The situation of school crisis intervention in Japan was reviewed in this article. Recently, we have increasing numbers of crimes in schools. Several examples of school crisis intervention were demonstrated. Unfortunately, school crisis intervention is not well organized in Japan. Therefore, school crisis intervention system must be developed in the near future.

Key Word: school crisis, intervention, Japan

I Introduction

School Crisis is defined as crisis occurred in and out of schools. For examples, natural disaster (earthquake, volcanic eruption), crime, violence, terrorism, war, fire at school, traffic accident, diseases, suicide, other accidental events/diseases, bullying. Macy [2] classified school crisis into two types; that is, high-impact-low-incidence traumatic events and low-impact-high-incidence traumatic events. High-impact-low-incidence traumatic events consist attack by intruders in school, natural disaster (earth quake, hurricanes etc), war, terrorism, crime (murder etc) and low-impact-high-incidence traumatic events include serious diseases, death of friends, suicide attempts, bullying, traffic accidents etc. Under the school management in Japan, about 200 to 300 students die per year [6] (Figure 1).

Figure 1. Fatal cases for school crisis in Japan
In terms of crime in 2001, more than 40,000 crimes have occurred in school, which are twice as many as that in 1995 [5] (Figure 2). From 2000 to 2003, the number of assaults or fire setting are increasing in school but the murder of assaults or fire setting are increasing in school but the number of murder or robber have not been increased [5] (Figure 3). Table 1 shows that this one decade we have experienced serious school crisis due to intruders out of school. As in such incidents not a few were killed and many students in school witnessed the scene, school crisis intervention is critical.

Figure 2. Trend of Criminal Cases at School

Figure 3. Number of heinous crime cases at school
Naoyasu Motomura: School Crisis Intervention in Japan

Table 1. Crimes in Japanese school

<table>
<thead>
<tr>
<th>Year, Month</th>
<th>Crime</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999, Dec</td>
<td>Kyoto, primary school, stabbed fatally 7 year-old</td>
</tr>
<tr>
<td>2000, Jan</td>
<td>Wakayama, primary school, stabbed 7-year-old boy</td>
</tr>
<tr>
<td>2001, June</td>
<td>Osaka, primary school, stabbed fatally 8 children, injured 15</td>
</tr>
<tr>
<td>2003, Dec</td>
<td>Kyoto, primary school, stabbed 7 year-old boys</td>
</tr>
<tr>
<td>2004, June</td>
<td>Nagasaki, primary school, stabbed 12 year-old girl</td>
</tr>
<tr>
<td>2004, Nov</td>
<td>Nara, primary school, 6 year-old boy, kidnapped, killed</td>
</tr>
<tr>
<td>2005, Feb</td>
<td>Osaka, primary school, 1 teacher killed, 2 injured</td>
</tr>
<tr>
<td>2006, Feb</td>
<td>Shiga, two kindergarten children, killed</td>
</tr>
</tbody>
</table>

II Case reports

Here, I can show three cases with recent stabbing incidents at school by intruder (Table 2). First case occurred at Hino Elementary School, Kyoto, December 1999. Second case was occurred in Ikeda elementary school attached Osaka University of Education, Osaka, June 2001. Third case was Neyagawa chuo elementary school, Osaka on February 2005.

Case 1: Hino incident, Dec 1999:
A man intruded Hino elementary school, stabbed fatally a 7-year-old boy.
Kyoto Educational committee with school counselor has intervened in this incident. They did psycho-education for teachers, assessment of children and counseling for children, who witnessed the scene.

A man intruded Ikeda elementary school and eight children were stabbed fatally and 15 teachers and children were injured by knife. As many students have chased by a criminal and/or witnessed the criminal or dead bodies, crisis intervention was critical. In the afternoon of June 8, 2001, the mental support team (MST) was organized and mental care for victims started instantly after this incident [4].

A 17-year boy intruded an elementary school and stabbed fatally a teacher and injured 2 teachers. In this case intervention was done by educational committee. They did educational psycho-education for teachers, assessment for children and teachers, and counseling for teachers and children.

Table 2. Recent stabbing incidents at school by intruder

| Case at Hino elementary school, Kyoto, December 1999 |
| Case of Ikeda elementary school of Osaka University of Education, Osaka, June 2001 |
| Case of Neyagawa chuo elementary school, Osaka, February 2005 |
III Can we prevent mental disorder after school crisis?

There are three types of prevention in public health theory. First one is primary prevention, which prevent school crisis itself. Second one is secondary prevention, which intervene the school crisis and stop the widening of the influence of school crisis. Third one is postvention, which is after care for victims. Committee and school counselors intervene. In terms of primary prevention, school security system itself is most important. We have to construct school security system. We have to increase awareness of crisis management for teachers and schools, periodical training for teachers about school crisis management, periodical training of emergency drill, preparedness of network and communication with local health authorities. In terms of school security system, We are now trying to construct school security system by use of IC-tag, GPS and movable telephone.

IV School crisis intervention

When the school crisis occurred, Japanese government has to dispatch a crisis response team. The school itself also has to organize school crisis team in school.

In school, leadership of school principal is critical. School teachers must organize school crisis team in their school. Task allocation of teachers and staffs must be done.

