A review of crisis de-escalation techniques for K-12 and higher education instructors.

Authors

Amy Murphy, Ph.D.
Angelo State University
amy.murphy@angelo.edu   @DrAmyLMurphy

Brian Van Brunt, Ed.D.
The National Behavioral Intervention Team Association (NaBITA)
brian@ncherm.org   @brianvb   www.brianvanbrunt.com

Abstract: Student behavioral concerns disrupt the teaching and learning process in both K-12 and higher education classrooms. Education preparation programs and professional development curriculums teach a variety of techniques related to crisis de-escalation. This paper explores the literature available on crisis de-escalation methods in K-12 and higher education in order to answer the following questions: 1) what techniques are being taught, 2) what evidence exists regarding effectiveness, and 3) what similarities and differences exist between K-12 and higher education practices? This literature review outlines directions for future research and opportunities to apply best practices across educational settings.

Statement of Problem

Students learn best in a classroom environment that is supportive, free of violence and where a sense of community and shared goals exists (Barton, Coley and Wenglinsky, 1998; Johns, 1996; Weissberg, Kumper & Seligman, 2003). Disruptive and dangerous behavior in the classroom creates a disruption to the teaching environment and increases the potential for violence in the educational setting (Musu-Gillette et. al., 2017). It has a negative impact on the learning environment and contributes to instructor stress, compassion fatigue and burnout. In addition, this kind of violence has a negative impact on the sense of learning in community and takes valuable time away from achieving learning objectives.

In addition to this learning disruption, teachers and students who have been the victims of violence in classroom settings experience symptoms that impact their overall health, well-being and success (Mcmahon et. al., 2014; Musu-Gillette, et al., 2017). In the K-12 setting, this aggressive behavior and violence can arise from a host of etiologies including mental health crisis, trauma contributing to developmental delays and lack of preparation for participating in a classroom environment, poor parenting resulting in difficulty with students responding to rules, boundaries and authority. These impacts are cyclical and can lead to frustrations, lack of preparation toward a positive classroom environment, and reactive interventions that escalate rather than de-escalate behavior.

In a college setting, similar difficulties can arise related to poor K-12 experiences with classroom rules and boundaries, poverty, frustration and irritability related to balancing work, academics, finances, friendships, and living away from home for the first time. Mental health challenges can also exacerbate classroom behavior, given that pre-existing Individual Education Plans (IEPs) do not carry over into the college environment, and students have less parent and family support, experience changes in their sleep and eating routines, and may experiment with new substances in the college environment. The added stress of adjusting to new living environments, varied teacher expectations, increased time freedom and the need to develop more effective and innovative study and research habits may also increase the potential for conflict, aggression and violence in the classroom.

The impact of violence in the classroom extends beyond physical safety of students. The observation of aggressive behavior alone in the classroom can contribute to feelings of fear for students and impact their learning and academic progress (Akiba, 2010; Musu-Gillette et. al., 2017) Barton, Coley and Wenglinsky (1998) also confirm the link between order in the classroom and academic achievement. The importance of safe classroom climates and the adoption of programs to decrease the escalation of crises in the classroom remains a priority for K-12 and postsecondary educational institutions.

Teacher preparation and faculty professional development curriculums vary across schools and institutions. These include the techniques and models used to teach crisis de-escalation and crisis intervention (Couvillon et. al., 2010; Forthun & McCombie, 2010; Manning & Bucher, 2013). Literature related to classroom management in K-12 environments is more

extensive than efforts for the college classroom. Literature is also lacking on the similarities and differences between the methods used in each of these educational environments. Even as student development, needs, and expectations vary across educational levels, the review will discover if techniques in one domain can help inform efforts in the other. This literature review explores crisis de-escalation approaches taught to instructors across K-12 and higher education and offers a comparison of literature and techniques to inform future research and educational practice.

Methods and Procedures

The study attends to three central questions: 1) what crisis de-escalation techniques are being taught, 2) what evidence exists regarding the effectiveness of these techniques, and 3) what similarities and differences exist between K-12 and higher education practices for teaching educators crisis de-escalation techniques for the classroom? The following research methods and procedures were used in an effort to gain insight into each question.

The authors used a qualitative, naturalistic review of literature on crisis de-escalation techniques for instructors in order to compare perspectives and themes in K-12 and higher education settings. Qualitative research is different from quantitative methodology in a number of ways. Quantitative research focuses on larger sample sizes, often collects numerical data in a detailed, systematic exploration defined prior to the study developing (Creswell, 1994; Mitchell & Jolley, 1992; Isaac & Michael, 1995; Ravid, 1994). While the quantitative approach remains structured throughout the research phase, qualitative studies may adapt and shift goals depending on the type of data that is obtained. The power of the naturalistic or qualitative method is also found in the richness of information being placed above the high number of randomized subjects creating a quantitative sample (Bradley, 1993). Murray, quoted in his biography by Robinson (1992) writes, "Averages obliterate the individual character of individual organism, and so fail to reveal the complex interaction of forces which determines each concrete event" (p. 221). By looking to large numbers and quantitative data, we lose the power of individual; we lose the trees for the forest. This methodology was particularly useful in this initial review as the research topic was so broad and spanned so many decades.

When using a qualitative, naturalistic methodology, it is important to understand some of the worldviews the authors bring to their search process and conceptualization. The researchers bring their own experience, bias and perspective to these topics; specifically both have worked primarily in college settings.

