such as Therapeutic Crisis Intervention (TCI) (Holden & Powers, 1993), should be determined and specified in this section of the crisis plan. The use of TCI is recommended because it has achieved decreases in the number of violent student episodes and injuries to teachers (Holden & Powers, 1993). The approach the team decides to adopt should be individualized based upon the student's educational and behavioral strengths and needs.

(5.) Delineate "where" the crisis intervention should occur, if possible. When the team is called, a determination will need to be made by the crisis facilitator whether to escort the student in crisis from the area or to remove the other students who are not in crisis from the location where the situation is occurring (Johns & Carr, 1995; Meadows & Melloy, 1996). The location for intervention may vary depending on when and where the crisis episode occurs. If the crisis event takes place in a public venue during community based instruction then the team will need to travel to that location. When crisis episodes transpire in the school environment greater flexibility may be available for isolating sections of the building or classroom. Every effort should be extended to ensure privacy and confidentiality during the crisis event (Huey, 1991).

(6.) Evaluate "why" the crisis episode came to pass. This section of the plan is multidimensional and its purpose is twofold. First, crisis team members need to identify the precursors and/or motivational factors related to a student's crisis episode utilizing an alternative form of functional behavioral assessment (Gable, 1999). Because a student's crisis episodes are comprised of low-rate/high-intensity behaviors an alternative approach to functional assessment is warranted and should include indirect (i.e., review of records, functional interviews, etc.) and direct (i.e., frequency or duration recording) forms of measurement (Gable, 1999). Effort during this facet of evaluation is to prevent future events from occurring. Second, the crisis team facilitator should transform the crisis episode into an opportunity for promoting a student's understanding of why the crisis episode occurred. The utilization of approaches such as, Therapeutic Crisis Intervention (TCI) (Holden & Powers, 1993) or Life Space Crisis Intervention (LSCI) (Wood & Long, 1991), designed to promote the social, emotional, and behavioral growth of a student would be appropriate. This step is important because effective management of a student's crisis episode can result in positive, long-lasting changes in the development of prosocial behaviors, whereas mismanaged situations can perpetuate the cycle of violent and aggressive behavior (Wood & Long, 1991).

Adherence to the previously described processes for crisis planning and management offers educational professionals the tools to address violent and dangerous student behavior in a coordinated and organized manner. Planned and systematic responses to crisis episodes increases the physical and emotional support available to the student(s) and the teacher(s) during times of intense stress and behavioral difficulty. The ultimate goal is to diminish the necessity of the crisis management plan and teach students the prosocial skills they need to engage in systematic problem solving and refrain from displaying acts of violent and aggressive behavior.

Strategies to Enhance the Effective Implementation of Crisis Management Plans

A thoughtful systematic approach to crisis management is an integral component of creating classroom environments that are safe and conducive to learning. Creating crisis management plans based on students' unique educational and behavioral characteristics and needs is a time consuming and labor intensive process. In

an effort to ensure that the plans are not developed in vain and to enhance their effective implementation, several strategies are warranted.

Figure 3. Crisis Plan Questionnaire

CRISIS QUESTIONNAIRE

Team Member: _____ **Date:** _____

Date, Time, & Location Crisis Occurred: _____

Student(s) Name(s): _____

Crisis Team Members Present: _____

Please utilize the following numbers to indicate your level of agreement concerning each statement provided.

- 5 = Strongly Agree
- 4 = Agree
- 3 = Not Applicable or No Opinion
- 2 = Disagree
- 1 = Strongly Disagree

1. I was notified efficiently and effectively as planned.	5 4 3 2 1
2. Communication was clear and easily understood.	5 4 3 2 1
3. I was easily able to assume my assigned role.	5 4 3 2 1
4. The location of the crisis was clearly communicated	5 4 3 2 1.
5. Team members' safety was ensured at all times.	5 4 3 2 1
6. Students' safety was ensured at all times.	5 4 3 2 1
7. Safe physical management techniques were used appropriately.	5 4 3 2 1
8. The crisis episode was managed effectively.	5 4 3 2 1
9. This crisis episode could have been prevented.	5 4 3 2 1
10. I remained confident and calm during the crisis event.	5 4 3 2 1

Comments & Recommendations:

The crisis management plan should be developed in a collaborative manner between parents, teachers, paraeducators, and potential crisis team members (Gullatt & Long, 1996; Huey, 1991; Johns & Carr, 1995). Prior to the adoption of the crisis management plan legal review and advice from the school district's attorney should be solicited (Cultice, 1992; Huey, 1991; Jay, 1989). A permanent record of the crisis plan (Johns & Carr, 1995) needs to be maintained in written form. The plan should be duplicated and disseminated to all participants including but not limited to the following: principal, assistant principals, paraeducators, crisis team members, special education supervisor(s), and parents.

