

TEACHER PERCEPTIONS OF SCHOOL GUN VIOLENCE

A Dissertation
Submitted to
the Temple University Graduate Board

In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF PHILOSOPHY

by
Ashley M. Hartz
May 2018

Examining Committee Members:

Joseph Ducette, Ph.D., Advisory Chair, Psychological Studies in Education

Frank Farley, Ph.D., Psychological Studies in Education

Julie Kessler, Ph.D., Teaching & Learning

Jayminn Sulir Sanford-DeShields, Ed.D., External Member, Teaching & Learning

©
Copyright
2017

by

Ashley M. Hartz
All Rights Reserved

ABSTRACT

The focus of my dissertation was to ascertain how teachers perceive the threat of school gun violence and determine what factors affect that perception. To do this, a mixed methods approach was used to survey teachers and staff from a Central Pennsylvania School District. Follow-up interviews were conducted to help support and clarify that data. In general, teachers feel safe at school and rarely do they feel unsafe. The teachers surveyed have received school gun violence prevention training; however, they feel this training was moderate or adequate at best. The teachers surveyed believe their schools provide a climate conducive to learning and that the rules and expectations for expected behaviors are clearly stated. Prevention efforts are established as teachers build a rapport with their students and provide a culture where students feel comfortable reporting possible threats. Teachers also work to create a safe school climate by assuring that students treat each other with respect and that they do the same. A majority of teachers also report encouraging students to seek help if they feel a student is in crisis and being able to identify these students and connect them with necessary supports as a result of their relationship with their students. In general, teachers do not perceive school gun violence as an imminent threat and are not preparing for a mass shooting to occur, but instead are being proactive in working to develop and foster students' social and emotional well-being using school-wide positive supports.

DEDICATION

This dissertation is dedicated to my Grandfather, David O'Brien, for always encouraging me to learn as much as I can. I also dedicate this dissertation to my children as a symbol of hard work and dedication and to show that you can do what you love, be great at what you do and achieve any and all dreams if you trust in the Lord who has perfectly prepared your steps.

ACKNOWLEDGMENTS

I thank God for this experience and opportunity. This journey would not have been possible without the support of my Advisor, Dr. Joseph Ducette. I am forever grateful for his patience and guidance. This journey was also made possible by the love, support and continuous encouragement from my family and many prayers along the way.

TABLE OF CONTENTS

	Page
ABSTRACT	II
DEDICATION	III
ACKNOWLEDGMENTS	IV
CHAPTER	
1. INTRODUCTION	1
Significance.....	2
Conceptual framework	3
Rationale	4
Guiding questions.....	4
Significance of the study	5
2. REVIEW OF LITERATURE.....	7
Teachers’ perceptions of school gun violence	7
Prevention.....	8
Feelings about more restrictive measures	10
Feelings of preparedness	11
Feelings of safety	12
Media	12
Teachers’ perceptions of the causes of school gun violence	13
Risk factors.....	14
Prevalence	14

Teachers’ perceptions of school climate as a preventative tool.....	16
School-wide positive supports	16
Mental health components	17
Community base supports	18
American culture.....	19
3. METHODS.....	22
Rationale and assumptions for the mixed methods design.....	23
Researcher’s role.....	24
Site and sample selections	24
Managing and recording data	25
Research Questions Matched with Survey Questions	26
4. RESULTS.....	28
Results.....	28
Data relevant to the major research questions.....	29
Research Question #1: Do teachers feel safe at school?	30
Research Question #2: Does the school climate have an effect on teacher’s reported feelings of safety?	30
Research Question #3: Are teachers provided appropriate training relative to school gun violence?	31
Research Question #4: What do teachers perceive as their role in working to prevent school gun violence?	32

Research Question #5: Do teachers who report having confidence in school leadership also report increased feelings of safety and preparedness for an active shooter situation?	33
Research Question #6: Do teachers feel their communities are prepared to respond to an active shooter situation?	34
Research Questions #7: Is there a correlation between job satisfaction and reported feelings of safety?	35
Research Question #8: Is there a mental health component that teachers feel needs to be addressed that could potentially help to prevent school gun violence from occurring?	36
Research Question #9: Do teachers who report having more restrictive measures in place at their schools (zero tolerance policy, metal detectors, SRO's, etc.) report higher levels of feelings of safety?	37
Additional Analyses.....	39
Data from the Post-Survey Interviews.....	39
What are the last three school shootings you can recall?	40
What have you learned from previous school shootings?	40
What have you changed about your classroom or your teaching style as a result of these incidents?	41
What do you perceive as your role in terms of helping to prevent school gun violence from occurring?	41
What school wide positive behavioral supports are currently in place to prevent school gun violence in your school?	42

How would you describe your school culture and does this have an effect on your reported feelings of safety?	42
Do you believe school gun violence research is of importance at this time?	43
Is there a mental health component you feel needs to be addressed that could potentially help to prevent school gun violence from occurring?	44
5. DISCUSSION	45
Discussion.....	45
Research Question #1	45
Research Question #2	45
Research Question #3	45
Research Question #4	46
Research Question #5	47
Research Question #6	47
Research Question #7	48
Research Question #8	48
Research Question #9	49
Future Studies.....	50
Limitations.....	53
REFERENCES	54

LIST OF TABLES

Table	Page
4.1 Gender of Respondents.....	28
4.2 Highest Level of Education.....	28
4.3 Number of Years Teaching.....	28
4.4 Participant's Age.....	29
4.5 Level of Schooling Where Respondent is Teaching.....	29
4.6 Responses to Feelings of Safety at School.....	30
4.7 School Climate Questions.....	30
4.8 Training and Preparedness Questions.....	31
4.9 Feelings of Safety and Confidence in School Leadership.....	33
4.10 Correlations with Confidence in School Leadership.....	33
4.11 Relationship Between Confidence in School Leadership and Feelings of Safety.....	34
4.12 Community Preparedness Question.....	34
4.13 Job Satisfaction Questions.....	35
4.14 Correlations of Feelings of Safety and Job Satisfaction.....	35
4.15 Relationship Between Feelings of Safety and Job Satisfaction.....	36
4.16 Mental Health Questions.....	36
4.17 Preventative Measures Questions.....	37

CHAPTER 1

INTRODUCTION

Teachers have an important role in the occurrence and prevention of violent acts at schools (Yavuzer, Gundogdu & Dikici, 2009). Mass shootings continue to devastate and shock the nation leaving some wondering if and how these incidents could have been prevented. This topic is significant because school safety is of the utmost importance. According to the National Center for Educational Statistics (2010), school violence can make students fearful and affect their readiness and ability to learn.

The purpose of this study was to attempt to identify and support continued efforts to prevent school gun violence by exploring teacher's perceptions of school gun violence and feelings of safety and preparedness for an active shooter situation. Goals included discovery of how teachers perceive the threat of school gun violence and how that may affect readiness or preparedness for an active shooter situation. In addition, exploration into what teachers perceive as their role in managing violence in schools and prevention of school gun violence specifically was investigated. Frisby, Kim and Wolfmeyer (2006) speculate that it is reasonable to assume that teacher's perceptions of the effectiveness of violence prevention programs are also correlated with attitudes related to job satisfaction, professional goals, and school climate.

Significance

Understanding the range of perceptions that exist within the same school relative to school gun violence is necessary to design and implement successful safety prevention strategies for that particular institution. After a survey of perceptions of the rampage shooting that occurred at Virginia Tech, Fallahi, Austad, Fallon and Leishman (2009) reported that it is not possible or ethical to prospectively study such unanticipated events; however, examination of student and faculty responses at another university may increase our understanding of the consequences of school violence. It is unclear whether teachers perceive school gun violence as an imminent threat.

There have been radical shifts in America's perception of school violence over the past 15 years in the definition of the problem and collective response (Stone, Astor & Benbenishty, 2009). After the tragedy that occurred at Columbine, communities' and schools' perception of mass shootings changed radically and the nation continues to wait for a response. This particular mass shooting impacted how the general public, teachers, principals and students viewed school safety issues as a whole (Stone, Astor & Benbenishty, 2009). This is also perhaps why the media are blamed for glorifying school gun violence when it is not perceived by many as a prominent concern that schools need to be working to address.

Schools are social institutions often reflecting their communities (Fisher & Kettl, 2003). As stated in the *Lancet* (2013) in response to the slaughter of 32 students and teachers on the Virginia Tech campus, until the debate widens to address violence as a preventable social problem, rather than solely a legal concern, mass shootings will continue. The *Lancet* (2013) continues by asserting that to pretend that the Blacksburg

tragedy is unique ignores the legacy of school shootings in Dunblane, Columbine, and elsewhere, and deprives people of an opportunity to reduce future risks. Assessing teachers' perceptions of school gun violence and feelings of safety and preparedness for an active shooter situation may help to develop appropriate prevention efforts.

Conceptual Framework

The National Education Association (2015) believes the three keys to school gun violence prevention include increased access to mental health services, the ability to provide a safe and secure learning environment for all students, and taking meaningful action on gun violence prevention. According to Fallahi, Austad, Fallon and Leishman (2009), staff perceived their role in response to a rampage shooting situation as an increased awareness of student behaviors, improved relationships and understanding of students' needs and the ability to identify and refer students for mental health services. Parents, school administrators, and mental health workers can play key roles in protecting children from gun violence and helping them overcome the effects of gun related trauma (Garbarino, Bradshaw & Vorrasi, 2002).

Topic and Research Problem

School gun violence is a continued threat facing all schools at every level of education across the nation. Mass shootings, or rampage shootings as they are referred to in the literature, continue to devastate and shock the nation leaving some wondering if and how these incidents could have been prevented. After most mass shootings police uncover multiple warning signs leading up to the event, for example, students threatening another student or staff member. Educating teachers and staff about potential risk factors could change their perception on the way they handle certain disciplinary matters and

provide an opportunity to refer students for mental health services which may be more appropriate and effective.

Rationale

The purpose of this research study was to identify teachers' perceptions of the impact of school gun violence prevention programming. The goal of the study was to provide additional information that school gun violence prevention is of the utmost importance at this time. It is irresponsible to wait until the statistics rise concerning the number of deaths that occur in and on school grounds to evaluate teachers' understanding and awareness of school gun violence prevention.

Guiding Questions

Do teachers feel safe at school?

Does school climate have an effect on teachers' reported feelings of safety?

Are teachers provided appropriate training relative to school gun violence prevention?

What do teachers perceive as their role in working to prevent school gun violence?

Do teachers who report having confidence in school leadership also report increased feelings of safety and preparedness for an active shooter situation?

Do teachers feel their communities are prepared to respond to an active shooter situation?

Is there a correlation between job satisfaction and reported feelings of safety?

Is there a mental health component that teachers feel needs to be addressed that could potentially help to prevent school gun violence from occurring?

Do teachers who report having more restrictive measures in place at their schools (zero tolerance policy, metal detectors, SROs, etc.) report higher levels of feelings of safety?

Significance of the Study

It is important to know how teachers perceive school violence because commonly school safety measures are developed with the notion that students are unable to manage conflict and because parents and schools are not teaching students proper morals and values (Meyer, Astor & Behre, 2002). Teachers may unknowingly influence student behavior and prevent or provoke violent behavior in turn (Yavuzer, Gundogdu & Dikici, 2009). Teachers may also instigate ongoing behavioral problems and increase the likelihood of violence by victimizing children in an attempt to discipline or redirect student misbehavior (Hyman & Perone, 1998). Understanding teachers' perceptions of students experiencing behavioral difficulties and how to utilize school wide positive supports is essential to prevent violence in schools. It is also essential to explore teachers' perceptions of students in crisis and how to refer these students for appropriate mental health services which could ultimately help to prevent school gun violence.

Delimitations

Obtaining self-report measures may alter the reliability of the study as it opens the study up to various confounding variables yet provides insight into those protecting and educating today's youth. The study can also ascertain whether these individuals are confident and prepared in their dual role as teachers and first responders. Cowen and Rossen (2013) state that school crisis response is not a choice; it is inevitable, although they agree that most schools will not experience as horrific event as that which occurred in Newtown, Connecticut. This is the perception of school gun violence and specifically mass shootings throughout a majority of the literature which is an inconsiderate way of approaching school safety.

The sample for this study was also limited to a certain demographic and geographic region in one suburban school district; therefore, comparisons cannot be made to other districts of differing geographic areas. School gun violence may be perceived as more of a threat in urban areas where gang violence is more prevalent; however, mass shootings appear to occur more often in suburban or rural school districts. There are multiple variables that may be worthwhile exploring such as gun ownership, political affiliation and religious membership which were not requested for the purposes of this particular study but might be used in future research.