Brian Van Brunt has an Ed.D. in counseling psychology and supervision and has been a college instructor for twenty years at six different institutions. He has taught both graduate and under-graduate psychology, statistics and psychology classes in traditional, distance learning and blended settings primarily in the northeastern United States. He has been a child and family and college therapist for twenty-five years and worked as a director of counseling at two intuitions for twelve years. He speaks frequently at conferences, colleges and universities on the topics of classroom management, crisis de-escalation, mental health, violence and threat assessment. He is a straight, Caucasian, 45-year-old cis-gender male who is married and has

four children. He grew up in New Jersey and went to college and graduate school in and around Northshore Boston, Massachusetts.

Amy Murphy has a Ph.D. in higher education administration and is currently an Assistant Professor in the Department of Curriculum & Instruction at a comprehensive regional institution in Texas. She teaches online graduate courses related to college student development and leadership in higher education. Prior to becoming graduate faculty, she was a college administrator in student affairs for more than 15 years. With experience as a Dean of Students at a large, public, Research University in Texas, her work included responding to students of concern across the campus and creating mechanisms for early alerts and interventions. Her areas of expertise include work and research in the area of gender-based violence on the college campus, college behavioral intervention teams, and risk management in student organizations. She is a straight, Caucasian, 40-year-old cis-gender female who is married without children. She was a first-generation college student and has spent her life in Texas.

Literature used in the review included books, articles, editorials, blogs, websites, and reports related to the topic. The authors did not limit searches to only academic sources in order to gain a more complete understanding of the messages and techniques being shared with instructors related to crisis de-escalation. Searches for literature occurred in several electronic databases, specifically PsycINFO, Education Source, Academic Search Complete, ERIC, Project MUSE, Professional Development Collection, Complimentary Index, and MEDLINE. A series of search terms were used in conjunction with the terms education, teaching, classroom, and faculty. The terms include crisis de-escalation, crisis management, disruptive behavior, classroom management, and conflict resolution. Internet searches of educational institutions and professional association websites with information for instructors on crisis de-escalation were also reviewed for information about prominent approaches and techniques.

Initial inclusion criteria for literature in the study included items focused on instruction, teaching, or classroom environments as opposed to crisis de-escalation outside the classroom, although some articles covered both. Articles also focused on specific strategies for the teacher, instructor, or faculty member as opposed to broader educational system strategies although, again, some articles covered both. As specific approaches were identified, additional articles related to the same topic were not included in the review since the purpose was to gather a listing of techniques and approaches as opposed to determining which techniques were most prevalent. For example, there are numerous articles on the approach related to positive behavior interventions and support (PBIS), but only one article was used in this review. While this creates a limitation related to reviewing themes of effectiveness across approaches, the authors determined that this question was better for future research on each of the individual approaches instead of combining with this current literature review because of the scope of the topic.

Further, when considering the first research question, many of the articles reviewed saw the development of positive classroom environment as critical to crisis de-escalation, perhaps

in the same way that fire prevention work such as smoke detector awareness, fireworks safety and space heater placement are critical to reducing the number of actual fires. While there is a temptation to view this as prevention rather than crisis de-escalation, the development of a positive classroom culture, clear and consistent administrative policy and nurturing active listening, empathy and bystander empowerment are part and parcel to successful crisis intervention. Thus, the authors determined that these aspects of prevention were essential to include in any discussion of crisis de-escalation.

The authors used this information as well as notes from their review of the literature to identify themes related to the three primary research questions as well as creating a practical synthesis of ideas as a starting place for educators looking to incorporate ideas into their practice. These approaches are summarized in the Results and Conclusion Section and are available for review in Appendix A.

Results and Conclusions

In reviewing the research, we identified 30 approaches to crisis de-escalation in the literature. Appendix A summarizes the various approaches outlined in the literature and describes the major techniques identified in each approach related to crisis de-escalation. The chart also includes information about which educational setting the literature was tailored for (K-12 or higher education) and information on the type of analysis used in the literature such as literature reviews, primary research studies, practical application or editorials.

The findings related to the predominant approaches for crisis de-escalation were in line with the authors' teaching and professional experiences. Approaches recognize that many of the problems related to classroom crisis appear to be exacerbated by poor instructor preparation, lack of training and little focus on evolving instructional methods for specific populations (Babkie, 2006; Swick, 1985). Literature consistently showed crisis de-escalation techniques are best employed along with other prevention strategies such as the development of a positive classroom culture, clear and consistent administrative policy and nurturing active listening, empathy and bystander empowerment are part and parcel to successful crisis intervention (Guthrie, 2002; Jones, 1996; Meyers, 2003; Sorcinelli, 1994). In K-12 settings, there was the ability to be more systemic in requiring teacher training and education, implementing consistent policy and building classroom cultures (Emmer & Stough, 2001; Guthrie, 2002; Swick, 1985).

With the presence of federal and state regulations related to special education, K-12 settings are also able to focus more effectively and consistently on mental health. There is more intentionality, planning, and preparation related to teaching students with severe behavioral concerns, even to the extent of how to interact physically with a student (Covillon, Peterson, Ryan, Scheruermann, Stegall, 2010; Rock, 2000). There are also well-established systems related to crisis de-escalation and intervention employed in K-12 settings such as Life Space Crisis Intervention (Forthun & McCombie, 2011) and positive behavior interventions and supports (PBIS) (Simonsen & Myers, 2015).

