

EDEL 764  
Crisis Preparedness for School and Academic Leaders:  
Preemption, Negotiation, and Recovery

Course Syllabus  
Summer 2025



*"By failing to prepare, you are preparing to fail."*  
— Benjamin Franklin



## **Tift College of Education**

### ***To Know ~ To Do ~ To Be***

*"The Transforming Educator," the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, actively engage students in the learning process, and promote life-long learning.*

#### **INSTRUCTOR:**

Dr. Olivia Boggs. [Boggs\\_om@mercer.edu](mailto:Boggs_om@mercer.edu)  
Educational Leadership  
Office: 678-547-6631. Cell: 404-556-2643

#### **SITE CHAIR CONTACT INFORMATION:**

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Atlanta Educational Leadership and Graduate Teacher Education  
Office: 678-547-6390,

#### **BOGGS SUMMER VIRTUAL OFFICE HOURS:**

Tuesdays: 8:00 a m to 11:00 pm  
Wednesdays: 5:00 pm to 7:00 pm  
Saturdays: 8:00 am to noon (*reserved for dissertation advisees*)  
Schedule an appointment: [https://calendly.com/boggs\\_om-mercer/30min](https://calendly.com/boggs_om-mercer/30min)

**CREDIT HOURS:** 3 hours

**DELIVERY:** 8 online sessions (asynchronous)

**PREREQUISITES:** No prerequisites

#### **DESCRIPTION:**

The course prepares school and corporate leaders in public and private sectors with the knowledge, tools, and resources necessary to anticipate, mitigate, and recover from natural and human-instigated crises. The weekly classes focus on disaster-related topics from historical, contemporary, theoretical, and empirical perspectives and will include readings, guest lectures, case studies, and group projects.

#### **PURPOSE:**

The course is designed to empower leaders with the skills needed to develop policies and enact procedures to effectively negotiate the occurrences and minimize the outcomes of chaotic events in school settings. The course uses a holistic systems approach to provide leaders with the tools necessary to access and coordinate national, local, district, community, and building resources needed to quickly manage disasters, minimize outcomes, and, where possible, diminish future occurrences. Further, the course provides students with theoretical and empirical explanations of the etiology of natural and human catastrophes.

## **STUDENT LEARNING OUTCOMES:**

Upon completion of the course, students are expected to:

1. Describe and explain occurrences, patterns, and outcomes of human-instigated traumas and natural disasters that affect K-12 schools, postsecondary institutions, and other public settings.
2. Describe current best practices applied to addressing, mitigating, preventing, and/or resolving these events.
3. Develop a crisis response & intervention policy manual to sustain school and campus safety in times of crisis.
4. Classify and describe immediate and sustained emotional and physical reactions to trauma and identify appropriate resources to address these needs.
5. Discuss the historical, psychological, and political etiology of various acts of personal and group violence that occur in schools, on campuses, and in communities.
6. Illustrate appropriate ways to interact with and respond to students, staff, families, communities, and the media in times of crisis.

## **TOPICS**

1. Active Shooters and Mass Violence
2. Rise in Youth Suicides / Homicides
3. Updates and Outlooks of COVID-19
4. Domestic and Global Terrorism Threats
5. Natural and Weather-Related Disasters
6. Mass Cyber Attacks and Shutdowns

## **COURSE REQUIREMENTS:**

### **1. Actively Participate in Weekly Classes (30%)**

Class engagement is critical to the acquisition of knowledge, tools, and skills needed to effectively manage and mitigate chaotic events in school settings. This requires engaging in weekly readings, class activities, group discussion boards, and in-box tasks

### **2. Develop a Crisis Response & Intervention Policies & Procedures Manual (70%)**

Each student will develop a crisis preparedness policy manual to address natural and human-instigated crises. The manual should be tailored for a specific institution (school, school district, college, or university). The policy manual is expected to be your original work, not merely a replica of an existing document. At a minimum, the policy manual should be inclusive of the following components:

- a. Introduction section that briefly describes the purposes of the manual.
- b. Overview of the institution.
- c. Discussion of existing safety infrastructure of the institution
- d. Plans for training staff, teachers, students, parents, and other stakeholders
- e. Safety procedures and protocols
  - i. Identification of categories of crises

- ii. Emergency communication with internal personnel
  - iii. Collaboration with law enforcement and emergency health providers
  - iv. Communication with families
  - v. Interaction with the media
- f. Short- and long-term strategies
  - i. Establishing evacuation routes
  - ii. Designating temporary shelter
  - iii. Preparing for medical needs
  - iv. Storing food and water
  - v. Stockpiling emergency supplies
- g. Plans for minimizing the emotional strain of crises
- h. Assessment and evaluation tactics for determining the efficacy of the plan.