CHAPTER 2

REVIEW OF THE LITERATURE

Teachers' perceptions of school gun violence

Little is known about teachers' perceptions of school gun violence and feelings of safety and preparedness for an active shooter situation. After reviewing letters from teachers who have been directly affected by school gun violence who have written to Congress, it appears that a majority of teachers are in agreement that gun control needs to be explored as a possible preventative measure. Teachers appear to feel as if they are left to themselves to develop appropriate preventative measures in their individual schools because of the lack of funding and policy aimed at school gun violence. At the very least, teachers would like to see the conversation begin amongst legislators and continue to address school gun violence as a preventable social problem, rather than a statistic.

Teachers feel their schools are becoming more like prisons and students are left to endure the consequences of school gun violence. Teachers express their sadness that students live in fear practicing active shooter and lock down drills. Teachers are also responsible for comforting students when asked questions about why they practice these types of drills. A window, which was once a luxury, is now an obstacle to keep students safe in the event of an active shooter situation. Many teachers express that arming teachers will not solve anything. Many teachers also express that they do not feel supported or trained to handle an active shooter situation.

Additional letters to Congress from teachers after mass shootings indicate that although teachers would like to think that they would act heroically during a crisis situation, it frankly scares them just thinking about the possibility of an active shooter

situation. The increase and frequency of school gun violence in conjunction with Congress's failure to act has also made teachers question whether to stay in the profession. These letters indicate that teachers do perceive the threat of school gun violence as an imminent danger.

Roberts, Wilcox, May and Clayton (2007) found teachers' individual experiences at school had the greatest effect on their perception of school safety. Other factors included the fear of crime in the neighborhood in which the school was located and shared perceptions of the level of incivility within the school. In a similar study conducted by Booren, Handy and Power (2011), it was found that teacher perceptions of the connection between school climate and violence were much higher than student perceptions of safety in relation to the importance of safety strategies in place and methods for enforcing the rules at school.

Prevention

In order to develop effective violence prevention programs, teachers must identify violence as a preventable social problem (Astor, Behre, Fravil, & Wallace, 1998). Dewey (2015) believes that school violence can be prevented by confronting issues such as bullying and fighting while applying public health principles and other researched interventions concentrated on students' mental health. More restrictive measures such as criminalization, zero tolerance policies and suspending students from school are thought to cause increased behavioral concerns, encourage dropouts and cause increased concern for school safety. Maring and Koblinsky (2013) suggest that in order to develop positive relationships between teachers and students, effective leadership, behavior management

training, improved school security, access to mental health services, the ability for students to resolve conflict and parental involvement are all necessary.

Teachers often exhibit defiance toward violence prevention programs (Frisby, Kim & Wolfmeyer, 2006). There are multiple crisis response training modules available for first responders to utilize in the event of a mass shooting; however, the literature involving teachers in these trainings and incorporating them into the plan is limited (Crepeau-Hobson, Sievering, Armstrong, & Stonis, 2012). The United States Department of Education suggests effective leadership, resources, community involvement and education are necessary in order to implement these response plans and prevent school violence from occurring.

The Gun-Free Schools Act (GFSA) was reauthorized by Section 4141 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (Public Law 107-110), which requires that each state or outlying area receiving federal funds have a law that requires all local education agencies (LEAs) to expel students for at least one year if they bring a firearm to school (U.S. Department of Education, 2010). It is unclear how effective the Gun-Free Schools Act is because research dating back to 1999 conducted by Economists John Lott and William Landes, which still holds true today, indicates that mass shootings occur in places where guns are banned and perpetrators know that everyone will be unarmed (Fund, 2014). This research was revisited after the massacre that occurred in Newtown, Connecticut and it appears that the only exception is the incident that occurred in Tucson, Arizona in 2011 which involved Representative Gabrielle Giffords.

Hyman and Perone (1998) recommend that school psychologists take the lead in developing appropriate violence prevention programming and implementation because teachers, administrators and other school staff often victimize students when enforcing rules and consequences which can lead to ongoing behavioral concerns including aggression and students feeling withdrawn. More restrictive measures such as strip searches, police in schools, and corporal punishment which has been used historically, along with the language teacher's use to discipline students, can also lead to victimization and affect students' psychological well-being. It is important to understand teachers' perception of their responsibility and role enforcing the rules at school and how their approach to discipline may influence student behavior. Teachers have the potential to instigate or prevent school gun violence.

Feelings about more restrictive measures

Chrusciel, Wolfe, Hansen, Rojek and Kaminski (2015) found that both law enforcement officials and principals support the idea of School Resource Officers (SROs); however, they do not perceive arming administrators or teachers to be a successful preventative measure. President Obama initiated support for the employment of SROs in schools, along with possible incentives for schools that do (The White House, 2013). The public is largely in support of SROs (Myrstol, 2011). A week after the Sandy Hook tragedy occurred, only 12% of Americans felt police turnout in schools would be a failed attempt to prevent school gun violence as reported in a Gallup poll (Newport, 2012). The NRA has developed guidelines for placing armed personnel in every school as proposed by the National School Shield Program also announced one week after

Sandy Hook. Only eight states currently have laws in place that support arming school personnel (Chrusiel et al., 2015).

Feelings of preparedness

Staff perceived their role in response to a rampage shooting situation as alertness to students' behavior and subsequent referral, more empathic support or improved connection to students, and better training for faculty on recognition and referral of mental illness (Fallahi, Austad, Fallon & Leishman, 2009). Sela-Shayovitz (2009) found that teachers who receive violence prevention training report increased confidence implementing the strategies; however, they are still uncertain how to assure students' safety and cope with violence when it occurs. Teachers' experience and grade level taught were also associated with their confidence in their ability to implement safety strategies (Sela-Shayovitz, 2009).

At the college level, it was found that women had more knowledge of crisis response, along with staff members who also indicated increased confidence responding to a crisis situation (Liu, Blankson & Brooks, 2015). Interestingly, perceived knowledge was found to be a greater indicator of confidence responding to a crisis situation, along with perceived readiness for a crisis situation versus real training (Liu, Blankson & Brooks, 2015). It is unrealistic to know how teachers at any grade level would respond in the event of an active shooter situation; however, with the knowledge of crisis response they may be better prepared and aware of how to respond and how to keep themselves and their students safe until first responders arrive.

Feelings of safety

Teachers have increased concerns about the effects that disruptive and aggressive behaviors students display have on school climate and student achievement (O'Brenan, Bradshaw & Furlong, 2014). Teachers deal with daily threats and harassment from students, along with verbal and physical abuse, aggression and bullying which takes many forms (Steinberg, Allensworth & Johnson, 2012). However, what draws public attention is school gun violence. In urban schools it has been found that positive teacher-parent relationships, along with teacher-student relationships have helped to decrease the likelihood of verbal and physical aggression and other forms of harassment and bullying which occur far more often when compared to suburban or rural school districts (Steinberg, Allensworth & Johnson, 2012). It has also been found that teacher retention is highly correlated with confidence in school leadership (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011).

Media

Greater security measures have been taken by school administrators in response to school gun violence, and, while these may reduce levels of school violence in some communities, they can also help to perpetuate a culture of fear that has been created by intense media coverage. Cornell (2003) suggests that if these tragic events were not as widely publicized there would be less reason for concern and perhaps less copycat activity. He also believes that as a result of the massacre that occurred at Columbine High School in 1999, violence in American schools is perceived to be far worse than it actually is. Barbieri and Connell (2014) go as far as suggesting that the media create

increased panic when mass shootings occur resulting in multiple victims being shot and killed.

Additional sources indicate that the media causes people to panic and creates a perception of school violence that is unrealistic or exceeds the actual level of danger (Abouk & Adams, 2013). It is unclear how the media could sensitize the nation about an event as horrific and profound as that which occurred in Newtown, Connecticut and then proceed to say that this type of incident only occurs every so often and, therefore, there is no need to panic. When it becomes necessary that our future teachers also prepare to become first responders, schools must think prevention and not solely rely on statistics.

Teacher's perceptions of the causes of school gun violence

In a survey of 396 school employees from Central Pennsylvania, teachers perceived poor parenting, poor parental supervision, lack of structure in the school and lack of support in the community as factors contributing to school violence (Fisher & Kettl, 2003). Teachers point to parenting problems and drug abuse in the home by both students and parents as being significant causes of school violence (Fisher & Kettl, 2003). There are various influential factors school staff believe are responsible for school violence which include: an emotional disturbance, peer pressure, tolerance, parenting and quality of school policies, procedures and the role of school staff (Frisby, Kim & Wolfmeyer, 2008). In a survey conducted three weeks after the massacre at Virginia Tech occurred, students, faculty and staff perceived mental illness and a lack of friendship as contributing factors in the shooting (Fallahi, Austad, Fallon & Leishman, 2006).

Risk factors

An important piece of information gathered from the FBI's review of school shootings in 2000 indicated the perpetrator threatened to harm classmates in the days or weeks leading up to the violent event (Cornell, 2003). Before the mass shooting at Columbine High School, the perpetrators left multiple warning signs such as a hateful website, essays and videos, a history of juvenile delinquency, threatening other students, bomb making and a search warrant for one of the perpetrator's homes that was not served (Elliot, 2009). It was also found after a review of the mass shootings at Columbine High School that two-thirds of shooters told someone else about their plan indicated in a study by the Secret Service (Elliot, 2009).

Prevalence

According to Cornell (2015), there is a misperception of school safety as a result of the attention mass shootings receive. Crime statistics indicate that schools are indeed one of the safest places in the United States. Furthermore, Cornell (2015) indicates that as a result of this misperception, schools have allotted unnecessary funds to establish more restrictive preventive measures. This particular perception of mass shootings is misleading and insensitive to all of the schools and communities that have experienced school gun violence.

Neglecting to acknowledge the significance of gun related homicides and suicides which are the second and third leading causes of death among youth ages 10 to 19 years of age also discredits the importance of students' psychological well-being (Williamson, Guerra & Tynan, 2014). These statistics appear to be of great concern and should be used as incentive by schools to make necessary changes to their violence prevention

programming. If mass shootings are not perceived by teachers to be an imminent threat, then the likelihood of preventing another massacre such as that which occurred in Newtown, Connecticut is doubtful. The number of threats that are made to carry out such destruction are not as readily reported on by the media and therefore discredited as a plausible risk.

The Center for Disease Control (2016) suggests by developing parent- and family-based programs, social development strategies, mentoring programs and making changes to the social and physical environment, acts of violence in schools could be prevented. The CDC also shares the data in a way that makes gun violence in schools appear as if it is something that most children will never experience and not as big of an issue as some perceive it to be. The Magazine of Higher Learning stated in 2008 that the chances of a disaster like the Virginia Tech massacre happening again were slim and that on average there were 16 shootings a year at America's colleges and universities.

In a national survey completed by The North Carolina Department of Juvenile Justice and Delinquency Prevention Center for the Prevention of School Violence (2007, pp. 2-3), research indicated that there were 48 school-associated deaths in elementary and secondary schools from 2004-2005 and 6 ½ students reportedly carried a weapon onto school property. Students' perception or feelings of safety indicated that only 30% of students felt confident that school staff was able to keep them safe from gun violence, violence and crime, and gangs (2006). It is of concern that these numbers are not considered of value and reason to make changes.

Teachers' perceptions of school climate as a preventative tool

It is possible that individuals within the same school have different perceptions of school climate due to differences in experiences, perspectives, or roles (Booren, Handy & Power, 2011). Creating and sustaining a safe school climate (Elliot, 2009) requires that teachers understand students' concerns and provide a safe, caring environment (Banks, 2014). The ability to manage crisis and assess school safety are imperative to student achievement (Cowan & Rossen, 2013). Teachers' perceptions and understanding of their role in working to intervene and prevent school gun violence could be an important topic to explore within individual institutions amongst all staff members.

Many teachers perceive school psychologists as responsible for improving school climate. School psychologists can improve school climate by assembling a team of teachers, parents and students to gather feedback regarding safety concerns using school climate measures and then use this information to develop strategies unique to their institution (Espelage, Polanin & Low, 2014). School psychologists can also educate teachers and staff about the importance of student's psychological well-being and when it may be appropriate to refer a student for mental health services in order to prevent a crisis situation from occurring. However, school psychologists cannot be solely responsible for taking the lead in preventing school gun violence.

School wide positive supports

After conducting 22 focus groups in 11 Arizona schools, Bosworth, Ford and Hernandaz (2011) found that teachers perceived school safety as being primarily influenced by relationships and school climate. In the review of Columbine conducted by the Center for the Study and Prevention of Violence at the University of Colorado, it was

found that rules were not consistently reinforced (Elliot, 2009). In an establishment where students do not feel safe, protected and confident in school leadership, chaos can erupt.

