

ABSTRACT

The aim of the thesis on *the Use of Crisis Intervention by School Psychologists* is to map out how school psychologists work with crisis intervention and what specifics CI can bring to a school environment. In our research, we ask five questions to explore how school psychologists define crisis, how often they work with crisis, what factors may influence this frequency, what specific techniques school psychologists use when working with crisis, and what helps them to manage these situations. A qualitative research study was conducted to address the stated goal. It includes ten semi-structured interviews and one pilot interview. The interviewees were school psychologists from elementary schools, high schools, college and secondary vocational schools. Respondents were selected in order to obtain as diverse sample as possible, taking into account the size of the school, the region in which it was located, and respondents' experience. Three main themes and four sub-themes emerged from the thematic analysis. Possible links between the categories were then explored.

A number of crisis intervention's characteristics of crisis intervention in schools are identified in the research. Given the number of these, the term „school crisis intervention“ is developed. It is defined as a separate discipline based on the characteristics identified, which could potentially be classified as a sub-discipline of crisis intervention. The thesis continues to outline what helps school psychologists to deal with crisis and how they might be supported.