In higher education settings, the range of instructor education and systemic oversight presented with a vast range across community, technical, non-residential, four-year and residential schools. Some institutions rely heavily on adjunct professors while others invest strongly in tenured, long-term employment. Some focus on engaging and quality teaching, others focus primarily on research and publication. Most literature and training directly available to college faculty on crisis de-escalation is provided in the form of websites, brochure content, or brief trainings from centralized administrative structures related to faculty teaching initiatives (Brown, 2012) or from administrative units working with behavioral intervention teams (Van Brunt & Lewis, 2014). Thus, consistency of information to instructors also varies across institutions, from discipline to discipline and from adjunct faculty to full professors.

Higher education literature places a strong focus on setting expectations for the college classroom through syllabus design and classroom management (Brown, 2012; Gonzalez, 2014) and using referral and reporting processes to other campus administrators (Aly & Gracey, 2013; Van Brunt & Lewis, 2014). In addition, higher education literature emphasizes techniques for managing difficult discussions and dialogues in order to prevent the escalation of conflict related to controversial debates and topics (Landis, 2008). With the growth in online education, there was a surprising lack of information related to crisis de-escalation in online settings.

In regard to the second research question on the effectiveness of the various approaches, the methodology allowed the researchers to analyze the quality of literature available on the topic. Specifically, of the 30 literature items reviewed, seven involved primary research, and each of those were based in K-12 educational settings. It is likely even with a more extensive literature review that there is a lack of primary research on the application of these approaches in the higher education classroom. The majority of the literature was research-based, practical application relating previous research to various educational contexts and audiences. While a future meta-analysis on effectiveness of the various approaches could be informative, the lack of primary research and the overlaps across many of the crisis de-escalation approaches would create some limitations.

Upon reviewing these articles, the authors found five categories useful in reducing violence and aggression in the classroom and more effectively de-escalating a crisis once it occurs. These are described here in a progressive manner to decrease the incidents of violence in the classroom. In summary, an effective instructor has an authentic presence and offers engaging content. They set clear expectations about classroom behavior and help the students to develop individual skills to better manage their emotions. They foster a positive and supportive classroom environment and have the knowledge and practical expertise in technical crisis de-escalation skills to address conflicts when they do occur.

1. *Engaging Content and Authentic Presence:* Instructors who are successful are seen by students as being authentic, positive and genuine (Gatongi, 2007; Jones, 1996). They occupy the room and set an expectation of mutual respect (Dufrene, Lestremau & Zoder-Martell, 2014; Marzano, 2007). They like their jobs and create engaging lessons

that use technology, group discussion, lecture and reading in balance with students' differing learning preferences. They seek to maximize on-task behavior and show unconditional positive regard (Crosby, 2015). They seek to create positive relationships with students and teach content in a manner that appreciates the developmental, psychological and learning needs of the students (Babkie, 2006; Crosby, 2015; McNaughton-Cassil, 2013). The material shared is relevant, meaningful and engaging to students (Toppin & Pullens, 2015).

2. ***Setting Expectations:*** A key element in good classroom management and crisis de-escalation is the early setting of clear expectations for classroom communication, behavioral standards and logistics around seating assignments, questions and managing disagreements (Babkie, 2006; Brown, 2012; Sorcinelli, 1994; Swick, 1985; Toppin & Pullens, 2015). It is helpful when there is a consistency in these expectations across the school system that is supported by policy and climate expectations (Emmer & Stough, 2001; Crosby, 2015) and when students are involved in creating classroom expectations (Meyers, 2003; Sorcinelli, 1994). This includes anticipating difficulties based on specific topics, past experiences, and an awareness of how outside factors may impact a current classroom experience (Landis, 2008; Simonsen & Myers, 2015). Broken window theory applies (Kelling & Wilson, 1982), where instructors are encouraged to prevent minor infractions to help create a culture of order and rule. This can prevent more serious infractions from ever occurring. In addition, setting expectations and making appropriate referrals to support offices such as counseling, disability accommodations, veteran services and academic tutoring and information sharing with parents should be done early and often (Ali & Gracey, 2013; Crosby, 2015; Van Brunt & Lewis, 2014).

3. ***Individual Student Skills Training:*** Another area of importance is ensuring students have adequate social skills, character education and social emotional learning programs (Couvillon, Peterson, Ryan, Scheuermann, Stegall, 2010; Crosby, 2015; Demirdag, 2015; Forthun & McCombie, 2011;) to assist them in their interactions, managing their emotions and developing increased impulse control, frustration tolerance and communication skills (Myers, 2003). Students are also taught skills of civil discourse to help them when discussing difficult and controversial issues (Harlap, 2014; Landis, 2008). Effective teachers also use positive social attention, praise, and appropriate consequences to help students understand appropriate behaviors (Dufrene, Lestremau & Zoder-Martell, 2014; Marzano, 2007) as well as assisting them in monitoring and tracking their own behaviors to better understand and manage them (Gonzalez, 2014). Psychological and mental health first aid awareness would also be useful for staff and students to better educate how to react to an emergency event related to a mental health crisis (Crosby, 2015; McNaughton-Cassill, 2013; Ryan, Peterson, Tetrault & Hagen, 2007).