Understanding teachers' perception and tolerance of students in crisis could also be vital in preventing school gun violence. According to the National Center for Education Statistics (NCES), the extent to which schools remove students from regular instruction as a result of crime and violence has important consequences for student instruction (2003). Encouraging individuals in crisis to seek help and recognizing that school gun violence is a preventable crisis will help to lessen violent acts from occurring (Astor, Cornell, Espelage, Furlong, Jimerson, Mayer, Nickerson, Osher & Sugai, 2013).

Mental health components

Teachers believe because of their lack of training and experience addressing mental health needs, their responsibility is to implement classroom-based interventions and perceive the school psychologists' role as teaching social emotional skills (Reinke, Stormont, Herman, Puri, & Goel, 2011). Williamson, Guerra and Tynan (2014) believe primary care physicians and mental health professionals can educate families about gun safety and help to prevent gun violence. Instead of implementing more restrictive measures and making schools feel like prisons, schools need easily accessible mental health resources in place such as a threat assessment team and to develop relationships with community supports such as law enforcement and other crisis response teams (Astor et., al. 2013).

Many school social workers participating in a national survey did not perceive violence as a serious problem, particularly for schools in suburban settings (Astor, Behre,

Fravil, & Wallace, 1997). However, Slovak (2006) found that social workers perceive school violence to be more of a problem than trends suggest. In another study of campus psychologists, most were not worried about their personal safety while at school, but many felt unable and unprepared to deal with school violence should it occur (Furlong, Babinski, Poland, Munoz, & Boles, 1996). Astor, Meyer, Benbenishty, Marachi and Rosemond (2004) believe that school social workers have the responsibility to adapt well researched violence prevention programs unique to their institution.

Astor et al. (2013) believe the most important factor when assessing for appropriate prevention measures is the motivation for the shooting which could involve severe mental illness or an individual dealing with an unbearable personal conflict. School social workers can help to increase teacher's awareness and importance of student's psychological well-being and the affects that gun related trauma may have. It has been found that perceived safety and fear is heightened afterwards even in those not directly affected by mass shootings (Lowe & Galea, 2015).

Community based supports

When provided with 38 violence prevention strategies, teachers perceived violence prevention strategies related to community building to be most effective; however, schools are more inclined to adapt strategies focused on strengthening the security of the building (Gibbs, 2014). There is a strong research foundation building in the areas of community health and promoting public health approaches to violence prevention programming. In the event of a mass shooting, it is critical that the community emergency response team have a planned, organized reaction to diffuse the situation (Graham, Shirm, Liggin, Aitken & Dick, 2006). In a study of 2,137

superintendents, it was found that only one fifth of participants meet with local law enforcement regularly to discuss safety prevention specific to mass shooting situations and over one quarter of participants have never met with local law enforcement (Graham, Shirm, Liggin, Aitken & Dick, 2006).

American Culture

After the mass shooting carried out by Tim Kretschmer in 2002 that occurred in Germany killing nine students, three teachers, a janitor and himself, Germany considered a comprehensive reduction in arms in addition to the strict arms laws already in place without hesitation. In Australia after a mass shooting that occurred in 1996 in Port Arthur Tasmania leaving 35 dead, Australia enacted stricter gun laws just 12 days later that the public nearly fully supported and that resulted in a significant decrease in homicides by guns over a 10 year period. In America, we had perhaps the most horrific mass shooting on a school campus next to the Virginia Tech massacre occur in Newtown, Connecticut in 2012 and the nation has yet to respond with a plan to decrease the likelihood that these types of tragedies will happen in the future.

Banks (2014) believes that there has been an increase in demand for answers from the community, politicians and the media as a result of the consistency in which violent tragedies are happening. It is unclear whether teachers have a voice in these solutions or a response to the problem unless they have been directly affected by school gun violence. School safety was identified as one of ten areas in need of improvement in President Clinton's "Call to Action for American Education in the 21st Century (Banks, 2014)." Metzler and MacLeish (2015) propose that politics drives a lot of the stigma attached to guns and mental health, along with changing racial tensions and other cultural factors.

Cultural sensitivity awareness and training must be brought to schools for the teachers, administrators, and psychologists as well as for the students (Skiba, Simmons, Peterson & Forde, 2006). Stone, Astor and Benbenishty (2009) believe societies and cultures that have not defined the construct of violence as a problem have limited perceptions and minimal possibilities on how to respond versus societies that have a clear definition and diverse perceptions of violence leading to more opportunities to develop clear standards, policies and procedures. Many things become apparent in our society when violent acts occur in relation to the influences and association individuals make between guns, mental health, social systems and politics (Metzl & MacLeish, 2015). These dynamics are multifaceted and not simply a consequence of one particular cultural bias.

Hackett (2001) believes America was built on violence, but there is a significant difference between the trend in our current culture versus our previous culture that she attributes to failing support systems which would also align with teachers' perceptions of the causes of school violence. This culture of violence sends a message to children and youth that violence is an acceptable way to deal with conflict (Laursen, 2011). This particular research would also support the need for a comprehensive, community based violence prevention programs.

Little is known theoretically or empirically about the staff and school variables that shape principal and teacher consensus and recognition of the problem or response to violence or whether teachers perceive school gun violence as an imminent threat (Stone, Astor & Benbenishty, 2009). There is also limited research on teachers' self-efficacy or confidence implementing school gun violence prevention strategies and understanding of

their role and responsibility in preventing school gun violence. There are limited studies that focus on the occurrence of teachers' fear of crime at school versus students' fear of criminal victimization which remains the focus in the literature (Roberts, Wilcox, May & Clayton, 2007).

There are limited comparisons of schools using many safety strategies compared with schools with no prevention efforts used (Booren, Handy & Power, 2011). Smith and Smith (2006) have been unable to find any information on such educators' perceptions of violence and how those perceptions line with attrition. Research in relation to teacher and student's perceptions of school gun violence and whether they report similar concerns, along with teacher perceptions of the school climate in relation to student reports of safety strategies that they feel are important are also limited (Booren, Handy & Power, 2011).

Continued efforts to define school psychologist's role in educating teachers and staff about students' psychological well-being and how students' mental health may influence violence in schools must be defined. Lowe and Galea (2015) believe crisis response and mental health resources can be developed further by assessing for psychological symptoms before and after an incident over a period of time that continue to inhibit students from finding relief. Ultimately, politicians, schools, community leaders and parents must identify school gun violence as a prominent concern and start and continue the conversation on how to best approach violence in schools to prevent mass shootings.

CHAPTER 3

METHODOLOGY

The purpose of this study was to assess whether teachers feel safe and prepared to respond to an active shooter situation and whether they perceive school gun violence as an imminent threat. The design of this study is mixed methods which was chosen in order to gather data using a survey as the main instrument and support the survey with personal accounts from those who interact with students daily and may be forced to act as a first responder. Data were gathered from participants using a survey I developed which was distributed using Survey Monkey and school based email. Interviews were then conducted with permission from participants to obtain supporting data to help clarify the survey data obtained.

A mixed methods approach provided extra insight into the research problem of school gun violence as opposed to using only one method of inquiry. The personal accounts obtained from the open-ended research questions of those participants who agreed to participate in an email interview at their convenience helped to support and clarify data obtained from the survey. Using both research methods complemented one another and provided support for continued research efforts into this sensitive research topic by giving teachers a voice.

Teachers at the elementary, middle and high school level were surveyed about their feelings of safety and preparedness for an active shooter situation, along with other important measures such as training opportunities and prevention efforts currently in place to help prevent school gun violence (please reference the attached survey). Emerging patterns were also considered which included gender differences, number of

years teaching, job satisfaction, confidence in school leadership, school climate, community based supports and funding in relation to reported feelings of safety and preparedness for an active shooter situation.

Survey data were obtained from teachers and staff at the elementary, middle and high school level from a single school district. Additional interviews were conducted via email at the convenience of individual participants. The survey was distributed using Survey Monkey and school based email to all employees. Incentives were presented to participants who consented to an interview which consisted of a ten dollar Barnes and Noble gift card.

Rational and Assumptions for the Mixed Methods Design

Altun and Baker (2010) propose that understanding teachers' feelings of safety and preparedness and how school violence is defined are critical components to improving safety prevention programs. A safety prevention program will not be successful without including teacher perceptions of school gun violence which is currently limited in the literature concerning school gun violence prevention (Altun & Baker, 2010). It is helpful to consider teacher perceptions of school violence since they interact with students on a daily basis (Fisher & Kettl, 2003). Teachers may also be responsible to take on a dual role as educator and first responder in the future.

Researcher's Role

Permission was obtained by the superintendent of the cooperating school district in Central Pennsylvania who granted permission to participate in this study to obtain feedback from his teachers and staff regarding their feelings of safety and preparedness for an active shooter situation. The superintendent was provided with a sample survey prior to his agreement to participate. Data were compiled and additional interviews were conducted with teachers who gave consent to participate in an email interview after assessing for patterns and themes in the initial data received.

Site and Sample Selections

The research study was conducted at a midsized, suburban school district in Central Pennsylvania comprised of one high school, one middle school and four elementary schools, along with a Vocational Technical school. A total of 245 professional employees and 155 support staff were sampled. Participants included teachers and staff from the elementary, middle and high school level in a suburban community along with staff members who were provided an anonymous 5- page, 29 question survey to fill out at their own discretion. Demographic data were obtained from participants including their age, gender and race, along with salary, number of years teaching, job title and education. Differences in responses by grade level were also examined. A combination of male and female teachers were included in the sample to assess for gender differences by examining patterns of responses specific to reported feelings of safety and preparedness for an active shooter situation.

Managing and Recording Data

Data were managed and recorded using Survey Monkey. SPSS 23 was used to analyze the data. The following table indicates the survey questions that were used to answer each research question.

Research Question	Survey Question(s)
<ul style="list-style-type: none"> ▪ Do teachers feel safe at school? ▪ Does school climate (defined as the atmosphere and values your school promotes and the ability to foster student’s social and emotional development) have an effect on teacher’s reported feelings of safety? ▪ Are teachers provided appropriate training relative to school gun violence? ▪ What do teachers perceive as their role in working to prevent school gun violence? ▪ Do teachers who report having confidence in school leadership also report increased feelings of safety and preparedness for an active shooter situation? ▪ Do teachers feel their communities are prepared to respond to an active shooter situation? 	<ul style="list-style-type: none"> ▪ Do you feel safe in your school building every day? ▪ Have you ever felt unsafe at school? ▪ Does your school climate (defined as the atmosphere and values your school promotes and the ability to foster student’s social and emotional development) create a safe learning environment? ▪ Are the rules and expectations for appropriate behavior clearly stated in your school? ▪ Have you been provided with training and education pertaining to school safety measures? ▪ If you answered ‘Yes’ to the question above – How adequate do you believe this training has been? ▪ Do you have an evacuation plan (or other safety prevention plan in place) if a person(s) were to enter your school with a gun? ▪ What do you perceive as your role in terms of helping to prevent school gun violence from occurring? ▪ Do you feel confident in your school leadership (defined as your Administration)? ▪ Do you feel the surrounding community emergency personnel are prepared to respond to an active shooter situation?

CHAPTER 4

RESULTS

A survey consisting of twenty-nine questions was sent out by the superintendent of schools using school based email to approximately 400 teachers and staff; a total of 88 participants responded. However, since one respondent did not complete most of the questions, the effective sample size is 87. Demographic data on these respondents are presented in Tables 4.1 to 4.5.

Table 4.1: Gender of Respondents

	Frequency	% of Sample
Males	18	20.7%
Females	69	79.3%

Table 4.2: Highest Level of Education

Level of Education Attained	Frequency	% of Sample
High School	3	3.4%
Associates Degree	1	1.1%
Bachelor's Degree	29	33.3%
Master's Degree	53	60.9%
Doctoral Degree	1	1.1%

Table 4.3: Number of Years Teaching

Years Teaching	Frequency	% of Sample
0-3 Years	12	13.8%
4-6 Years	12	13.8%
7-10 Years	14	16.1%
10+ Years	49	56.3%

Table 4.4: Participant's Age

Age	Frequency	% of Sample
20-25 Years Old	9	10.3%
26-30 Years Old	12	13.8%
31-35 Years Old	15	17.2%
36-40 Years Old	9	10.2%
41-45 Years Old	14	16.1%
46-50 Years Old	10	11.5%
51+ Years Old	18	20.7%

Table 4.5: Level of Schooling Where Respondent is teaching

Level of Schooling	Frequency	% of Sample
High School	25	28.7%
Middle School	18	20.7%
Elementary School	34	39.1%
Kindergarten	2	2.3%
Administrator	6	6.9%
Other (Secretarial)	2	2.3%

As shown in the above tables, the sample consists primarily of females who are teaching in elementary or secondary schools. The two kindergarten teachers who participated were considered elementary school teachers for the purposes of this study. A large majority of respondents have master's degrees and have been teaching 10 years or more.