## WEEKS 1: RISK FACTORS & WARNINGS RELATED TO ACTIVE SHOOTER INCIDENTS



**Learning Objective:** To recognize and describe predictive behaviors and scenarios of mass shooter behaviors to include preemptive strategies for deterrence and mitigation of injuries and fatalities.

Objectives	Related Readings	
<ol style="list-style-type: none"> <li>1. To explain patterns and outcomes of active shootings in P-12 and postsecondary settings.</li> <li>2. To recognize early warning signs preceding active shooting events.</li> <li>3. To explain critical preparedness measures related to active shooting events: <ol style="list-style-type: none"> <li>a. coded language,</li> <li>b. lockdown,</li> <li>c. lockout,</li> <li>d. evacuation</li> <li>e. reunification</li> </ol> </li> <li>4. To compare the efficacy and utility of active shooter policies in soft target settings</li> </ol>	<p>Buerger, M. E., &amp; Buerger, G. E. (2010). Those terrible first few minutes: Revisiting active-shooter protocols for schools. <i>FBI Law Enforcement Bulletin</i>, 79, 1., United States Department of Justice. <a href="https://leb.fbi.gov/articles/featured-articles/those-terrible-first-few-minutes-revisiting-active-shooter-protocols-for-schools">https://leb.fbi.gov/articles/featured-articles/those-terrible-first-few-minutes-revisiting-active-shooter-protocols-for-schools</a></p> <p>Bushman, B. J. (2018). Narcissism, fame-seeking, and mass shootings. <i>American behavioral scientist</i>, 62(2), 229-241. <a href="https://journals.sagepub.com/doi/pdf/10.1177/0002764217739660">https://journals.sagepub.com/doi/pdf/10.1177/0002764217739660</a></p> <p>Graves, S. M. (2018). <i>Early warning: a strategy to prevent injuries and loss of life during active shooter attacks on K-12 schools</i> (Doctoral dissertation, Monterey, California: Naval Postgraduate School).</p> <p>Lin, P. I., Fei, L., Barzman, D., &amp; Hossain, M. (2018). What have we learned from the time trend of mass shootings in the US?. <i>PloS one</i>, 13(10), e0204722. San Francisco, California, <a href="https://doi.org/10.1371/journal.pone.0204722">https://doi.org/10.1371/journal.pone.0204722</a></p> <p>Katsiyannis, A., Rapa, L. J., Whitford, D. K., &amp; Scott, S. N. (2023). An examination of US school mass shootings, 2017–2022: Findings and implications. <i>Advances in neurodevelopmental disorders</i>, 7(1), 66-76. <a href="https://link.springer.com/article/10.1007/s41252-022-00277-3">https://link.springer.com/article/10.1007/s41252-022-00277-3</a></p> <p>Zhu, R., Lucas, G. M., Becerik-Gerber, B., &amp; Southers, E. G. (2020). Building preparedness in response to active shooter incidents: Results of focus group interviews. <i>International Journal of Disaster Risk Reduction</i>, 48, 101617.</p>	