4. ***Fostering a Positive Group Culture:*** The community is built around clear expectations and an attitude of mutual respect that considers group dynamics and allows all students to contribute (Babkie, 2006; Emma & Stough, 2001; Sorcinelli, 1994). There is a fostering

of civil discourse, shared experiences, empathic listening and individual responsibility (Guthrie, 2002). This involves creating a time and place for disagreements and discussion (Benton, 2007; Landis, 2008) as well as promoting cooperation and cooperative learning activities (Crosby, 2015; Couvillon, Peterson, Ryan, Scheuermann, Stegall, 2010; Guthrie, 2002). The classroom community should also be built upon a firm foundation of acknowledging cultural differences. Cultural competencies, such as avoiding cultural bias that leads to potential assumptions about behaviors, stereotypes, microaggressions and discrimination are important to effective crisis response (Brown, 2012; Crosby, 2015). Students should be encouraged to be given thorough feedback on their behavior and opportunities to reflect and communicate with the class and professors (Toppin & Pullens, 2015).

5. ***Crisis de-escalation skills:*** Instructors who understand the escalation of physical violence in term of behavioral symptoms are better prepared to de-escalate the crisis successfully (Bickel, 2010; Guthrie, 2002; Rock, 2000; Van Brunt & Lewis, 2012). This includes understanding the cycle of aggression and the antecedents to the crisis (Crosby, 2015; Couvillon, Peterson, Ryan, Scheuermann, Stegall, 2010; Rock, 2000; Ryan, Peterson, Tetrault, Hagen, 2007; Simonsen & Myers, 2015). Crisis de-escalation is most effective when paired with other school climate initiatives and preparedness efforts (Morrison, 2007). Crisis de-escalation skills should be applied with care and awareness of the population involved. This can mean developmental changes over early childhood, puberty and the teenage years, those with mental health disorders, learning disabilities, non-traditional aged students, veterans and GLBT-Q students (McNaughton-Cassill, 2013; Van Brunt & Lewis, 2012). A summary of these techniques is provided in Table 1, *Specific Crisis De-escalation Techniques*.

Table 1   *Specific Crisis De-escalation Techniques*

Techniques	Description
Equanimity and Patience[1]	A critical element to crisis de-escalation is the instructor adopting a stance of equanimity, or a sense of balance and patience in the face of chaos and crisis. They remain calm, cool and collected in the crisis and are better at drawing into a host of techniques.
Counseling skills[2]	Instructors use active listening, simple and summary reflection, narrative reframing and the building of cognitive dissonance to help the student move through stages of change. This may include re-direction of the behavior and the use of humor (not sarcasm).

[1] Ali & Gracey, 2013; Bickel, 2010; Brown, 2012; Crosby, 2015; Forthun & McCombie, 2011; Rock, 2000; Van Brunt & Lewis, 2014
[2] Amada, 2015; Brown, 2012; Jones, 1996; Van Brunt & Lewis, 2014

Motivational Interviewing[3]	These techniques include expressing empathy, developing discrepancy, avoiding argumentation, rolling with resistance and supporting self-efficacy. They are useful in working with those resistant to change or defensive in their response to confrontation.
Transtheoretical Change Theory[4]	These stages of change can be helpful in understanding a student's resistance to change or reaction to confrontation by an instructor. They include pre-contemplation, contemplation, preparation, action, and maintenance/relapse.
Mediation & Resolution Skills[5]	These training techniques address developing listening skills, empathy for alternative perspectives, critical thinking and decision-making.
Graduated Actions[6]	These approaches stress the use of the least restrictive intervention skills first. Embarrassment and shaming are avoided, and corrective actions are staged (for example, a focused look from the instructor to the instructor moving closer to the student, to stopping the class to dismissing the class).
Strategies for High-Intensity Situations[7]	Planning for the highest-intensity crisis situations, involving a focus on safety. Involves recognizing the nature of the situation, remaining calm, using simple verbal requests, planning for safety and action, and follow up after the crisis.
Disciplinary response and processes[8]	Implement disciplinary processes that limit the amount of time students are away from the classroom. Use consequences appropriate to the nature of behavior and behavioral antecedents.
Physical Violence Response[9]	When behavior escalates to violence, actions may be taken based on the contextual setting including physical restraint, monitoring, dismissing the class and police involvement.
Solution-Focused, Harm Reduction[10]	Solution-focused techniques seek to look toward the future, away from what was and toward what can be. They consider crisis as an opportunity. These approaches help students identify their choices in behavior and encourage

[3] Brown, 2012; Meyers, 2003; Van Brunt & Lewis, 2012;

[4] Prochaska, Norcross & DiClemente, 1994; Van Brunt & Lewis, 2014

[5] Nims & Wilson, 1998

[6] Brown, 2012; Henninger & Coleman, 2008; Guthrie, 2002; Rock, 2000; Marzano, 2017; Van Brunt & Lewis, 2014

[7] Marzaon, 2017; Morrison, 2007; Rock, 2000

[8] Ali & Gracey, 2013; Babkie, 2006; Henninger & Coleman, 2008; Marzano, 2017; Nims & Wilson, 1998; Simonsen & Myers, 2015

[9] Bickel, 2010; Couvillon, Peterson, Ryan, Scheuermann, Stegall, 2010

[10] Amada, 2015; Brown, 2012; Crosby, 2015; Ellis, 2001; Ellis, 2007; Forthun & McCombie, 2011; Glasser, 2001; Meyers, 2003; Van Brunt & Lewis, 2014

	critical thinking, exploration of alternative behaviors and personal responsibility.