Data Relevant to the Major Research Questions

The guiding questions identified in the beginning of the dissertation and corresponding survey questions utilized to obtain answers to these questions are presented below along with data compiled from two surveys. Two 5-point Likert type scales were utilized to assess feelings of safety and preparedness for an active shooter situation from which five questions were developed. Fifteen questions used a yes or no response with the option to select unknown to assess feelings of safety and awareness of

safety measures in place. Six remaining questions requested the demographic information shared above. There were nine research questions presented in Chapter 1. Each of these is presented below with the relevant responses from the survey.

Research Question # 1: Do teachers feel safe at school?

To answer this question the teachers were asked to respond to two questions. These data are presented in Table 4.6.

Table 4.6: Responses to Feelings of Safety at School

	Never	Rarely	Sometimes	Often	Always	Mean
Do you feel safe in your school building every day?	1	0	0	27	60	4.65
Have you ever felt unsafe at school?	39	40	9	0	0	1.66

As shown in Table 4.6 teachers report a general feeling of safety at school. Over 90% report that they feel “Often” or “Always” safe every day. Moreover, over 90% indicate that they have “Never” or “Rarely” felt unsafe.

Research Question # 2: Does the school climate have an effect on teacher’s reported feelings of safety?

Table 4.7: School Climate Questions

	Never	Rarely	Sometimes	Often	Always	Mean
Does your school climate (defined as the atmosphere and values your school promotes and the ability to foster student’s social and emotional development) create a safe learning environment?	0	0	5	51	32	4.31

	Yes	No
Are the rules and expectations for appropriate behavior clearly stated in your school?	81	7

As shown in Table 4.7 thirty-two participants reported that they feel their school climate “Always” provides an environment conducive to learning while 51 participants felt it “Often” does. Ninety-two percent of participants reported the rules and expectations for appropriate behavior were clearly stated in their school and only 8% of participants reported they were not

Research Question #3: Are teachers provided appropriate training relative to school gun violence?

Table 4.8 Training and Preparedness Questions

	Yes	No
Have you been provided with training and education pertaining to school safety measures?	81	7

	Very Inadequate	Inadequate	Moderate	Adequate	Very Adequate	Mean
How adequate do you believe this training to have been	2	5	27	47	7	3.59

	Yes	No	Unknown
Do you have an evacuation plan if a person(s) were to enter your school with a gun?	75	2	11

As shown in Table 4.8 above, 92% of participants reported having been provided with training and education pertaining to school safety measures. Only 8% of participants felt this training was “Very Adequate”, 53% of participants felt this training was “Adequate” and 30% “Moderate” at best. Eighty-five percent of participants were aware of an evacuation plan in place if a person(s) were to enter their school with a gun. Thirteen

percent of participants were not aware and 2% of participants stated there was no plan. The school district surveyed utilizes the Active Shooter/Armed Assailant Protocol. The last active shooter drill was conducted by the county swat team; however, local law enforcement was not involved. Local police officers have a presence in the schools on average one time a week.

These data appear to indicate that teachers feel they could be provided more regular, efficient education and training pertaining to school safety measures which can be assessed using a survey after training has been completed to see whether participants feel the training was adequate. The last active shooter drill conducted within the district was held after the school day. The district surveyed utilizes the Active Shooter/Armed Assailant Protocol which includes staff responsibilities, a hideout (lockdown) phase, followed by a “get out” plan and “take out” plan. This is followed by a plan to evacuate and relocate students if necessary and reunify students with their families.

Research Question #4: What do teachers perceive as their role in working to prevent school gun violence?

The answer to this question was derived from the post survey interviews. In general, teachers and staff feel their role in working to prevent school gun violence involves educating students, building a rapport with students and establishing a culture where students report possible actions. Other participants felt they needed to develop in students a positive social experience and guide them in a positive mindset. Participants also expressed that it is necessary to always make sure students treat each other with respect and to do the same. Participants shared they need to be vigilantly aware of their surroundings at all times, to create a climate of acceptance and safety for all students,

notice changes in behaviors and be aware of how students are behaving daily. Lastly, if they hear students speaking about guns to address it and bring it up to the administration.

Research Question #5: Do teachers who report having confidence in school leadership also report increased feelings of safety and preparedness for an active shooter situation?

Table 4.9: Feelings of Safety and Confidence in School Leadership

	Never	Rarely	Sometimes	Often	Always	Mean
Do you feel confident in your school leadership (defined as your Administration)?	0	0	10	42	36	4.30

As shown in Table 4.9, 41% of participants “Always” feel confident in their school leadership, 48% of participants “Often” do and 11% “Sometimes” do. To answer the question of whether there is a relationship between confidence in school leadership and feelings of safety, Pearson correlations were computed. These correlations are presented in Table 4.10.

Table 4.10: Correlations with Confidence in School Leadership

Question from Survey	Pearson r
Do you feel safe at school?	.261*
How adequate was the training you received pertaining to school safety?	.291*
Have you ever felt unsafe at school?	-.266*

*P<.05

As shown in Table 4.10, there are significant, although modest, correlations between confidence in school leadership and feelings of safety. The data in Table 4.11 are another way of showing this relationship.

Table 4.11: Relationship between confidence in school leadership and feelings of safety

	Are you confident in your school leadership?		
	Sometimes	Often	Always
Safe at school never	0	1	0
Safe at school often	6	15	6
Safe at school always	4	26	30

Overall, confidence in school leadership appears to have a positive impact on increased feelings of safety in the school setting in this particular school district.

Research Question #6: Do teachers feel their communities are prepared to respond to an active shooter situation?

Table 4.12 Community Preparedness Question

	Yes	No	Unknown
Do you feel the surrounding community emergency personnel are prepared to respond to an active shooter situation?	50	5	33

As indicated in Table 4.12, 57% of participants felt the surrounding community emergency personnel were prepared to respond to an active shooter situation. Only 3% did not feel they were prepared. Interestingly, 38% were unsure if they were prepared. As mentioned previously, the last active shooter drill held was conducted by the county swat team; however, local law enforcement did not take part in this exercise. Local law enforcement does frequent the school district buildings on average one time a week. The data seem to indicate that this presence is not enough since almost 40% of the teachers do not know if the community emergency personnel are prepared to respond to an active shooter situation.

Research Question #7: Is there a correlation between job satisfaction and reported feelings of safety?

Table 4.13: Job Satisfaction Questions

	Never	Rarely	Sometimes	Often	Always	Mean
Do you enjoy your job?	0	0	5	52	31	4.30

	Yes	No	Unknown
Do you plan to retire teaching in the near future?	9	71	8

As shown in Table 4.13, 35% of participants reported “Always” enjoying their job, 59% of participants “Often” do and 6% of participants “Sometimes” do. Eighty-one percent of participants indicated they do not plan to retire from teaching in the near future. Ten percent of participants do plan to retire from teaching in the near future and 8% were unsure. To ascertain if feelings of safety are related to job satisfaction, Pearson correlations were computed. These correlations are presented in Table 4.14.

Table 4.14: Correlations of feelings of safety and Job Satisfaction

	Enjoy Job	Plan to Retire
Do you feel safe at school?	.171	-.101
Have you ever felt unsafe at school?	-.218*	-.053

*P < .05

As shown in Table 4.14, there is almost no relationship between feelings of safety and job satisfaction. The only significant correlation is with ever having felt unsafe at school, but the correlation is minimal. Another way of viewing these data is presented in Table 4.15.

Table 4.15: Relationship between feelings of safety and job satisfaction

	Are you satisfied with your job?		
	Sometimes	Often	Always
Safe at school never	0	1	0
Safe at school often	4	15	8
Safe at school always	1	52	31

As shown in Tables 4.14 and 4.15, job satisfaction is related, although only minimally, with increased feelings of safety in the school setting.

Research Question #8: Is there a mental health component that teachers feel needs to be addressed that could potentially help to prevent school gun violence from occurring?

Table 4.16: Mental Health Questions

	Yes	No	Unknown
Are mental health services readily available (easy to access/no waiting list) in the surrounding community?	35	13	40

	Yes	No	Unknown
Do you have a particular mental health agency that you refer students if you feel they are experiencing mental health concerns and/or a crisis?	37	16	35

	Never	Rarely	Sometimes	Often	Always	Mean
Do you encourage students to seek help if experiencing a crisis and report if they feel another student is in crisis?	1	3	12	27	45	4.27

As shown in Table 4.16, 40% of participants stated there were mental health services readily available in the surrounding community, 18% of participants stated they were not and 45% were unsure. Forty-two percent of participants reported having a particular

mental health agency that they refer students to if they feel they are experiencing a mental health concern or crisis, 18% of participants do not and 40% of participants were unsure. Fifty-one percent of participants reported “Always” encouraging students to seek help if experiencing a crisis and to report if they feel another student is in crisis. Thirty-one percent of participants “Often” encourage students to seek help if experiencing a crisis and report if they feel another student is in crisis, 14% “Sometimes” do, 3% “Rarely” do. Only one participant reported never doing this. As shown in the above table there appears to be a lack of education or understanding about how to identify and utilize mental health supports since “Unknown” is the most frequent response. However, a majority of teachers and staff do encourage students to seek help if they feel they are in crisis which can be helpful to prevent a crisis situation from occurring.

Research Question #9: Do teachers who report having more restrictive measures in place at their schools (zero tolerance policy, metal detectors, SROs, etc.) report higher levels of feelings of safety?

Table 4.17: Preventative Measures Questions

	Yes	No	Unknown
Does your school have a ‘no tolerance’ policy?	65	3	20

	Yes	No	Unknown
Does your school have metal detectors?	0	84	4

	Yes	No	Unknown
Do you have police or armed security guards in your school?	8	75	5

Table 4.17 continued: Preventative Measures Questions

	Yes	No	Unknown
Are all individuals entering the school building required to utilize an intercom system to identify themselves before entering the school building?	85	2	1

	Yes	No	Unknown
Does your school lock down after all students and staff have entered the building for the day?	77	3	8

	Yes	No	Unknown
Do visitors (parents, contractors, etc.) who are not school employees have to supply their clearances and identification to the front desk personnel upon arrival?	71	9	8

As shown in Table 4.17, 74% of participants stated there was a no tolerance policy in place. However, in fact, there is no policy in place in this district. Three percent of participants stated that there was not, which is correct. Twenty-three percent of participants were unsure whether there was a policy in place. The school district surveyed does not have a no tolerance or zero tolerance policy in place. Ninety-five percent of participants stated there were no metal detectors in their schools which is correct. The remaining 5% of participants were not sure. Eighty-five percent of participants reported that they did not have police or armed security guards in their school, 9% of participants reported there were and 6% of participants were unsure. There are local police officers who visit the schools within the district on average one time a week. Ninety-seven percent of participants stated that visitors did have to use an intercom system to identify themselves before entering the school building which is correct. Two percent of participants stated they did not and one participant was unsure. The school protocol in

each building is that visitors use an intercom system to identify themselves before permission is granted to enter the building. Eighty-six percent of participants believed their school locked down after all students and staff have entered the building for the day, 3% stated they did not and 9% of participants were unsure. The schools surveyed do lockdown after all students and staff have entered the building for the day. Eighty-one percent of participants reported that visitors and volunteers must supply their clearances and identification to the front desk upon arrival which is correct. Ten percent of participants stated they did not and 9% of participants were unsure. The majority of teachers and staff appear to be aware of the safety measures in place aside from the 'no tolerance' policy which is not school protocol; however, the school district surveyed shared that they are not lenient when it comes to weapons policy violators and they look at each situation individually and the context.

To ascertain if there is a relationship between feelings of safety and the questions listed in Table 4.17, chi square tests were computed. None of these was significant. These results, however, are somewhat misleading since there is almost no variance in the responses to the questions so obtaining statistical significance is almost impossible.

Additional Analyses

A series of additional analyses was conducted to extend and elaborate the results presented above. These analyses involved relating the demographic variables to the respondents' feelings of safety. None of these analyses was significant.

Data from the Post Survey Interviews

Five of the participants agreed to participate in a post-survey interview via telephone, email or face-to-face meeting and provided the appropriate contact information. All interview participants were sent an email with the following questions to respond at their convenience per request.

What are the last three school shootings you can recall?

