

**2021 Virtual STAR-Center Conference**

**May 14, 2021**

<b>Name, Credentials, Position Title</b>	Mary Margaret Kerr, EdD, Professor of Health and Human Development
<b>Affiliation:</b>	University of Pittsburgh
<p>A graduate of Duke University and American University, <b>Mary Margaret Kerr</b> is Professor of Health and Human Development in the School of Education at the University of Pittsburgh, where she teaches mental health and crisis courses. She also holds a secondary appointment in the Department of Psychiatry. For many years, Dr. Kerr directed training services for the STAR-Center, which provided crisis response services and training across Pennsylvania. Dr. Kerr has responded to hundreds of community crises, including the TWA 800 and USAir 427 aviation disasters. In addition, Dr. Kerr has consulted and lectured extensively on school crisis response across the United States. Her latest book is <i>School Crisis Prevention and Intervention</i>, published in 2018.</p>	
<p><b>Title of Presentation</b>          "Next Time We'll Be Ready": What's Wrong with School Crisis Preparation Today</p>	
<p><b>Description</b>          This presentation offers a practical look at evidence-informed strategies for crisis team preparation and training in school settings. Specifically, we review a) risky oversights in pre-service educator preparation programs, b) missteps in convening crisis teams, c) failures in crisis team training, and d) school-based practices for addressing these critical problems.</p>	
<p><b>Level of Presentation</b>          Introductory <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advanced <input type="checkbox"/></p>	
<p><b>Learning Objectives:</b>          At the conclusion of this session, participants should be able to:</p> <ol style="list-style-type: none"> <li>1) assess their school crisis team's composition, preparation, training, and refresher training</li> <li>2) identify challenges in convening, preparing, and training school crisis teams</li> <li>3) identify evidence-informed strategies and resources to overcome these challenges</li> </ol>	
<p><b>Three (3) current (within the past 10 years) peer-reviewed publications that support the evidence base for the content of your presentation.</b></p> <ol style="list-style-type: none"> <li>1. Kerr, M. M. (2019). School crisis prevention and intervention. In <i>Oxford Research Encyclopedia of Educational Psychology</i> (L. Zhang, Ed.), New York, NY: Oxford University Press</li> <li>2. Olinger Steeves, R. M., Metallo, S. A., Byrd, S. M., Erickson, M. R., &amp; Gresham, F. M. (2017). Crisis preparedness in schools: Evaluating staff perspectives and providing recommendations for best practice. <i>Psychology in the Schools</i>, 54(6), 563–580</li> <li>3. Werner, D. (2015). Are school social workers prepared for a major school crisis? Indicators of individual and school environment preparedness. <i>Children &amp; Schools</i>, 37(1), 28–35</li> </ol>	