Limitations

Limitations of this literature review include the scope of availability of literature to the authors, specifically most information was identified in the library databases available through one regional comprehensive higher education university with limited access to some journals and books. The scope of this review was narrowly tailored to crisis de-escalation techniques taught to instructors. While summary information is provided related to prevention techniques as well, this literature review did not comprehensively address the subject of prevention. The authors also acknowledge their own backgrounds as potential limitations with experiences and teaching primarily in higher education environments. Replications of this study might find differences in which articles were selected for the review, but the authors believe the list of approaches and techniques would remain stable other than advances in research and practice over time.

Educational Significance and Conclusions

While there have been many books written on classroom management strategies (Van Brunt and Lewis, 2014; Marzano, 2003; Garrett, 2014), this study narrowed the focus to crisis de-escalation techniques being used in K-12 and higher education settings. For the first time, the typical silos of instruction in K-12 and higher education were eliminated to allow for a comparison of approaches for managing crises and disruption in the classroom. The authors also provide a summary of practical techniques being used in the field to prevent and deescalate crises, many of which can be immediately employed in the classroom.

The authors completed a broad exploration of best practices related to classroom management and crisis de-escalation in both the K-12 and higher educational environments. Overall, the research supported a paired approach toward establishing a supportive and nurturing classroom environment with clear expectations for behavior, crisis resolution and resolution of differences explained clearly as the classroom first comes together and in the syllabus. Five categories supported by the research reviewed were offered to highlight critical themes related to classroom management and the reduction of violence. Specific crisis de-escalation techniques supported by the articles and literature were captured in Table 1 to offer a practical guide for those K-12 and college instructors facing these challenges.

Suggestions for Future Research

Future research related to the effectiveness of the two general approaches: creating a supportive classroom environment with clear expectations and learning the practical counseling, and intervention skills and techniques that work to calm a student in distress would be useful. A challenge for researchers is understanding the inter-play between early preparations and setting up a supportive environment versus specific crisis de-escalation skills. The problem is similar to identifying and reducing the risk factors for a fire and the specific techniques that work to put out a fire. Ideally, these approaches should be done in conjunction

with each other, reducing the risk of a fire and having a speedy and effective response if and when a fire does occur. The establishment of a supportive classroom community with an authentic, charismatic and confident instructor is equally important to training specific staff on how to de-escalate an existing crisis.

While this study only provided an initial review related to the quality of research on each crisis de-escalation approach, future studies should further review the effectiveness of the various approaches and techniques identified by this study. Future research should evaluate the training and educational methods being used to teach K-12 and higher education instructors the various techniques. As the literature shows, primary research is occurring more often related to K-12 approaches than those employed by higher education faculty. As discussed, more often than not, higher education faculty are experts in their discipline more so than expert teachers. This study confirms the continued need for a greater focus on primary research and best practices related to college teaching and classroom management in higher education.

As a final thought and suggestion for future research, the authors feel it is essential for the teacher, instructor or professor to invest in self-care. The art of teaching brings with it the exposure to frustrations and challenges that can result in compassion fatigue and, in some cases, vicarious trauma similar to what emergency medical first responders, police and trauma therapists experience. This self-care involves physical exercise, investing in hobbies and fun activities, seeking peer support, maintaining healthy and balanced work habits, and finding opportunities for additional training. Self-care is an investment in managing stress, preventing burnout, and maintaining balance; all important to effective teaching and crisis response. (Brown, 2012; Crosby, 2015; Rock, 2000). Further, school climates that encourage instructors to seek support and assistance from other administrators during difficult situations and crises are more conducive to the prioritization of self-care (Ali & Gracey, 2013). Future research should consider the interaction of positive self-care with the ability to manage difficult and disruptive situations in the classroom.

References

Akiba, M. (2010). What predicts fear of school violence among U.S. adolescents? *Teachers College Record, 112* (1), 68-102.

Ali, A. & Gracey, D. (2013). Dealing with student disruptive behavior in the classroom – A case example of the coordination between faculty and assistant dean for academics. *Issues in Informing Science and Information Technology, 10*, 1-15.

Amada, G. (2015). Coping with the Disruptive College Student: A Practical Model. Prospect, CT: Biographical Publishing Company.

Babkie, A.M. (2006). Be proactive in managing classroom behavior. *Intervention in School & Clinic, 41 (*3), 184-187.

Barton, P.E., Coley, R.J. & Wenglinsky, H. (1998). Order in the classroom: Violence, discipline, and student achievement. Policy Information Report. Policy Information Center. Educational Testing Service. Princeton, NJ.

Bradley, J. (1993). Methodological issues and practices in qualitative research. Library Quarterly, 63 (4), 431-449.

Benton, T. (2007). Remedial Civility Training. *The Chronicle of Higher Education*. Retrieved on January 12, 2018 from www.chronicle.com/article/Remedial-Civility-Training/46532

Bickel, P.S. (2010). How long is a minute? The importance of a measured plan of response to crisis situations. *TEACHING Exceptional Children, 42* (5), 18-22.

Brown, G. (2012). Student disruption in a global college classroom: Multicultural issues as predisposing factors. *ABNF Journal, 23* (3), 63-69.

Couvillon, M., Peterson, R.L., Ryan, J.B., Scheruermann, B., & Stegall, J. (2010). A review of crisis intervention training programs for schools. *TEACHING Exceptional Children, 42* (5), 6-17.

Creswell, J. W. (1994). Research design: Qualitative and quantitative approaches. Thousand Oaks, CA: Sage Publications.