All post-survey participants identified Sandy Hook as one of the last three school shootings they could recall. Three of five participants identified Virginia Tech, two of five identified Columbine, two of five identified the West Nickel Mines shooting otherwise known as the Amish School House shooting in Lancaster, Pennsylvania and one participant recalled the school shooting that occurred more recently at Townville Elementary School in South Carolina in September of 2016 an incident that left one student dead. This raises concern for a statement one participant shared questioning whether or not the nation is becoming numb to these events and whether they are quickly forgotten about unless there are multiple fatalities coupled with increased media coverage.

What have you learned from previous school shootings?

The participants indicated that they have learned that there were warning signs before previous school shootings, that they happened quickly and reaction plans needed to be revised. Another participant indicated that, "Students who are alienated should be identified and attempts to connect with these individuals are important." "It is also important to have adequate security and safety operations on hand and have staff trained

in what to do during emergency situations.” Two participants conveyed that “School shootings can happen anywhere,” however, one of these participants reported, “Worrying about them won’t change anything.” Lastly, participants felt that, “Immediate response is essential to protect students and encouragement of student body to talk about things they overhear.”

What have you changed about your classroom or your teaching style as a result of these incidents?

Participants who provided feedback regarding the changes they have made to their classroom and teaching style as a result of school shootings indicated that they take safety measures, make staff aware of the warning signs, they try to be more observant of the students, they use a magnet system in the doorways to make immediate locking a possibility in case of an intruder and try to connect to all of their students so that they never feel isolated or bullied. Two additional participants indicated that they have changed nothing, but do keep their door locked and that, “When students bring up the subject they tread carefully and gauge the awareness of the other students in the classroom to determine how far they should allow the discussion to go.” “They do not allow pretend violence in the classroom or even discussions about it unless it is academic.”

What do you perceive as your role in terms of helping to prevent school gun violence from occurring?

Post-survey data revealed that teachers felt by educating students, building a rapport with students and establishing a culture where students report possible actions that incidence of school gun violence can be prevented. Teachers also felt it was their role to, “Help develop in students a positive social experience, to guide them in a positive

mindset, to always make sure students treat each other with respect and to do the same.” Teachers felt it was their role to be “Vigilantly aware of their surroundings at all times, to create a climate of acceptance and safety for all students, notice changes in behaviors and be aware of how students are behaving daily.” Lastly, teachers felt it was their role and responsibility to address concerns with the administration if they hear students speaking about guns. It was refreshing not to read and find as I did in the literature any shifting of responsibility to the school social worker or school counselor, but much of the opposite. Participants in this particular school district felt it was a school wide effort to establish a safe school climate, conducive to learning where the students and teachers feel respected.

What school-wide positive behavior supports are currently in place to prevent school gun violence in your school?

The participants indicated that in terms of school-wide positive supports in place there is a mentoring program and Student Assistance Program (SAP). They notice when students are being responsible and acknowledge them, they integrate civic engagement in the classrooms so students feel a part of the community that they live in and because some perpetrators are victims of bullying, they take these accusations very seriously. There are also programs for students with emotional or mental health issues who they keep in more intense programs when their behavior is escalating. One participant was not sure of school-wide positive supports in place and another participant indicated that, “They focus on the right of each student to receive an education free from any harm (physical or emotional).”

How would you describe your school culture and does this have an effect on your reported feelings of safety?

Participants who completed the post-survey questionnaire described their school culture as very positive and that students often report when they feel uncomfortable with something or hear about an event that may take place. Participants also shared that, “The educators and administrators attempt to get to know each student and show respect and genuine care for them.” In this particular district, “Gun use for hunting is commonplace” so one participant expressed concern about some students’ access to weapons, but felt, “Because they are in middle school and can’t drive to school, they don’t worry too much about the guns reaching the classroom.” “Teachers encourage other teachers. Teachers encourage students and students encourage each other.” “They have many parents who come in willingly to volunteer their time to help in the classroom. When there is an issue (most often on the playground), their ultimate goal is reconciliation of the two (or more) students, but they also address the behavior and try to determine the root of the behavior as well.” One participant indicated they he or she felt very safe at the high school.

Do you believe school gun violence research is of importance at this time?

Post-survey participants also expressed and believe that school gun violence research is of importance at this time. One participant shared, “With more stress on children they are becoming more prone to unhealthy coping strategies for pain and loss and struggling as a result.” They also find it important to know how they are getting to the point of resorting to gun violence so that proper steps can be taken prior to incidents happening at the cost of human life. Another participant shared that it never hurts to have data and information to make decisions about preventing gun violence and expressed,

“The more research the better.” A third participant shared they, “Absolutely felt school gun violence research was of importance, although if it results in labeling students and if that negatively impacts the way we treat them then they believe that is taking it too far.” A final participant felt that, “There is always something to be learned through research, but crimes have been committed in schools for a long time.” They would be interested to see if there is a relationship between violent media such as movies and video games and the nature of criminal acts because, “Lots of young men play games with no thoughts of crime.” This participant was also curious whether, “There is a numbness to violence and whether we are training the young to not see permanent consequences of violence.”

Is there a mental health component you feel needs to be addressed that could potentially help to prevent school gun violence from occurring?

The respondents indicated that teachers and staff felt mental health awareness was important and expressed that, “There are so many struggling students.” Other staff felt that, “A mental health component was absolutely, without a doubt, a component that needs to be addressed in order to prevent school gun violence from occurring and that the mental health component should be researched and addressed because of how extreme an action it is.” Another participant reported he or she did feel a mental health component needs to be addressed in order to prevent school gun violence; however, the person did not know exactly what it is or how that can be done. A final participant indicated that he or she does worry about the mental health of their students because many parents are averse to treatment because of a perceived stigma.

CHAPTER 5

DISCUSSION

The core purpose of this study was to ascertain how teachers perceive the threat of school gun violence and then to determine what factors affect that perception. In my introduction I included a statement from Frisby, Kim and Wolfmeyer (2006) who assumed it was reasonable to speculate that teacher perceptions of the effectiveness of violence prevention programs were correlated with attitudes related to job satisfaction, professional goals and school climate. Determining whether that assumption is true was another goal of this research. In this chapter the major findings will be reviewed and discussed. This will be completed by reviewing the data relevant to each of the research questions. The chapter will also include a discussion of the study's limitation and provide suggestions for future research.

Research Question # 1: Do teachers feel safe at school?

Research Question # 2: Does the school climate have an effect on teacher's reported feelings of safety?

Research Question # 3: Are teachers provided appropriate training relative to school gun violence?

These three questions will be discussed together since they are related to each other and since the data from each question reflect on answers to one of the other questions. As shown in Chapter 4, in general, the teachers indicated that they felt safe at school. Over 95% of the teachers responded with "Often" or "Always" to the question of

feeling safe, and 89% indicated that they “Never” or “Rarely” felt unsafe. These results are somewhat surprising since, as shown in the literature review, there have been numerous articles and stories about the growing threat of violence in America in general, and American schools in particular. Moreover, when asked which gun violence event they remembered all five of the teachers who were interviewed mentioned Sandy Hook. Since this tragic event was directly related to a school, it might seem surprising that the teachers reported such strong feelings of safety. A possible reason for these feelings of security is found in the data answering the second research question. As shown there, the teachers believe that their school provides a climate conducive to learning and that the expectations for appropriate behavior are clearly stated. Finally, the answers to the third research question indicate that the teachers report receiving training pertaining to school safety and that their school has an evacuation plan in place. The only minor contradiction is that the teachers felt that the training they received on school safety was only “Moderate”, or, at best, “Adequate”. Overall, these data seem to indicate that schools where the climate is conducive to learning and where adequate safeguards are in place foster feelings of safety for the personnel who work in those schools. That is encouraging for the school where the data were collected but also serves as a warning that where these conditions do not exist the teachers may not feel safe.

Research Question #4: What do teachers perceive as their role in working to prevent school gun violence?

The answer to this question was derived from the post survey interviews. In general, teachers and staff feel their role in working to prevent school gun violence involves educating students, building a rapport with students and establishing a culture where students report possible actions. Other participants felt they needed to develop in

students a positive social experience and guide them in a positive mindset. Participants also expressed that it is necessary to always make sure students treat each other with respect and to do the same. Participants shared the need to be vigilantly aware of their surroundings at all times, to create a climate of acceptance and safety for all students, notice changes in behaviors and be aware of how students are behaving daily. Lastly, if they hear students speaking about guns to address it and bring it up to the administration.

Research Question # 5: Do teachers who report having confidence in school leadership also report increased feelings of safety and preparedness for an active shooter situation?

Overall, confidence in school leadership appears to have a positive impact on increased feelings of safety in the school setting in this particular school district. There was a significant, yet modest, correlation between confidence in school leadership and feelings of safety. Teachers and staff appear to operate independently and will utilize their leadership when necessary to assure students safety and well-being.

Research Question # 6: Do teachers feel their communities are prepared to respond to an active shooter situation?

As shared in the review of the literature, in the event of a mass shooting, it is critical that the community emergency response team has a planned, organized reaction to diffuse the situation (Graham, Shirm, Liggin, Aitken & Dick, 2006). The district surveyed appears to be making efforts to solidify a relationship with emergency personnel by incorporating them into their Active Shooter/Active Assailant protocol in place. The district also appears to have a fluid relationship with the local police department who has a presence in the schools weekly.

Research Question # 7: Is there a correlation between job satisfaction and reported feelings of safety?

There is almost no relationship between feelings of safety and job satisfaction. The only significant correlation is with ever having felt unsafe at school, but the correlation is minimal. Job satisfaction is related, although only minimally, with increased feelings of safety in the school setting. There was no shifting of responsibility as I found when reviewing the literature in regards to roles and responsibilities as they relate to school gun violence prevention which was enlightening. A majority of the teachers and staff surveyed appear to make any and all efforts to enforce the rules consistently in order to maintain a culture where learning and personal growth remain the focus which speaks to the commitment and fulfillment participants may obtain as a result of their role as teacher.

Research Question # 8: Is there a mental health component that teachers feel needs to be addressed that could potentially help to prevent school gun violence from occurring?

There appears to be a lack of education or understanding about when it may be appropriate and how to identify and utilize mental health supports as it relates to crisis prevention efforts. However, a majority of teachers and staff do report encouraging students to seek help if they feel a student is in crisis. The efforts made in the school district surveyed to create a safe school climate, along with the school-wide positive supports in place, seem to minimize the need to refer students for mental health services; however, if necessary these students are able to be identified and connected with necessary supports.

As shared in the review of the literature, Astor, Cornell, Espelage, Furlong, Jimerson, Mayer, Nickerson, Osher and Sugai, (2013) believe encouraging individuals in crisis to seek help and recognize that school gun violence is a preventable crisis will help to lessen violent acts from occurring. Astor et al. (2013) also believe the most important factor when assessing for appropriate prevention measures is the motivation for the shooting which could involve severe mental illness or an individual dealing with an unbearable personal conflict. A majority of the teachers surveyed appear to make a strong effort to build rapport and relationships with their students in order to prevent any students from feeling isolated or alienated.

Research Question #9: Do teachers who report having more restrictive measures in place at their schools (zero tolerance policy, metal detectors, SROs, etc.) report higher levels of feelings of safety?

There was no direct question asking participants whether more restrictive measures in place such as metal detectors, police or armed security guards, an intercom system that visitors must utilize to identify themselves before entering the building, obtaining clearances and identification from all individuals working and volunteering in the school and going into a lockdown after all students and staff have entered the school building for the day made teachers and staff feel safer. Participants did not communicate a need or desire for more restrictive measures. Instead, the participants felt that developing a safe school climate focused on students' overall well-being and school experience was more important. In the district surveyed there are no metal detectors, police or armed security guards in the school (SROs), and there is no zero tolerance policy in place. The district surveyed did communicate keeping students in more

intensive programs if their behavior was escalating, but this appeared to be for purposes of supervision and in an effort to identify the root of the problem.

Participants did not communicate that they were fearful or concerned that school gun violence was an imminent threat, but instead were very proactive and preventative in their responses. Preparing for an active shooter situation was not communicated as high of priority as school safety in general and fostering students' well-being, along with other school-wide positive supports in place. A common theme throughout the data received was simply having the ability for teachers and staff to lock their doors. The majority of teachers and staff appear to be aware of the safety measures in place aside from the 'no tolerance' policy which is not school protocol. Teachers and staff appear to feel confident that any questionable incidents will be dealt with properly and any weapons policy violations will also be responded to in an appropriate manner.

