

Crisis Intervention in Rural Schools in South Africa: Experiences of Educators

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ABSTRACT The aim of this paper is to explore the experiences of educators on crisis intervention in rural schools in South Africa. Apart from a literature review on crisis intervention in schools, the paper reports on a study in which empirical investigation based on quantitative research paradigm was used to collect data from rural educators. The literature findings revealed that crisis intervention is a critical component of school practice in many schools in South Africa. The study further on revealed that empirical findings elicited that education and training received by educators are largely based on teaching and learning aspects and school management tasks only and no particular attention to crisis intervention is evident, yet educators are expected to function as school-based crisis interveners in times of crises. The study is concluded by the submission that it is essential for educators to be trained in crisis intervention.