Crosby, S.D. (2015). An ecological perspective on emerging trauma-informed teaching practices. *Children & Schools, 37 (*4), 223-230.

Demirdag, S. (2015). Classroom management and students' self-esteem: Creating positive classrooms. *Journal of Educational Research and Reviews, 10* (2), pp. 191-197.

Ellis, A. (2001). Overcoming destructive beliefs, feelings and behaviors. New York, Prometheus Books.

Ellis, A. (2007). The practice of rational emotive behavior therapy. New York: W. W. Norton.

Emmer, E.T. & Stough, L.M. (2001). Classroom management: A critical part of educational psychology, with implications for teachers education. *Educational Psychologist, 36* (2), 103-112.

Fourthun, L.F. & McCombie, J.W. (2010). The efficacy of crisis intervention training for educators: A preliminary study from the United States. *Professional Development in Education, 37*, 39-54.

Gonzalez, J. (2014, July 29). Managing misbehavior in the college classroom. Cult of Pedagogy. Retrieved from www.cultofpedagogy.com/misbehavior-college-classroom/.

Guthrie, P.M. (2002). School-based practices and programs that promote safe and drug-free schools.

Harlap, Y. (2014). Preparing university educators for hot moments: Theater for educational development about difference, power, and privilege. Teaching in Higher Education 19 (3), 217-228.

Henninger, M. & Coleman, M. (2008). De-escalation: How to take back control in your urban physical education classes. *Strategies, 21 (*3), 11-14.

Isaac, S., & Michael, W.B. (1995). Handbook in research and evaluation (3rd ed.). San Diego, CA: Educational and Industrial Testing Services.

Jones, V. (1996). Classroom management. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 503-521). New York: Simon & Schuster.

Kelling, G. and Wilson, J. (1982). Broken Windows: The police and Neighborhoods. Atlantic Monthly, 249(3), 29-38.

Kratochwill, T.R., DeRoos, R., Blair, S. (2018). Classroom management: Teachers modules. American Psychological Association: Washington, DC. Retrieved from www.apa.org/education/k12/classroom-mgmt.aspx

Landis, K. (ed.) (2008). Start talking: A handbook for engaging difficult dialogues in higher education. University of Alaska Anchorage: Anchorage, AK.

Manning, M.L. & Bucher, K.T. (2013). *Classroom management: Models, applications and cases* (3rd ed.). Pearson: Boston, MA.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Association for Supervision & Curriculum Development.

Marzano, R. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher.* Association for Supervision & Curriculum Development.

Mcmahon, S., Martinez, D., Espelage, A., Rose, D., Reddy, L.A., Lane, K., Anderman, E.M.,

Reynolds, C.R., Jones, A. & Brown, V. (2014). Violence directed against teachers: Results from a national survey. *Psychology in the Schools, 51* (7), 2014.

McNaughton-Cassill (2013). Is it incivility or mental illness? Understanding and coping with disruptive student behavior in the college classroom. *The Journal of Effective Teaching, 13* (2), 94-108*.*

Meyers, S.A. (2003). Strategies to prevent and reduce conflict in college classroom. *College Teaching, 51 (3), 94-98.*

Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J. & Ouderkerk, B.A. (2017). *Indicators of School Crime and Safety: 2016* (NCES 2017-064/NCJ 250650). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice: Washington, D.C.

Morrison, J.Q. (2007). Perceptions of teachers and staff regarding the impact of the critical incident stress management (CISM) model for school-based crisis intervention. *Journal of School Violence, 6* (1), 101-120.

Miller, W. & Rollnick, S. (2002). Motivational interviewing: Preparing people for change (2nd ed.). New York: The Guilford Press.

Mitchel, M. & Jolley, J. (1992). Research design explained (2nd ed.). Fort Worth, TX: Harcourt Brace Jovanovich Publishers.

Nims, D. R. & Wilson, R.W. (1998). Violence prevention preparation: A survey of colleges of education and departments of teacher education.

Prochaska, J., Norcross, J., & DiClemente, C. (1994). Changing for good. New York: Harper Collins.

Ravid, R. (1994). Practical statistics for educators. Lanham, MD: University Press of America, Inc.

Ryan, J. B., Peterson, R., Tetreault, G., Hagen, E. V. (2007). Reducing seclusion timeout and restraint procedures with at-risk youth.

Robinson, F. G. (1992). Love's story told: A life of Henry A. Murray. Cambridge, MA: Harvard University Press.

Rock, M.L. (2000). Effective crisis management planning: Creating a collaborative framework, *Education and Treatment of Children, 23* (3), 248-264.

Sorcinelli, M.D. (1994). Dealing with troublesome behaviors in the classroom. In K.W.Prichard & R.M. Sawyer (Eds), Handbook of college teaching: Theory and applications (pp. 365-373). Westport, CT: Greenwood Press.

Sue, D. (2010). *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*, p. xvi. Hoboken, NJ: Wiley.

Swick, K.J. (1985). Disruptive student behavior in the classroom: What research says to the teacher, 2nd ed. National Education Association: Washington, DC.

Toppin, I.N. & Pullens, L.M. (2015). Reducing classroom disputes between faculty and students. Journal of Instructional Research 4, 118-125.

Van Brunt, B. & Lewis, W. (2014). *A faculty guide to disruptive and dangerous behavior in the classroom.* New York: Routledge.