Future Studies

Future studies may want to actively explore and define teachers' perceptions about whether or not they feel it is their responsibility to keep students safe during an active shooter situation, whether they feel prepared to respond to an active shooter situation and whether they feel confident managing a crisis situation such as an active shooter situation in order to identify necessary trainings and supports. There are limited comparisons of schools using many safety strategies compared with schools with no prevention efforts used (Booren, Handy & Power, 2011). It would be very interesting to compare the district surveyed to a district without a safety prevention plan in place and limited knowledge of school-wide positive supports to see if teachers' perceptions change

or shifting of responsibility occurs. Stone, Astor and Benbenishty (2009) shared that little is known theoretically or empirically about the staff and school variables that shape principal and teacher consensus and recognition of the problem or response to violence or whether teachers perceive school gun violence as an imminent threat. The teachers surveyed appear to be internally motivated to create and work in an environment where learning and growing socially and emotionally is the focus versus violence prevention.

It would be very helpful to survey the surrounding community emergency personnel to incorporate police officers, EMT and ambulance services and any other crisis prevention teams into the data gathered to assess readiness and preparedness for an active shooter situation. This would also provide an opportunity for schools and emergency personnel to make invaluable connections if a crisis were to occur. Community emergency personnel should undoubtedly be a part of and aware of the school district's plan if one of their schools were to experience an active shooter situation so that they could respond effectively and safely. This should then become a regular conversation and meeting to revisit any concerns. Teachers should be incorporated into the plan as they will be implementing a majority of the interventions.

It would also be helpful to obtain similar information from students' parents to see if they report similar findings as that of the teachers in terms of their feelings of safety sending their students to school each day, their awareness of the active shooter drill and protocol for picking up their students, along with their confidence in their children's teachers and administration to keep them safe. Parents may also be able to elaborate on their child's feelings of safety and mental health. It would be interesting to assess whether parents were comfortable with how instances of bullying were being

handled and their awareness as it relates to increased conflict and violence as most participants in this study communicated an on-going effort to make students feel safe and respected and to address issues of bullying as they arise with administration.

Metzl and MacLeish (2014) propose that politics drives a lot of the stigma attached to guns and mental health, along with changing racial tensions and other cultural factors. This was also communicated in the post-survey data received from one participant. A question for parents regarding their thoughts and feelings concerning mental health supports would also be helpful to assess and dismiss any potential stigma attached to this service in order to prevent a crisis from occurring. It may also be interesting and helpful to identify religious and political affiliations, registered gun owners, hunting licenses held and other factors related to individuals' rights and beliefs in correlation with their feelings of safety and preparedness for an active shooter situation. One participant communicated a concern for the ease in accessibility of guns as a result of the increased population of hunters in the district. In the particular school district studied it appears that significant gains have been made in terms of uniting staff to implement and uphold a culture conducive to learning which allows staff to maintain a safe school environment and personal feelings of safety each day. For training and effectiveness purposes, it may be helpful to include a time convenient for teachers and staff to participate and provide immediate feedback regarding practice drills.

Limitations

Comparisons from this study cannot be made to other districts of varying geographic areas. I did request participation from two other districts in the Central Pennsylvania area that denied my request for participation. There was little to no diversity among those who chose to participate as 99% of respondents were White. The sample size of those who chose to participate was limited in the initial survey sent which included 88 individuals and even more limited in the post-survey request for information from which five of a total of 18 respondents completed and returned appropriately. Availability of resources and sample size left me to reason and assume participants were answering truthfully and with respect to the subject matter which is very sensitive in nature. The timeframe in which data were collected at both the beginning of the school year when teachers were transitioning back to school and over the winter holidays could have also attributed to the limited responses received. Teachers may also have experienced concern with regard to matters of privacy and confidentiality because they received the survey from their Superintendent with regard to their ability to respond freely without concern it would be read by this person. Other matters in terms of data collection can also be subject to human error such as participant's failure to read the scales correctly and choose the most accurate response, as well as the researcher's failure to calculate and interpret responses correctly. Likert-type scales can also be interpreted differently by each individual and the researcher.

REFERENCES

- A Recommendation to Reduce Rates of Violence Among School-Aged Children and Youth by Means of Universal School-Based Violence Prevention Programs. (2007). *American Journal of Preventive Medicine*, 33(2). doi:10.1016/j.amepre.2007.04.014
- Abouk, R., & Adams, S. (2013). School shootings and private school enrollment. *Economics Letters*, 118(2), 297-299.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.econlet.2012.11.009>
- Agnich, L. E., & Miyazaki, Y. (2013). A cross-national analysis of principals' reports of school violence. *International Criminal Justice Review*, 23(4), 378-400.
doi:10.1177/1057567713515273
- Allen, T. (1998). Keep guns out of school. *The Education Digest*, 64(4), 27-32. Retrieved from
<http://search.proquest.com.libproxy.temple.edu/docview/218169399?accountid=14270>
- Altun, S. A., & Baker, Ö. E. (2010). School violence: A qualitative case study. *Procedia - Social and Behavioral Sciences*, 2(2), 3165-3169.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.sbspro.2010.03.483>
- Anderson, M., & Dolmage, W. R. (2009). Making meaning of a school community's traumatic experience: The sacred and the profane. *Education Law Journal*, 19, 1. Retrieved from
http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV3fS8MwED7UiQiiZh_1N3nzqbVJs6YRRGQ6Bm4wUNC3kS7Z0-ic6xD_ey9p6-Zgb0JfQl-S5vJ9l-vdfQARC0J_CRO4HqSplEqkQkRSIwuqAaVKxY1hgxm_4qYQCWSWu52BZIOufV4YIPmNxEXSOax5PcfE9-qSNm_rZWkhiqlFvQd5Uzglb5GGUtsylc37P1eyJLI6fOiF4LW4IINI_GYW_Bs7UE-D60U6SW2cdRoMet6oX3jf816H3ZLr5Q8FGZUhzWTHcB6R30dwlVX6VWRrIE2hELGQ6JI0buTINUI-ff11CDpzVz7VzLvnnxL0ArJi7JdSYnKNEFvk_QQ-VVmjuCq9fTabPvVAvp6NOqzkPOGQAeGRsewo2z6fZa7Mj3tQW2IZ8V4lr88_HAebL3LzmPSfm4Ww3o1DKauliyY5B5uglu1HwfiBAhaUmpiGUt0QLhIGmguBrkpTrCJ2Gn4K2Yz9nKN-ewzUq5h5BewEb-OTOXsFns3Q-m58b8
- Astor, R. A., Behre, W. J., Wallace, J. M., & Fravil, K. A. (1998). School social workers and school violence: Personal safety, training, and violence programs. *Social Work*, 43(3), 223-232. Retrieved from <http://www.jstor.org/stable/23718192>

- Astor, R. A., Benbenishty, R., Haj-Yahia, M., Zeira, A., Perkins-Hart, S., Marachi, R., & Pitner, R. O. (2002). The awareness of risky peer group behaviors on school grounds as predictors of students' victimization on school grounds. *Journal of School Violence, 1*(3), 57-76. doi:10.1300/J202v01n03_04
- Astor, R. A., & Benbenishty, R. (2005). Zero tolerance for zero knowledge [Commentary]. *Education Week, 24*(43), 52.
- Astor, R. A., & Benbenishty, R. (2006). Zero tolerance for zero knowledge: Empowering schools and communities with data and democracy. Los Angeles: University of Southern California, Urban Policy Brief, Urban Initiative.
- Astor, R. A., Benbenishty, R., Marachi, R., & Meyer, H. A. (2006). The social context of schools: Monitoring and mapping student victimization in schools. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice* (pp. 221–233). Mahwah, NJ: Lawrence Erlbaum.
- Astor, R. A., Benbenishty, R., & Meyer, H. A. (2004). Monitoring and mapping student victimization in schools. *Theory Into Practice, 43*(1), 39–49.
- Astor, R. A., Benbenishty, R., Meyer, H. A., & Rosemond, M. (2004). Adolescent victimization and weapon-use on school grounds: An empirical study from Israel. In T. Urdan & F. Pajares (Eds.), *Educating adolescents: Challenges and strategies* (pp. 109–130). Greenwich, CT: Information Age.
- Astor, R. A., Marachi, R., & Benbenishty, R. (2006). Violence in schools. In P. A. Meares (Ed.), *Social work services in schools* (5th ed., pp. 145–181). Boston: Allyn & Bacon.
- Astor, R. A., & Meyer, H. A. (1999). Where girls and women won't go: Female students', teachers', and social workers' views of school safety. *Social Work in Education, 21*, 201–219.
- Astor, R. A., Meyer, H. A., & Behre, W. J. (1999). Unowned places and times: Maps and interviews about violence in high schools. *American Educational Research Journal, 36*(1), 3–42.
- Astor, R. A., Meyer, H. A., Benbenishty, R., Marachi, R., & Rosemond, M. (2005). School safety interventions: Best practices and programs. *Children & Schools, 27*, 17–32.
- Astor, R. A., Rosemond, M., Pitner, R. O., Marachi, R., & Benbenishty, R. (2006). An overview of best violence prevention practices in schools. In C. Franklin, M. B. Harris, & P. A. Meares (Eds.), *The school services sourcebook: A guide for school-based professionals* (pp. 423–441). New York: Oxford University Press.

- Augustyniak, K. M. (2005). Integration of federal bureau of investigation and United States secret Service/Department of education threat assessment models into a conceptual framework for prevention of school violence. *Journal of School Violence*, 4(2), 29-46. doi:10.1300/J202v04n02_03
- Bachman, R., Randolph, A., & Brown, B. L. (2011). Predicting perceptions of fear at school and going to and from school for African American and white students: The effects of school security measures. *Youth & Society*, 43(2), 705-726. doi:10.1177/0044118X10366674
- Ballard, C., & Brady, L. (2007). Violence prevention in georgia's rural public school systems. *Journal of School Violence*, 6(4), 105-129. doi:10.1300/J202v06n04_06
- Barbieri, N., & Connell, N. M. (2015). A cross-national assessment of media reactions and blame finding of student perpetrated school shootings. *American Journal of Criminal Justice*, 40(1), 23-46. doi:10.1007/s12103-014-9236-8
- Barrett, K. L., Jennings, W. G., & Lynch, M. J. (2012). The relation between youth fear and avoidance of crime in school and academic experiences. *Journal of School Violence*, 11(1), 1-20. doi:10.1080/15388220.2011.630309
- Barry, C. L., McGinty, E. E., Vernick, J. S., & Webster, D. W. Two years after Newtown—public opinion on gun policy revisited. *Preventive Medicine*, doi:<http://dx.doi.org/10.1016/j.ypmed.2015.05.007>
- Barry, C. L., McGinty, E. E., Vernick, J. S., & Webster, D. W. (2013). After newtown — public opinion on gun policy and mental illness. *N Engl J Med*, 368(12), 1077-1081. doi:10.1056/NEJMp1300512
- Bear, G. G. (2012). Both suspension and alternatives work, depending on one's aim. *Journal of School Violence*, 11(2), 174-186. doi:10.1080/15388220.2012.652914
- Benbenishty, R., Astor, R. A., & Zeira, A. (2003). Monitoring school violence. *Journal of School Violence*, 2(2), 29-50. doi:10.1300/J202v02n02_03
- Birnbaum, R. (2013). Ready, fire, aim: The college campus gun fight. *Change: The Magazine of Higher Learning*, 45(5), 6-14. doi:10.1080/00091383.2013.812462
- Booren, L. M., Handy, D. J., & Power, T. G. (2011). Examining perceptions of school safety strategies, school climate, and violence. *Youth Violence and Juvenile Justice*, 9(2), 171-187. doi:10.1177/1541204010374297