## WEEKS 2: PROTECTIVE & HEALING FACTORS RELATED TO ACTIVE SHOOTER INCIDENTS



Learning Objective: To identify possible approaches to curb the incidents, outcomes, and emotional toll of mass shootings		
Objectives	Related Readings	
<ol style="list-style-type: none"> <li>1. To describe and compare the efficacy and utility of active shooter policies in P-12 or HE settings</li> <li>2. To identify early signals of possible shooting events.</li> <li>3. To explain the physical and emotional toll resulting from active shooter events.</li> <li>4. To identify appropriate resources to assist students, faculty, and staff who are experiencing continued emotional distress following a shooting incident</li> </ol>	<p>Gregory, S. D., &amp; Park, J. S. (2022). Mass school shootings: a review of mental health recommendations. <i>School Mental Health, 14</i>(3), 640-654.  <a href="https://link.springer.com/article/10.1007/s12310-021-09489-9">https://link.springer.com/article/10.1007/s12310-021-09489-9</a></p> <p>Jonson, C. L. (2017). Preventing school shootings: The effectiveness of safety measures. <i>Victims &amp; Offenders, 12</i>(6), 956–973.  <a href="https://doi.org/10.1080/15564886.2017.1307293">https://doi.org/10.1080/15564886.2017.1307293</a></p> <p>Rollins, J. A. (2023). A Reason for Hope: Most School Shootings Are Preventable. <i>Pediatric Nursing, 49</i>(2), 57–58.</p> <p>Silva, J. R., &amp; Greene-Colozzi, E. A. (2022). What We Know About Foiled and Failed Mass School Shootings.  <a href="https://media.cmsmax.com/tbsfqk1ijzqq3rgkdp5ld/failed-foiled-school-shootings.pdf">https://media.cmsmax.com/tbsfqk1ijzqq3rgkdp5ld/failed-foiled-school-shootings.pdf</a></p> <p>Stebbins, O. L., Tingey, J. L., Verdi, E. K., Erickson, T. M., &amp; McGuire, A. P. (2019). Compassionate goals predict social support and PTSD symptoms following a university shooting: A moderated mediation analysis. <i>Journal of Social and Clinical Psychology, 38</i>(4), 277-300.</p> <p>Zhu, R., Lucas, G. M., Becerik-Gerber, B., &amp; Southers, E. G. (2020). Building preparedness in response to active shooter incidents: Results of focus group interviews. <i>International Journal of Disaster Risk Reduction, 48</i>, 101617.</p>	

### WEEK 3: THE ALARMING RISE OF CHILD, ADOLESCENT, AND YOUNG ADULT SUICIDES



Goal: To gain insight into the alarming rise in childhood and adolescent suicide and develop		
Objectives	Required Readings	
<ol style="list-style-type: none"> <li>1. To classify and explain adolescent “suicidality”—which includes suicidal thoughts, plans, and attempts.</li> <li>2. To explain ways in which known risk and protective factors can be used to develop sustainable suicide prevention programs in K-12 schools and colleges</li> <li>3. To summarize the research on extracurricular activity involvement as a protective factor against suicidal thoughts and actions.</li> <li>4. To explore ways in which known risk and protective factors can be used to develop sustainable suicide prevention programs in K-12 schools and colleges.</li> <li>5. To demonstrate the utility of applying ecological systems theory to address a holistic approach to mitigating mass shootings.</li> </ol>	<p>Akkas, Farzana (2023) Youth Suicide Risk Increased Over Past Decade, <i>The Pew Charitable Trusts</i>, <a href="https://www.pewtrusts.org/en/research-and-analysis/articles/2023/03/03/youth-suicide-risk-increased-over-past-decade">https://www.pewtrusts.org/en/research-and-analysis/articles/2023/03/03/youth-suicide-risk-increased-over-past-decade</a></p> <p>Boone, S., Schuler, K. R., Basu, N., &amp; Smith, P. N. (2023). College extracurricular involvement as a suicide prevention and wellness promotion strategy: Exploring the roles of social support and meaning. <i>Journal of American College Health: Journal of American College Health</i>, 71(3), 677–685. <a href="https://doi.org/10.1080/07448481.2021.1904952">https://doi.org/10.1080/07448481.2021.1904952</a></p> <p>Shain, B.; Braverman, P.K; Adelman, W.P. et al (2016) Suicide and Suicide Attempts in Adolescents. <i>Pediatrics</i>, The American Academy Of Pediatrics, July 1, 2016. <a href="https://publications.aap.org/pediatrics/article/138/1/e20161420/52498/Suicide-and-Suicide-Attempts-in-Adolescents?autologincheck=redirected">https://publications.aap.org/pediatrics/article/138/1/e20161420/52498/Suicide-and-Suicide-Attempts-in-Adolescents?autologincheck=redirected</a></p> <p>Teater, B. (2022). Ecological systems theory. In K. W. Bolton, J. C. Hall, &amp; P. Lehmann (Eds.), <i>Theoretical perspectives for direct social work practice: A generalist-eclectic approach.</i>, 4th ed. (pp. 47–60). Springer Publishing Company.</p> <p>Ruch, D. A., Heck, K. M., Sheftall, A. H., Fontanella, C. A., Stevens, J., Zhu, M., Horowitz, L. M., Campo, J. V., &amp; Bridge, J. A. (2021). <a href="#">Characteristics and precipitating circumstances of suicide among children aged 5 to 11 years in the United States, 2013-2017</a>. <i>JAMA network open</i>, 4(7), e2115683-e2115683.</p> <p>Rosenthal, S. R., Noel, J. K., Edwards, Z. C., Sammartino, C. J., &amp; Swanberg, J. E. (2023). Risk Factors for Suicide Ideation Among Rhode Island College Students. <i>Rhode Island Medical Journal</i> (2013), 106(3), 42–47.</p>	