Van Brunt, B. & Murphy, A. (2017). *A staff guide to addressing disruptive and dangerous behavior on campus.* New York: Routledge.

Wong, H. and Wong, R. (2005). How to be an effective teacher: The first days of school. Mountain View, CA, Harry K Wong Publication, Inc.

Wright, J. (2007). RTI: A practical guide for schools. Dude Publishing: Port Chester, NY.

Appendix A: Overview of Literature

Literature Approach	Setting	Description	Quality
Addressing Classroom Disruption (Amada, 2015).	College	The book offers practical, research-based advice for dealing with mental health and conduct related problems in the college environment.	Research-based, practical application
Addressing Disruptive and Dangerous Behavior in the Classroom (Van Brunt & Lewis, 2014)	College	A practical, research-based guide for college faculty to better address classroom management. Population specific advice for veterans, mental health, marginalized populations, veterans and non-traditional students. A review of motivational interviewing techniques, trans-theoretical change theory, how to make use of appropriate referrals, and how to understand the difference between targeted/instrumental and primal/affective violence.	Research-based, practical application
Advice on Addressing Classroom Conflict (Toppin & Pullens, 2015)	College	This article reviews research related to where classroom conflicts begin and gives some practical guidance on how to reduce conflict through modeling expectations, making instruction relevant, providing thorough feedback and opportunities for reflection.	Research-based, practical application
Broad summary of literature on disruptive classroom behavior (Swick, 1985)	K-12	Review of 70 sources related to student behavior and discipline. Explores the context of student behaviors, prevention approaches, related teacher behaviors, as well as the interaction with school climate, other staff, curriculum, and community.	Literature Review
Civility Training (Benton, 2007)	College	Opinion piece on the need for civility training, addressing minor discourtesies and building trust and respect in the classroom	Editorial
Classroom management (Jones, 1996)	K-12	Overview coverage of classroom management with specific discussion of current research and theory, psychological and learning needs of students, positive student-teacher relationships, positive peer relationships, instructional methods, group management strategies, maximizing on-task behavior, and the ability to use counseling skills in the classroom.	Research-based, practical application

Classroom management (Babkie, 2006)	K-12	20 classroom management techniques, including establishing expectations, following classroom routines, managing student transitions between activities, teaching strategies for student success, altering approaches to meet diverse student needs, active and engaging teaching methods, analyzing and understanding behaviors, using redirection, considering group dynamics, designing behavior contracts, being respectful and giving all students opportunities to contribute.	Research-based, practical application
Conflict prevention and reduction (Meyers, 2003)	College	Offers three prevention strategies: specifically demonstrating social and emotional aspects of learning and establishing a positive classroom climate; creating a clear and collaborative course framework; and promoting student collaboration and learning communities in the class. Then, the article offers conflict reduction strategies related to showing empathy, helping the student explore alternatives, and using effective problem-solving methods.	Research-based, practical application
Constructive classroom environment (Sorcinelli, 1994)	College	Discusses categories of troublesome behaviors and explains the strategy of creating a constructive classroom which includes defining expectations at the outset, decreasing anonymity and forming personal relationships, seeking feedback from students, and encouraging active learning. Includes scenario-based application.	Research-based, practical application
Crisis Intervention Vender-based Training (Couvillon, Peterson, Ryan, Scheuermann, Stegall, 2010)	K-12	Summarizes content and training of 22 commercial programs offering training in crisis de-escalation procedures for educators. Specifically compares time spent on training components related to crisis de-escalation and restraint procedures. Discusses the need for primary prevention strategies for classroom conflict such as positive behavior interventions and supports.	Primary Research
Crisis management planning (Rock, 2000)	K-12	Relates to teachers of students with identified emotional and behavioral disorders and a coordinated plan for responding to crises of verbal and physical violence and aggression. Identifies the requirements of IDEA legislation. The article describes three phases of crisis: precrisis, crisis and postcrisis. In precrisis, teachers learn to	Research-based, practical application

		recognize verbal and physical antecedents to crisis. School-wide violence reduction strategies are compared to student-by-student techniques. Procedures for more escalated situations involving weapons include maintaining calm, avoiding confrontation, reassuring and attempting dialogue, securing the area and looking for escape routes while maintaining personal safety. The document emphasizes the use of a crisis team to report and respond.	
Critical Incident Stress Management (CISM) (Morrison, 2007)	K-12	A study of teacher perceptions of CISM in school showing some effect on effectiveness of crisis intervention. Primarily a framework for school preparedness, emergency management, prevention, and response related to targeted violence. The procedures related to individual crisis intervention teaches five steps: stabilize the situation, acknowledge crisis, facilitate understanding, encourage adaptive coping, and restore autonomous functioning or refer.	Primary research
De-escalation Processes (Henninger & Coleman, 2008)	K-12	Describes a process for the physical education classroom that involves knowing students and having proactive and reactive skills. Proactive skills include giving and getting respect while reactive skills relate to soft imperatives, re-direction, patience, and humor.	Research-based, practical application
Direct behavioral consultation (Dufrene, Lestremau, & Zoder-Martell, 2014)	K-12	Reviews teacher training programs related to the use of positive social attention and the use of praise to promote positive behaviors, specifically comparing indirect training and direct behavioral consultation.	Primary Research
Faculty Development (Brown, 2012)	College	Describes a review of college websites and handouts with information for faculty on managing student behaviors. Identifies the following messages and themes: conducting class with a presence of control, power, and authority, syllabus statements and expectations, getting to know students, maintaining calm and credibility, using humor to de-escalate, acknowledging emotions, documentation and referrals. Faculty are directed to remain calm, listen, take a class break, ask clarifying questions, seek win-win opportunities, ask the student about how to move forward, consider a defensible position, maintain	Literature Review