Team members also need to evaluate the effective and efficient nature of their response (Cultice, 1992; Gullatt & Long, 1996; Kelly, Stimeling, & Kachur, 1989; Myles & Simpson, 1994). Crisis plan questionnaires should

be disseminated and completed by all participants and utilized for revising existing crisis plans if necessary. Figure 3 provides a sample questionnaire. The results of the questionnaire can be used to identify team strengths and effective actions, and to recommend areas for team improvement (Cornell & Sheras, 1998).

Record keeping activities are essential (Purvis et al., 1991). Immediately following all crisis episodes documentation should be provided by a minimum of two team members. Documentation should occur in written form. Narratives detailing more than one professional's perspective are helpful. Charts and graphs depicting crisis episodes are also necessary for ongoing data collection and analysis (Louvis, 1990). Parents should be the recipients of this data as well (Myles & Simpson, 1994). Team members, parents, and students should meet on a regularly scheduled basis to determine the effectiveness of their approaches to crisis intervention. The discourse between participants should focus on the prevention of future crisis episodes. For example, graphic analysis of the information collected from the alternative form of functional assessment and LSCI, in step 6 of the crisis management plan, may reveal that the student needs direct instruction in relaxation techniques and anger management strategies or the teacher may need to be more sensitive to changes in the student's behavior that signal the onset of a crisis (Meadows & Melloy, 1996). These data should guide all revisions to the crisis plan.

Unfortunately, few teachers of E/BD students have received formalized training in crisis intervention techniques (Bender & McLaughlin, 1997; Gilliam, 1993; Taylor, & Hawkins, 1991). Crisis intervention training and certification should be available on a continuous cycle for all crisis team members (Gullatt & Long, 1996; Huey, 1991; Johns & Carr, 1995; Myles & Simpson, 1994; Poland, 1994; Purvis et al., 1991). Formalized training can be requested and secured by contacting local universities and/or public and private community mental health care providers. Taylor and Hawkins (1991) data signify the importance of training. In their study, crisis intervention training resulted in measurable improvements in self-efficacy of participants to perform interventions when compared to the perceptions of untrained participants.

The crisis management plan should be included as a portion of the JEP (Johns & Carr, 1995; Meadows & Melloy, 1996). State regulations need to be reviewed regarding the use of safe physical restraint during crisis episodes. Some states require participants to conduct IEP meetings if safe physical restraint procedures are implemented. It is also necessary to include the crisis plan in the behavioral support plan and crisis related behaviors should be analyzed utilizing a form of functional behavioral assessment (NICHY, 1998).

Alternative crisis management plans are recommended in the event that the original one cannot be implemented. Numerous and varied unforeseen circumstances need to be anticipated. For example, team members may be absent, the technology may fail, or the episode may occur in an atypical setting. Back-up plans help to ensure peace of mind and enhance the effective management of crisis events when the normal state of affairs has gone awry.

Conclusion

School safety is a widespread concern among educators, students, parents, and legislators. For teachers of students with E/BD crisis episodes are often inescapable (Gilliam, 1993). As stated previously, one in five of the E/BD teachers included in Center and Callaway's (1999) inquiry reported being injured by their students. Mismanagement of student crisis episodes, lack of crisis related knowledge or skills; teacher temperament (e.g., aggressive behavior and low empathy), and inappropriate teacher behaviors (e.g., bad mood, being caught in the student's conflict cycle, rigid and unrealistic expectations, prejudging a challenging student in crisis, etc.) may be variables that contribute to the injury rate (Center & Callaway, 1999; Long & Brendtro, 1996; Long & Kelly, 1994). A coordinated, systematic response when dealing with verbally and physically aggressive student behavior may assist teachers in managing these events in a competent and successful manner. There is no doubt that crisis situations are stressful and difficult for all those involved. The approach described previously is intended to increase teachers' confidence and skill in planning for and providing safe and effective intervention to a student in crisis.

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