## WEEK 4: HEALTH CRISES: COVID LESSONS LEARNED



Goal: To develop an understanding of historical patterns of epidemic and pandemic health crises.		
Objectives	Required Readings	
<ol style="list-style-type: none"> <li>1. To chronicle and discuss health crises in history.</li> <li>2. To identify epidemiological predictions of pending pandemic events.</li> <li>3. To identify effective global protocols used to make schools, colleges, and other public venues structurally safe during health emergencies.</li> <li>4. To identify appropriate PPEs for students, faculty, staff, and visitors in public venues.</li> <li>5. To develop appropriate protocols for effective communication during health pandemics.</li> <li>6. To develop and present a research-based health pandemic policy.</li> </ol>	<p>Park, J., &amp; Chung, E. (2021). Learning from past pandemic governance: Early response and Public-Private Partnerships in testing of COVID-19 in South Korea. <i>World Development</i>, 137, 105198</p> <p>Balog-Way, D. H., &amp; McComas, K. A. (2020) COVID-19: Reflections on trust, tradeoffs, and preparedness. <i>Journal of Risk Research</i>, 1-11</p> <p>Limbers, C. A. (2020) Factors Associated with Caregiver Preferences for Children’s Return to School during the COVID-19 Pandemic <i>The Journal of School Health</i></p> <p>Wang, Y., Jing, X., Han, W., Jing, Y., &amp; Xu, L. (2020). Positive and negative affect of university and college students during COVID-19 outbreak: a network-based survey. <i>International Journal of Public Health</i>, 65(8), 1437–1443</p> <p>Lundstrom, K 2020, ‘Coronavirus pandemic: treatment and future prevention’, <i>Future microbiology</i>, viewed 8 November 2020</p>	



## WEEK 5: NATURAL AND WEATHER-RELATED DISASTERS



Goal: To describe the occurrences, changing patterns, and outcomes of natural and weather-related disasters that affect schools, colleges, and surrounding communities		
Weekly Objectives	Required Readings	
<ol style="list-style-type: none"> <li>1. To track the occurrences and human cost of natural disasters in P-12 and postsecondary settings</li> <li>2. To describe patterns and outcomes of floods, hurricanes, tornados, severe storms, and drought on school and campus settings.</li> <li>3. To identify occurrences of natural disasters occurring in targeted urban, suburban, and rural communities.</li> <li>4. To analyze data that documents the human and fiscal toll of natural disasters</li> </ol>	<p>Sherman-Morris, K. (2010). Tornado warning dissemination and response at a university campus. <i>Natural Hazards</i>, 52(3), 623-638.</p> <p>Howat, H. K. (2018). School Districts' and Teachers' Responses to Hurricanes and Their Impact on Children. In <i>Assisting Young Children Caught in Disasters</i> (pp. 115-122). Springer, Cham.</p> <p>Watson, B. M., Strong, C., Bunting, B., &amp; National Clearinghouse for Educational Facilities (2008) Severe Weather Planning for Schools In <i>National Clearinghouse for Educational Facilities</i></p> <p>Ramgopal, S., Dunnick, J., Owusu-Ansah, S., Siripong, N., Salcido, D. D., &amp; Martin-Gill, C. (2019). Weather and Temporal Factors Associated with Use of Emergency Medical Services, <i>Pre-hospital Emergency Care : Official Journal of the National Association of EMS Physicians and the National Association of State EMS Directors</i>, 23(6), 802–810.</p>	