Teachers must prepare crisis management manuals, do training of crisis management intervention, establish information network among guardians/parents and recognize external cooperative organizations/groups (Table 3).

| Table 3. Response to school crisis |
|Government: Dispatch of Crisis Response Team (CRT) |
|School: Leadership of school principal |
|                      School crisis team |
|                      Task allocation of teachers, staffs |
|                      Preparedness of crisis management manual |
|                      Training of crisis management intervention |
|Establishment of information network among guardians/parents |
|Understanding of external cooperative organizations/groups |
V  Model of crisis intervention

There are two types of school crisis intervention model. One is centralized model and the other one is decentralized model. These two types of model has both merits and demerits. In centralized model, experts in government must intervene and in decentralized model or community based model, persons in community or teachers are trained and intervene.

VI  Crisis response team (CRT)

Klein et al. [1] indicated three types of crisis response team, that is, community team, school district team and school based team (Table 4). And they advised 7 types of role of school crisis response team (Table 5). Out of these, we have three types of crisis response model in Japan, that is, educational committee model, mental health center model, and school based crisis response model. First two are centralized model and another one is decentralized model in Japan.

1. Educational Committee (EC) model

Educational committee model is most popular. But in this model, EC can cover public school (kindergarten, primary, junior high, high school) but they do not cover private schools, national school and child care facilities and this model is not fit for multidiscipline model. Figure 4 shows the organization of CRT developed by Educational Committee [3].

2. Mental health center model

In contrast with educational model, mental health center model can cover all schools but not familiar with school. And easy to work with community and Multidiscipline model. This system is good for long-term care.

3. Members of multidisciplinary model.

Multidisciplinary model has many merits for school intervention.

In this model, teachers, clinical psychologists, medical doctors, registered nurses, social workers, lawyer, volunteer etc can compose team.

Table 4. Crisis response team in school, community and district

<table>
<thead>
<tr>
<th>Community team</th>
<th>School district team</th>
<th>School based team</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers, mental health professionals, policeman, lawyers</td>
<td>teachers from several school</td>
<td>teachers from one school</td>
</tr>
</tbody>
</table>

Table 5. Role of school crisis team (Schonfeld, 1992)

- chair
- vice chair
- media
- communication
- staff
- counseling
- mass management
### Table 6. Crisis management at school

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing awareness of crisis management for teachers and schools</td>
<td>Periodical training for teachers about school crisis management</td>
</tr>
<tr>
<td>Development of practical implementation manual for crisis management</td>
<td>Set-up of crisis management team at school</td>
</tr>
<tr>
<td>Periodical training of emergency drill</td>
<td>Preparedness of network and communication with local health authorities</td>
</tr>
</tbody>
</table>

#### VII Size of accident or disaster for school crisis intervention

But intervention team must be influenced by several factors. Firstly, size of accident is also important factor for crisis intervention. Small sized incident can be treated only by a school-based intervention team. But the large sized intervention must be done by government or big-sized organization.

#### VIII Intervention period and organization

Intervention period is also very important factor for crisis intervention. I think the long-term intervention must be done by school based response team. In Short term intervention for 3 days to 2 week can be done by experts outside of school. Medium to long term intervention for 1 month to several years must be done school-based response team. It is necessary to use resources in school, if long-term intervention is required.

#### IX School-based intervention

In case of disaster, the national government must dispatch crisis response team, which is consisted by mental health professionals, to school or community and begin to work psychological intervention. This is a Japanese model of crisis response team (Figure 4). In this model educational committee and clinical psychologists work together. The school itself prepares for crisis and tries to implant educational program of crisis intervention such as stress management education program and begin training for crisis counseling. They begin to work with local mental health professionals (Table 6).
Examples of intervention program

Firstly, mental health professionals give psychoeducation for teachers (Table 7, 8). And teachers understand what will happen after the disaster and trauma reaction. Secondary, mental health professionals do triage and select children who need psychological aid. Thirdly, teachers with mental health professionals work cooperatively and begin group work or teach children the method of breathing and relaxation program. Fourthly, if the symptoms of children are serious, they will be referred to a local hospital or clinic. Now I can show you a very new school based CBT program for PTSD children. This program is called CBITS and 10 session group CBT program which is conducted in school. PSW or clinical psychologist is a facilitator. This program consists of relaxation, imaginal exposure, in vivo exposure, social problem solving. In addition, there are program for parents and teachers. Stein et al. (2003) [7] reported a first randomized control trial for PTSD children exposed to violence with this program and found that children taken this program improved from PTSD symptoms [7].
Table 7. Content of school crisis intervention 1

- Assist to school management: Advise to teachers, negotiate with educational committee, communicate with media etc
- Care for victims: children, parents, teachers
- Logistics for intervention: meal, budget, recordings, etc

Table 8. Content of School crisis intervention 2

- Psycho-education for teachers and parents
- How to respond interview from TV or newspaper
- Psychological assessment of children
- Psychological assessment of teachers
- Introduction of medical facilities
- Care for children, parents and teachers

XI Conclusion

- School crisis intervention in Japan was described.
- School crisis intervention organization is necessary.
- Specialists must be fostered in Government, community and school level.

XII References