- Borum, R., Cornell, D. G., Modzeleski, W., & Jimerson, S. R. (2010). What can be done about school shootings? A review of the evidence. *Educational Researcher*, 39(1), 27-37. doi:10.3102/0013189X09357620
- Bosworth, K., Ford, L. and Hernandez, D. (2011), School Climate Factors Contributing to Student and Faculty Perceptions of Safety in Select Arizona Schools*. *Journal of School Health*, 81: 194–201.
- Boulter, L. (2004). Family-school connection and school violence prevention. *Negro Educational Review*, 55(1), 27-40. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/218982225?accountid=14270>
- Boulter, L. (2004). Family-school connection and school violence prevention. *Negro Educational Review*, 55(1), 27. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1LS8NAEB7EighSbbXxVdibp8Ts5rGbg4hUS0EFDyLeyiabnkLa2vj_nX1E6-sm5LLJZbI7-WZ28818ABELQv8bJsSqyPMskzznPMoURkFZUCplmswERmD6VcQEWpFUt9otSBrkVvNCH5pfYGzSvedYcrVY-lpFSv9tbSU1pJNaUJc0Zhy39B3KmNCUr4fw8QOpeWgUiTFrwZ1UnPCfeBxrMB3vQfN5tGLpJbpxVLXOul5r3_hfVu9D12W15Nq6UQ82yrqvBZ0d-aMPXaN0eb4jind4ANxKZvi2jScxhBITI0FkrYi7--yKmkjbKWpeH8JwfPs0mvit4VNVVVMuwihiaDRAHalZt3XjanOUx50ZviJIJ4OWx7OlwfbL9n9jZjcjeyw1w6DlSkhC5aNh3NvXtZPA34EBB0oL9MszTDviLII0EtKDJK5VRFegh3D4HdzTv56cAo7ll2jj0nOYLN5fSuHsGUX7B3egMPy
- Brinkley, C. J., & Saarnio, D. A. (2006). Involving students in school violence prevention. *Journal of School Violence*, 5(1), 93-106. doi:10.1300/J202v05n01_07
- Brown, B. (2006). Controlling crime and delinquency in the schools. *Journal of School Violence*, 4(4), 105-125. doi:10.1300/J202v04n04_07
- Brown, R. P., Osterman, L. L., & Barnes, C. D. (2009). School violence and the culture of honor. *Psychological Science (Wiley-Blackwell)*, 20(11), 1400-1405. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=45007440&site=ehost-live&scope=site>
- Calhoun, A., & Daniels, G. (2008). Accountability in school responses to harmful incidents. *Journal of School Violence*, 7(4), 21-47. doi:10.1080/15388220801973839
- Cao, L., Zhang, Y., & He, N. (2008). Carrying weapons to school for protection: An analysis of the 2001 school crime supplement data. *Journal of Criminal Justice*, 36(2), 154-164. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.jcrimjus.2008.02.005>

- Carroll, G. B., Hébert, D. M. C., & Roy, J. M. (1999). Youth action strategies in violence prevention. *Journal of Adolescent Health, 25*(1), 7-13.
doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S1054-139X\(98\)00114-1](http://dx.doi.org.libproxy.temple.edu/10.1016/S1054-139X(98)00114-1)
- Casella, R., & Burstyn, J. (2002). Linking academics and social learning. *Journal of School Violence, 1*(1), 83-102. doi:10.1300/J202v01n01_06
- Center for Disease Control (2016). Understanding School Gun Violence. Retrieved from https://www.cdc.gov/violenceprevention/pdf/school_violence_fact_sheet-a.pdf
- Chaney, C., & Robertson, R. V. (2013). Media reporting of the "sandy hook elementary school angels". *Journal of Pan African Studies, 6*(5), 74-114. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1BT9swFH5iA02Tpg0GC4whWSDtraOE9uRQKiCokpM4wAHbtGznXDpSte0h_57nuOUFiRuSLiYlpXlz_7e5_i97wGIpNOLX2FC6qwxY7KKCVyR14QLeelMqs0eWD-sojJc3WgJvbdI-UqxQEnk7rrHm23LzJylilXotu_-Ts4XyuoMT_zuk6jsvhHp-sPsOk1x5rkvv7NEqW95koaGKaOpfQ1YV7d07cY3QJz5IH26htMVv9YQpxJeNNa-PWajuN7fP42fG2pKeuHtbQDG-X4O-wFHZEF-828SC02hYAXu3Dqb3iQhSsHcn_ssWLEJdnxLY7dgg2Ju7NBG5pOo4PYJ_OZDKP6eA_urgZ3F8O4rcQQW81F7JROK26JeaAOmbYSBRcKKymQG5fKnk0d75VGJVqmVnkOh4aIm66MyhET8QO-oA_YH8-axD4XwWZFu6uMvMeLaIYj-HSf_7nUw-uL0NxZNjt1k33W-T-LyHTNBMWyo_aB0dozpcxlTpQlVTqjBVaStzXcCXp0cgAnLy1aEBK3O7QuGqE8OlocQQQtVPj9PjuilZ7tsuwZTe0Dzut61fPzzTGH8Dnx9TKaaL9f8HE2nZdHsBXs-QQlbOZg
- Chapin, J. (2008). Youth perceptions of their school violence risks. *Adolescence, 43*, 461+. Retrieved from http://go.galegroup.com.libproxy.temple.edu/ps/i.do?id=GALE%7CA189872325&v=2.1&u=temple_main&it=r&p=AONE&sw=w&asid=f42d085771c4b5be288698f9d3769d42
- Chrusciel, M. M., Wolfe, S., Hansen, J. A., Rojek, J. J., & Kaminski, R. (2015). Law enforcement executive and principal perspectives on school safety measures: School resource officers and armed school employees. *Policing, 38*(1), 24-39.
doi:10.1108/PIJPSM-11-2014-0115
- Church, G. L. (2011). *Urban teachers' perceptions of school violence* Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1JS8NAFH6IFREFrUtcITdPiZOZ6WTmIB5aS0GFHqp4K7OeSmvb-P-dyWJLqTchl0cCIT0Z9763fgAEpyjZ0AmIG-SRh3VW4JxRoSR3xv9djlDjrcgGiQk0JKn1bjdKstTcZqZD0PyBe9vp0QNFT1_zJLBIhWxrQ6kha6oF85hRnHuXvpVhLMLBfUPDLd68Rx00ZKhIPZTnVxZbdHRQrP1jKfbhlqrkJAyTmqxXYq-NdPyvLzmBw95aor4NO3Z6Ghie62qQM0jff0pO43og9PI-

[Hq4qZOKZi6vpngvFH3dV0DqP-86g7SGruhcR6gJQ4rF0n444aapji2hCuNUbEqAxZpxx2jhCLMpnLwFGOuKVcS02xooxZpcgFHMIQoj8tylY-E0HL-fNko2DjIr-QEex_itceH7x0K7HdiOmy7DdL50XkTWq5CgIL80uItZDMv8N1QlcLyQX3eEVJx7XwuEVqdgVRs8BjM5mMMfFPBZctu_7zzg0cVGHicN3CbrH4tnewV-3lD2qazBI](http://search.proquest.com.libproxy.temple.edu/docview/304975053?accountid=14270)

Collier, K. E. (2006). *Middle school teacher perceptions of violent behavior, safe school elements, and preparedness* (Ed.D.). Available from ProQuest Dissertations & Theses A&I. (304975053). Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/304975053?accountid=14270>

Collier, K. E. (2006). *Middle school teacher perceptions of violent behavior, safe school elements, and preparedness* (Ed.D.). Available from ProQuest Dissertations & Theses A&I. (304975053). Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/304975053?accountid=14270>

Committee on Public Education, Comm Public Educ, & Committee on Public Education. (2001). Media violence. *Pediatrics*, 108(5), 1222-1226. doi:10.1542/peds.108.5.1222

Cook, P. J., & Ludwig, J. (2000). *Gun violence: The real costs*. Oxford; New York: Oxford University Press. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwdV07T8MwED7xkBAqA-WRlhaRiS1WnNqxPRdCJViqkMoWuYm9UAXRBn4_vjgJD6njJZJzvpztyxd_nwFmCYmjf3OCNtYNSV5yo2SsFbWu0jcxE7aQVtHmJIVfh5j02tEuRO5llARlmtam31eD2AUK6THkXO-nHD-6sudlj63E-C8sEV5Bh9OZY8FW3qm32d-K0j9g8DORZqdwgGyDleyZ6gymniwbLs3a6o0Jb8Puwvvm7RwGD59V-NXyhC7gJrt_mS8i32je4jB557JILuFE4_71qm54bmUAh9YlmlwAQicEwEcvagnO714nHtz2Jlk25CxyEcdUPWmydUoJWIElaepNZKylS5ixqyWaUmVVpqnHQu5oGOYdB3O9QpxlKLe5q58Qg08MYbRLnevdt-awLGnpiMkMW17cd2F8xuzcopK

Cook, P. J., & Ludwig, J. (2002). The costs of gun violence against children. *The Future of Children*, 12(2), 86-99. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/222325981?accountid=14270>

Cornell, D. G. (2003). Guidelines for responding to student threats of violence. *Journal of Educational Administration*, 41(6), 705-719. doi:10.1108/09578230310504670

Cornell, Dewey (2015). Secrets of School Safety. NASP 2015 Annual Convention http://curry.virginia.edu/uploads/resourceLibrary/NASP_Secrets_of_School_Safety.pdf

- Cornell, D., & Allen, K. (2011). Development, evaluation, and future directions of the virginia student threat assessment guidelines. *Journal of School Violence, 10*(1), 88-106. doi:10.1080/15388220.2010.519432
- Cowan, K. C., & Rossen, E. (2013). Responding to the unthinkable: School crisis response and recovery. *The Phi Delta Kappan, 95*(4), 8-12. doi:10.1177/003172171309500403
- Cramer, C. E. (2014). Guns on campus: A history. *Academic Questions, 27*(4), 411-425. doi:10.1007/s12129-014-9451-2
- Crepeau-Hobson, F., Sievering, K. S., Armstrong, C., & Stonis, J. (2012). A coordinated mental health crisis response: Lessons learned from three colorado school shootings. *Journal of School Violence, 11*(3), 207-225. doi:10.1080/15388220.2012.682002
- Crepeau-Hobson, F., Sievering, K. S., Armstrong, C., & Stonis, J. (2012). A coordinated mental health crisis response: Lessons learned from three colorado school shootings. *Journal of School Violence, 11*(3), 207-225. doi:10.1080/15388220.2012.682002
- Crews, G. A., Crews, A. D., & Burton, C. E. (2013). The only thing that stops a guy with a bad policy is a guy with a good policy: An examination of the NRA's "national school shield" proposal. *American Journal of Criminal Justice, 38*(2), 183-199. doi:10.1007/s12103-013-9202-x
- Cross, J. E., & Newman-Gonchar, R. (2004). Data quality in student risk behavior surveys and administrator training. *Journal of School Violence, 3*(2-3), 89-108. doi:10.1300/J202v03n02_06
- Crystal Lee Collins. (2007). Threat assessment in the post-columbine public school system: The use of crisis management plans in the public school sector as a means to address and mitigate school gun violence. *International Journal of Educational Advancement, 7*(1), 46-61. doi:<http://dx.doi.org.libproxy.temple.edu/10.1057/palgrave.ijea.2150043>
- Curry, M. W. (2013). Being the change: An inner city school builds peace. *Phi Delta Kappan, 95*(4), 23-27. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=92743967&site=ehost-live&scope=site>
- Curry, V. (2003). Thurston high school. *Journal of School Violence, 2*(3), 93-120. doi:10.1300/J202v02n03_06
- Daniels, J. A., Bradley, M. C., & Hays, M. (2007). The impact of school violence on school personnel: Implications for psychologists. *Professional Psychology: Research and Practice, 38*(6), 652. doi:10.1037/0735-7028.38.6.652

- Daniels, J. A., Buck, I., Croxall, S., Gruber, J., Kime, P., & Govert, H. (2007). A content analysis of news reports of averted school rampages. *Journal of School Violence*, 6(1), 83-99. doi:10.1300/J202v06n01_06
- Davies, Gordon K. Connecting the Dots: Lessons from the Virginia Tech Shootings *Change: The Magazine of Higher Learning*, v40 n1 p8-15 Jan-Feb 2008
- De Venanzi, A. (2012). School shootings in the USA: Popular culture as risk, teen marginality, and violence against peers. *Crime, Media, Culture: An International Journal*, 8(3), 261-278. doi:10.1177/1741659012443233
- deLara, E. (2002). Peer predictability. *Journal of School Violence*, 1(3), 31-56. doi:10.1300/J202v01n03_03
- Devi, S. (2012). Researchers call for reform of US gun control policies. *The Lancet*, 380(9853), 1545. doi: [http://dx.doi.org.libproxy.temple.edu/10.1016/S0140-6736\(12\)61865-0](http://dx.doi.org.libproxy.temple.edu/10.1016/S0140-6736(12)61865-0)
- Dickinson, W. B., & Hall, B. W. (2003). Students behaving badly. *Journal of School Violence*, 2(3), 27-52. doi:10.1300/J202v02n03_03
- Dikici, A., Yavuzer, Y., & Gundogdu, R. (2008; 2009). Teachers' perceptions about school violence in one turkish city. *Journal of School Violence*, 8(1), 29-41. doi:10.1080/15388220802067797
- DiMaria, F. (2011, Jul 11, 2011). School violence: When the school house is a jail house. *The Hispanic Outlook in Higher Education*, 21, 14-16. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/884431442?accountid=14270>
- Dupree, S. E. (2014). *Perceptions of school violence and media consumption* Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV09T8MwED0hgRCiEpQP8y3_gYTGnq4zIIaWqhIMDCCxVWmcTFFK1cLv586x24Doxmglgx07996d794BSBH3ol82AV3llEIMMk2sRM6MLBsPSmLFVotMIOZnExMILVz9bgcj6Sy3neUUNL9Fno9YpxBOHz7mEbWRouvw0FMj870W7H2iRJ98eolITnTprU0vgjePPlkijUH48jJQq_EfnpoM6egAPtfhliblhMSkqnYmdkvS8d9Wcgj7w9ZNfRe2ivqIWjz7dJBjUC_rlBg-K_nCyXnyL1_GxLPacleWwnNX5enePIGb0ePrYByFGU5sVU0k6dbeIcgl4hQ6GeXc10tXm2cZbJf4gxSMQIvhl2Gw-54-D834adAMu2EYL1wBWTxfMsRIt6pIx_0z4IYU24wolEaWYUhKT5gs11Nlc1Ki650D2zCfi41PLmEPSY1qwiRXfbXsNPsZjdUzr9q
- DuRant, R. H., Treiber, F., Getts, A., McCloud, K., Linder, C. W., & Woods, E. R. (1996). Comparison of two violence prevention curricula for middle school