## WEEK 6: DOMESTIC AND GLOBAL TERRORISM



Goal: To understand the threat vulnerability of the U. S. following 9/11 and explain how the coordination across federal, State, and local agencies to reduce and mitigate the potential for terrorist attacks to inflict damage on educational institutions.		
Weekly Objectives	Required Readings	
<ol style="list-style-type: none"><li>1. To explain the purpose and function of the Department of Homeland Security (established in 2003).</li><li>2. To explain the Domestic Terrorism Prevention Act.</li><li>3. To articulate the purpose and meaning of DHS designated threat levels and what they mean to schools and colleges.</li><li>4. To explain how CodeRED provides citizens with critical information, warnings, and advisories concerning an emergency and how this can be applied to P-12 and postsecondary institutions.</li><li>5. To discuss how terrorist would target schools as “soft targets for attacks.</li></ol>	<p>Schlegelmilch, J., Petkova, E., Martinez, S., &amp; Redlener, I. (2017). Acts of terrorism and mass violence targeting schools: Analysis and implications for preparedness in the USA. <i>Journal of business continuity &amp; emergency planning</i>, 10(3), 280-289.</p> <p>Bjelopera, J. P. (2017). Domestic terrorism: An overview.</p> <p>Harvey, M., Dabic, M., Kiessling, T., Maley, J., &amp; Moeller, M. (2019). Engaging in duty of care: towards a terrorism preparedness plan. <i>The International Journal of Human Resource Management</i>, 30(11), 1683-1708.</p>	

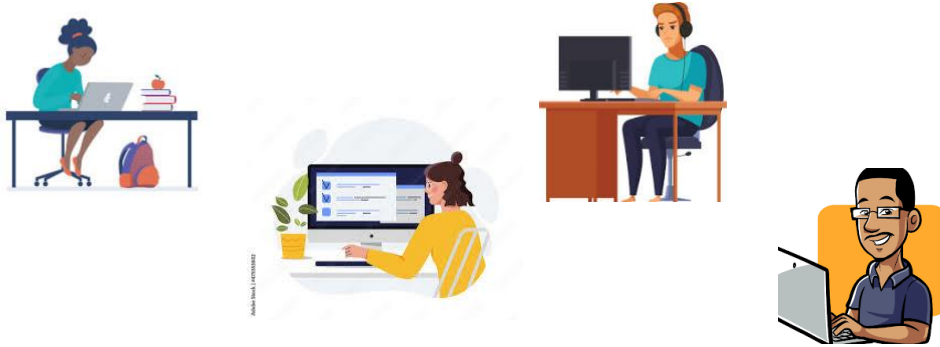
## WEEK 7

### RESPONDING TO CONSTITUENTS IN THE MIDST OF A CATASTROPHE



Goal: To describe and demonstrate appropriate ways of interacting with and responding to students, staff, families, and communities in times of crisis.		
Weekly Objectives	Required Readings	
<ol style="list-style-type: none"> <li>1. To develop appropriate protocols for informing classroom teachers of an existing or pending crisis.</li> <li>2. To craft appropriate protocols for informing students of an existing or pending crisis.</li> <li>3. To identify appropriate protocols for informing parents/guardians of an existing or pending crisis.</li> <li>4. To become knowledgeable of effective and ineffective communication drills.</li> </ol>	<p>Idoiaga Mondragon, N., Berasategi Sancho, N., Dosil Santamaria, M., &amp; Eiguren Munitis, A. (2020). Struggling to breathe: a qualitative study of children's wellbeing during lockdown in Spain. <i>Psychology &amp; Health</i>, 1-16.</p> <p>Sutherland, I. E. (2017). Learning and growing: Trust, leadership, and response to crisis. <i>Journal of Educational Administration</i>.</p> <p>Heath, M. A. &amp; Sheen, D. (2005) School-based Crisis Intervention: Preparing All Personnel to Assist, New York: Guilford Press.</p> <p>Mohammadinia L, Ardalan A, Khorasani-Zavareh D, Ebadi A, Malek-Afzali H, Fazel M. The Resilient Child Indicators in Natural Disasters: A Systematic Review Protocol. <i>Health in Emergencies and Disasters Quarterly</i>. 2017; 2(2): 95-100.  <a href="http://hdq.uswr.ac.ir/article-1-139-en.pdf">http://hdq.uswr.ac.ir/article-1-139-en.pdf</a></p>	