		consistency, offer procedural options, and keep notes. A special focus includes multicultural and diversity communications and a discussion of avoiding bias in response.	
Life Space Crisis Intervention (Forthun & McCombie, 2011)	K-12	Evaluates the Life Space Crisis Intervention training, a systematic approach to addressing escalating behaviors, understanding underlying patterns of behavior and teaching alternatives, providing professional development in crisis intervention skills, teaching specific skills in conflict de-escalation.	Primary research
Managing difficult dialogues (Landis, 2008)	College	Teaching skills of civil discourse and difficult dialogues, engaging students in learning about controversial topics and issues.	Research-based, practical Application
Mental health or incivility (McNaughton-Cassill, 2013)	College	Distinguishes between types of student behaviors, discusses why they occur, and then highlights a number of classroom management approaches: clear behavioral expectations and grading policies, effective teaching strategies, building rapport with students, and a discussion of online environments. A second portion discusses signs of mental illness, special populations such as Veterans, and reporting and referrals to others on campus.	Research-based, practical application
Partnering with College Administrators to Address Disruption (Ali & Gracey, 2013)	College	A scenario-based description of faculty management of disruptive behaviors in the classroom with the support of a college administrator. Outlines underlying causes, forms, and effects of behavior as well as faculty and student perceptions. Highlights the importance of written policies, classroom framework and climate, and faculty and student relationships. Provides tips for reacting to disruptions in the moment and then the importance of reporting and referrals to other college administrators.	Research-based practical application
Person-Centered (Gatongi, 2007)	K-12	Applies Carl Rogers' approach to disruptive behaviors in the classroom. Incorporates elements of helping relationships, acceptance, empathy, congruence, and positive regard. Classroom environment elements are also discussed.	Research-based, practical application.
Physical Interventions	K-12	Focuses on time urgency related to responding to crisis situations.	Research-based,

		Article identifies best practices related to physical restraint, specifically timeliness of the response, the appropriateness of physical intervention, and a measured nature of response. These components include techniques related to controlling one's own emotions and issues of fear. The article also addresses what situations are appropriate, potential triggers for violence, as well as an overall culture of prevention.	Practical application
(Bickel, 2010)			
Positive behavior interventions and supports (PBIS) (Simonsen & Myers, 2015)	K-12	A comprehensive guide to PBIS, a problem-solving framework for determining and evaluating classroom management efforts, includes principles such as behavioral antecedents, consequences, teaching strategies, establishing expectations, responding to behavior, and evaluating outcomes.	Research-based, practical application
Quick fix (Gonzalez, 2014)	College	A blog with advice for faculty, specifically using classroom presence and proximity to the behaviors of concern, addressing minor disruptions and off-task behavior, avoiding sarcasm and embarrassment to students, and attempting to talk privately. Prevention methods include varying teaching method, collaborative rule development, tracking positive and negative behaviors.	Research-based, Practical application
School-based practices (Guthrie, 2002)	K-12 College	Discusses systems of prevention and response, including establishing climates of mutual respect; recognizing warning signs and intervening; training in diversity problem-solving, verbal de-escalation, cooperative learning, anger control, and aggression management.	Research-based, practical application
Self-Esteem and positive classrooms (Demirdag, 2015)	K-12	Finds that teachers who exhibit strong classroom management skills have students with higher self-esteem. Uses The Classroom Management Self-Assessment survey as framework.	Primary Research
Teacher education and classroom management (Emmer & Stough, 2001)	K-12	Tracks the various lines of inquiry into classroom management and implications for teacher education. Previous research includes: ecological psychology and environmental conditions; process-outcome research; field studies; school-wide climate studies; teacher cognition and expertise; teacher emotional / affective features; various classroom contexts; aspects of inclusion; and cooperative	Literature Review

		learning activities.	
Teaching frameworks (Marzano, 2007)	K-12	Includes chapters on ten common teaching concerns, including establishing classroom rules and procedures, managing adherence to classroom rules and procedures, developing effective relationships, and communicating high expectations. Describes strategies such as occupying the room, series of graduated actions, managing high-intensity situations, and employing direct-cost consequences.	Research-based, practical application
Trauma-Informed Approaches (Crosby, 2015)	K-12	Summarizes research related to trauma influence on development, behavior, and success. Identifies various training frameworks for teachers to recognize the potential influence of trauma and to not let it escalate the response. Includes approaches related to environmental management, establishing expectations, unconditional positive regard, cooperative learning, understanding the stages of development, creating positive relationships, overall school climate and processes, maintaining calm, using good referrals, and the importance of cultural competence.	Primary Research
Violence prevention preparation (Nims & Wilson, 1998)	K-12	Survey of teacher education programs looking at teacher preparation curriculum and trainings related to school violence and prevention. Identifies elements of conflict mediation and resolution as well as policies, planning, support services, and initiatives for severe behavioral problems.	Primary research
Workshops and Reflections (Harlap, 2014)	K-12	Instructors are encouraged to identify "hot spots", these emotionally laden moments of tension or conflict that can derail teaching. These can include theatre-based experiences, and discussions about the differences between students.	Research-based, practical application