## WEEKS 8: PRESENTATIONS OF FINAL STUDENT PROJECTS



Upon completion of the final project, students will post the Word document in Canvas. Additionally, students will develop a 10-15 minutes PowerPoint presentation and share it using the following steps.

1. Develop a PowerPoint presentation of your final project and post it on Canvas for Dr. Boggs, to review it, make comments, and return it to you,
2. Make any needed corrections and amendments to the PowerPoint,
3. Open your personal Zoom site, share (upload) your PowerPoint and record yourself presenting and discussing your PowerPoint show.
4. Send the recording link to Dr. Boggs, who will share it at scheduled times for viewing by your classmates.

## RESOURCES

The literature is organized around the following topics (others may be added):

1. State and Local Crisis Management Policies
2. Mass Shootings
3. Natural Disasters
4. Psycho-social Consequences of Disasters
5. Terrorism Threats (foreign and domestic)
6. Mass Cyber Attack and Shutdown
7. Supplies and Preparation
8. Short-term and Long-term Necessities
9. Sexual Assaults
10. Cyber Bullying
11. Opioid Pandemic
12. Suicide
13. Religious and Ethnic Victimization
14. Homophobic Victimization
15. Family & Community Disturbances

### STATE AND LOCAL SCHOOL CRISIS MANAGEMENT RESOURCES

US Department of Education

Engaging Administrators in School Emergency Management Emergency Response and Crisis Management (ERCM) Technical Assistance Center U.S. Department of Education  
[https://rems.ed.gov/docs/HH\\_Vol2Issue5.pdf](https://rems.ed.gov/docs/HH_Vol2Issue5.pdf)

Georgia Department of Education

Crisis Management and Prevention Information for Georgia Public Schools (2012), Georgia Department of Education [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Crisis%20Management%20and%20Prevention%20in%20Georgia%20Public%20Schools\\_December%202012.pdf%23search=threat](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Crisis%20Management%20and%20Prevention%20in%20Georgia%20Public%20Schools_December%202012.pdf%23search=threat)

FEMA

National Strategy for Youth Preparedness Education (2018), FEMA & The American Red Cross  
<https://www.fema.gov/media-library-data/1428456985820-064c52816fe0bcfd2286acafa62e8ad7/NationalStrategyFinal.pdf>

CDC

Planning and Preparing for Emergencies at Schools and Childcare Centers  
[Steps to keep your schools and childcare centers safer](#)

HHS

Post-disaster Reunification of Children: A Nationwide Approach  
[Post-disaster reunification processes and procedures.](#)



## LITERATURE

### MASS SHOOTINGS

- Draucker, C. B. (2020) The mental health consequences of mass school shootings: What do we need to know?. *Journal of advanced nursing*, 76(2), 423-425.
- Butkus, S. L. (2020). *Investigating School Shootings from 1996 to 2019 for Processes Needed to Prevent and Respond to Future School Shootings: A Case Study*(Doctoral dissertation, Northcentral University).
- Barnes, L. M. (2020). Mass Shootings in Rural American Schools. In *Handbook of Research on Mass Shootings and Multiple Victim Violence* (pp. 104-121). IGI Global.
- Lee, S. Z. (2020). School Mass Shootings in America. In *Handbook of Research on Mass Shootings and Multiple Victim Violence* (pp. 75-84). IGI Global.
- Silva, J. R. (2020). A comparative analysis of foiled and completed mass shootings. *American Journal of Criminal Justice*, 1-22
- Jose, R., Holman, E. A., & Silver, R. C. (2020). How Americans feel about guns after mass shootings: The case of the 2016 Orlando nightclub massacre. *Psychology of Violence*.
- Fernandez, E., Callen, A., Johnson, S. L., Gaspar, C., Kulhanek, C., & Jose-Bueno, C. (2020). Prevalence, elicitors, and expression of anger in 21st century mass shootings. *Aggression and Violent Behavior*, 101483.
- Audie Cornish. (2018). How Communities Process Trauma After Mass Shootings At Schools, *All Things Considered* (NPR)
- Baird, A. A., Roellke, E. V., & Zeifman, D. M. (2017). Alone and adrift: The association between mass school shootings, school size, and student support. *The Social Science Journal*, 54(3), 261–270
- Gostin, L. O. (2016). 4 simple reforms to address mass shootings and other firearm violence *JAMA: Journal of the American Medical Association*, 315(5), 453–454
- Hollister, B. A., & Scalora, M. J. (2015). Broadening campus threat assessment beyond mass shootings *Aggression & Violent Behavior*, 25, 43–53
- Katsiyannis, A., Whitford, D. K., & Ennis, R. P. (2018). Historical Examination of United States Intentional Mass School Shootings in the 20th and 21st Centuries: Implications for Students, Schools, and Society. *Journal of Child & Family Studies*, 27(8), 2562–2573
- Littleton, H. L., Axsom, D., & Grills-Taquechel, A. E. (2009). Adjustment following the mass shooting at Virginia Tech: The roles of resource loss and gain. *Psychological Trauma: Theory, Research, Practice, and Policy*, 1(3), 206–219

- Littleton, H., Axsom, D., & Grills-Taquechel, A. E. (2011). Longitudinal evaluation of the relationship between maladaptive trauma coping and distress: examination following the mass shooting at Virginia Tech. *Anxiety, Stress & Coping*, 24(3), 273–290
- Littleton, H., Grills-Taquechel, A., & Axsom, D. (2009). Resource loss as a predictor of posttrauma symptoms among college women following the mass shooting at Virginia Tech. *Violence and Victims*, 24(5), 669–686
- Morris, A. (2018). Are We to Blame? Re-Evaluating our Roles in America’s Mass Shootings. *Quill*, 106(2), 8–14.
- Nardi, D. (2015). Decreasing risk for mass shootings in the United States *Journal of Psychosocial Nursing and Mental Health Services*, 53(12), 3–5
- Orcutt, H. K., Hannan, S. M., Seligowski, A. V., Jovanovic, T., Norrholm, S. D., Ressler, K. J., & McCanne, T. (2017) Fear-potentiated startle and fear extinction in a sample of undergraduate women exposed to a campus mass shooting. *Frontiers in Psychology*, 7
- Orcutt, H. K., Bonanno, G. A., Hannan, S. M., & Miron, L. R. (2014). Prospective trajectories of posttraumatic stress in college women following a campus mass shooting *Journal of Traumatic Stress*, 27(3), 249–256
- Towers, S., Gomez-Lievano, A., Khan, M., Mubayi, A., & Castillo-Chavez, C. (2015) Contagion in Mass Killings and School Shootings *Plos One*, 10(7)
- Wilson, L. C., Ballman, A. D., & Buczek, T. J. (2016). News Content About Mass Shootings and Attitudes Toward Mental Illness, *Journalism & Mass Communication Quarterly*, 93(3), 644–658

### **HUMAN METAPNEUMOVIRUS (HMPV) and SCHOOL STABILITY**

- Costa-Filho, R. C., Saddy, F., Costa, J. L. F., Tavares, L. R., & Castro Faria Neto, H. C. (2025). The Silent Threat of Human Metapneumovirus: Clinical Challenges and Diagnostic Insights from a Severe Pneumonia Case. *Microorganisms*, 13(1), 73.
- Russell, C. J., Penkert, R. R., Kim, S., & Hurwitz, J. L. (2020). Human metapneumovirus: a largely unrecognized threat to human health. *Pathogens*, 9(2), 109.

### **NATURAL DISASTERS**

- Luetz, J. M. (2020). Disaster-Resistant Schools for Disaster-Resilient Education. *Quality Education*, 158-174.
- Emergency Response and Crisis Management Technical Assistance Center (ED) (2008) Communication and Collaboration During Natural Disasters: The Lessons Learned From Past Experience Lessons Learned From School Crises and Emergencies, Volume 3, Issue 2, 2008 *US Department of Education*

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