- adolescents. *Journal of Adolescent Health*, 19(2), 111-117.
doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/1054-139X\(96\)00030-4](http://dx.doi.org.libproxy.temple.edu/10.1016/1054-139X(96)00030-4)
- Dymnicki, A. B., Weissberg, R. P., & Henry, D. B. (2011). Understanding how programs work to prevent overt aggressive behaviors: A meta-analysis of mediators of elementary School-Based programs. *Journal of School Violence*, 10(4), 315-337.
doi:10.1080/15388220.2011.602599
- Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, 48(6), 533-553.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.jsp.2010.07.001>
- Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, 48(6), 533-553. doi:10.1016/j.jsp.2010.07.001
- Elliott, D. (2010; 2009). Lessons from columbine: Effective school-based violence prevention strategies and programmes. *Journal of Children's Services*, 4(4), 53-62.
doi:10.5042/jcs.2010.0021
- Espelage, D. L., Polanin, J. R., & Low, S. K. (2014). Teacher and staff perceptions of school environment as predictors of student aggression, victimization, and willingness to intervene in bullying situations. *School Psychology Quarterly*, 29(3), 287-305. DOI: [10.1037/spq0000072](https://doi.org/10.1037/spq0000072)
- Estrada, J. N., Gilreath, T. D., Astor, R. A., & Benbenishty, R. (2014). Gang membership, school violence, and the mediating effects of risk and protective behaviors in california high schools. *Journal of School Violence*, 13(2), 228-251.
doi:10.1080/15388220.2013.846860
- Everett, S. A., & Price, J. H. (1995). Students' perceptions of violence in the public schools: The metLife survey. *Journal of Adolescent Health*, 17(6), 345-352.
doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/1054-139X\(94\)00185-H](http://dx.doi.org.libproxy.temple.edu/10.1016/1054-139X(94)00185-H)
- Fagan, J. (2002). Policing guns and youth violence. *The Future of Children*, 12(2), 132-51. Retrieved from
<http://search.proquest.com.libproxy.temple.edu/docview/220175714?accountid=14270>
- Fallahi, C. R., Austad, C. S., Fallon, M., & Leishman, L. (2009). A survey of perceptions of the virginia tech tragedy. *Journal of School Violence*, 8(2), 120-135.
doi:10.1080/15388220802074017

- Fallahi, C. R., Austad, C. S., Fallon, M., & Leishman, L. (2009). A survey of perceptions of the virginia tech tragedy. *Journal of School Violence*, 8(2), 120-135. doi:10.1080/15388220802074017
- Faver, C. A. (2010). School-based humane education as a strategy to prevent violence: Review and recommendations. *Children and Youth Services Review*, 32(3), 365-370. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.chilyouth.2009.10.006>
- Fein, A. H., & Isaacson, N. S. (2009). Echoes of columbine: The emotion work of leaders in school shooting sites. *American Behavioral Scientist*, 52(9), 1327-1346. doi:10.1177/0002764209332549
- Fenning, P., Golomb, S., Gordon, V., Kelly, M., Scheinfeld, R., Morello, T., . . . Banull, C. (2008). Written discipline policies used by administrators. *Journal of School Violence*, 7(2), 123-146. doi:10.1300/J202v07n02_08
- Fenning, P., Theodos, J., Benner, C., & Bohanon-Edmonson, H. (2004). Integrating proactive discipline practices into codes of conduct. *Journal of School Violence*, 3(1), 45-61. doi:10.1300/J202v03n01_05
- Ferguson, C. J. (2007). Evidence for publication bias in video game violence effects literature: A meta-analytic review. *Aggression and Violent Behavior*, 12(4), 470-482. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.avb.2007.01.001>
- Ferrall, B. R. (2001). Gun violence in america: The struggle for control. *Journal of Criminal Law & Criminology*, 92(1/2), 430-431. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/218426756?accountid=14270>
- Fields, B. A. (2000). School discipline: Is there a crisis in our schools? *Australian Journal of Social Issues*, 35(1), 73-86. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV3fb9MwED4BQwgJARssdAzJD4i3tHVTOzESmqIsUyOmFrVF8BY5tsMD29q12QP_PWe7TQsCiQekvDix88M-332O774DiAbdfvibThhqVVVCyLiK40hotIJSUSolZ3WCFpj-msSkdYdyvu9WU-5CHORyue7pheqlaPgHDO1bL52M87O9fBp3Hytt05Upr3FxfR8OLOWYi-1LJ62SRkPoNp8pi0MeWabQjUZ2cfR_tkKJ1aAXz2Cx-8_ifU384_ZcsPe4HP_DJzyHpxt0SIIvTodwz9wcwakP4SVfzFUtV4a8I9sTi9X3IzhpY152Vzz5yI8XMPTpPMh5McuKT5fFOH9PihmZj_JpTIKSTYsZFosxmXyeEI93dyYS5hf5PBuFm0QN4Tdc1PJQipoqxRGsMIQvNWORppVKjAWfILNKMj2UDKFXpTkzKsJVlhJ1opXWYug4OoYn0vrz3zQu7k8HcFDj5DOBNYgBdn4Aj76Ky_Nk9DHzxcNtsbt2wWnd2ybAoXWdF_Ju_AolimZluOACEc0wThjKn0FjXFE4ZEMOnBsh6W0E7lZSVVuB6MDPSsDpaOrNGvpGYBLz4patsHS2LLvNlb7Ed7KtVh6ghCb2tNCKx534O2-HLUVHNLmvD8QDi90gP5LtWzD2m7ZCpqTv73-a3js6QKsy80pPGhWd-YNPPTy9BMiOAzz

- Fields, S. A., & McNamara, J. R. (2003). The prevention of child and adolescent violence: A review. *Aggression and Violent Behavior*, 8(1), 61-91. doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S1359-1789\(01\)00054-4](http://dx.doi.org.libproxy.temple.edu/10.1016/S1359-1789(01)00054-4)
- Finkenbine, R. D., & Dwyer, R. G. (2006). Adolescents who carry weapons to school. *Journal of School Violence*, 5(4), 51-63. doi:10.1300/J202v05n04_05
- Finley, L. L. (2003). Teachers' perceptions of school violence issues. *Journal of School Violence*, 2(2), 51-66. doi:10.1300/J202v02n02_04
- Fiscus, L. (2001, Apr 2001). School violence. *Leadership for Student Activities*, 29, 27. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/235018452?accountid=14270>
- Fisher, K., & Kettl, P. (2003). Teachers' perceptions of school violence. *Journal of Pediatric Health Care*, 17(2), 79-83. doi:10.1067/mpH.2003.20
- Flannery, D. J., Modzeleski, W., & Kretschmar, J. M. (2013). Violence and school shootings. *Current Psychiatry Reports*, 15(1), 1-7. doi:10.1007/s11920-012-0331-6
- Fonagy, P., Sacco, F., & Twemlow, S. (2002). Feeling safe in school. *Smith College Studies in Social Work*, 72(2), 303-326. doi:10.1080/00377310209517660
- Foster, R. D. (2015). *Historical patterns and underlying causes in the relationships between specific types of disabilities and substance abuse or weapon offences in public schools from 2001 to 2011* Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1fs8MwEA-CIqKg80_9z32B1rXd0vZBfNgcA31U8G1kTYuD0nZLh1_Lj-hdmrAq7M3H0JImufRyd_nd7xgLA6_v_tEJ6ConFGIIE1-GaDOjlY0bxZfBnHMR5PHvIibMlnA10rZKUmtuWaUUNH-g-664H6H58IQvXSojRdettqaGMLUW5KM_CCLy6UM8yclceu-aF9abR5_M5-TcRIYGyrb5Fh09OWbrTbilhZwQmVTRRWJ3KB3_bSYn7HDcuanvsZ2sPKUSzwYOcsa-NwQjUGuSzlKBKCVQVtqqoOwpSMVaZQoWJaCZCSuLu_tc1AoMQAwo1ZPgSkDBYAVVDtLQ_hLVq-5RoXJraHeCmGOHUK3gKxN1VeLbucaB0ydawm5QmlZUAeXNAEG5oKmA719zdj95fhtNXbs6M1kUs5CHnJiAlj-4YEeC8P5lo_MCpcN2c_w5M4eE4aBUHLb_kbyO4-nLqG32bNNTOnnNWzYOns96RV3uRZcMYmKLi4NsgHJGLTZM8KQWKZ8PZEoseP0r5mwZz_XWJzfsACc0bEM0t2aUd2yv3Rk_borsfg
- Fox, J. A., & DeLateur, M. J. (2014; 2013). Mass shootings in america: Moving beyond newtown. *Homicide Studies*, 18(1), 125-145. doi:10.1177/1088767913510297

- Fox, J. A., & Savage, J. (2009). Mass murder goes to college: An examination of changes on college campuses following virginia tech. *American Behavioral Scientist*, 52(10), 1465-1485. doi:10.1177/0002764209332558
- Frances, A., MD. (2012). Mass murders, madness, and gun control. *Psychiatric Times*, 29(9), 1-1,4. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/1041249305?accountid=14270>
- Frattaroli, S., Webster, D. W., & Wintemute, G. J. (2013). Implementing a public health approach to gun violence prevention: The importance of physician engagement. *Annals of Internal Medicine*, 158(9), 697-698. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=87484821&site=ehost-live&scope=site>
- Frisby, C. L., Kim, S., & Wolfmeyer, M. A. (2006). Identifying core profiles in attitudes toward school violence. *Journal of School Violence*, 4(4), 5-29. doi:10.1300/J202v04n04_02
- Furlong, M., Babinski, L., & Poland, S. (1994). School psychologists respond to school violence: A national survey. Paper presented at the Annual Meeting of the National Association of School Psychologists, Seattle, WA.
- Furlong, M.J., Babinski, L., Poland, S., Munoz, J., & Boles, S. (1996). Factors associated with school psychologists' perceptions of campus violence. *Psychology in the Schools*, 33 (1), 28-37.
- Furlong, M. J., Sharkey, J. D., Bates, M. P., & Smith, D. C. (2004). An examination of the reliability, data screening procedures, and extreme response patterns for the youth risk behavior surveillance survey. *Journal of School Violence*, 3(2-3), 109-130. doi:10.1300/J202v03n02_07
- Gajda, R. (2006). Safe schools through strategic alliances. *Journal of School Violence*, 5(1), 63-80. doi:10.1300/J202v05n01_05
- Gall, T. L., Lucas, D. M., Kratcoski, P. C., & Kratcoski, L. D. (1996). *Statistics on weapons & violence: A selection of statistical charts, graphs, and tables about weapons and violence from a variety of published sources with explanatory comments*. Detroit, MI: Gale Research. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwdV1LSwMxEB58gJR6sD5SX5iTtw2bdJvHuboU9CJ48FaSbPYkK2LRv-8k2W1F6HEIhGEyzHu-AMwEK4t_NkeZzT0XVjaV8tw6b-a-1K1rRTOzITXT_3xissGORhHhYzQswjS9h81cTUZNwlBEY7K-L-cx6apfUjMW9Q8DdKF4D64z0Bo9TL5lvLWK9QkcxJWCCeyF7hRGMb7L8MhnQLcE_ejoT7BxYpXe0-9-Hegc7urH18WyyNeu-nLLauBMiQs4tnFMvVundbaGwGGLOhVItPME2SBw9GaeH_TyaZHJyUCyr7Rzx

[T7XBN1KUsiCMjUfKi36GlcZZz2vINBwacO90IJ6J8vWX8J0F0NXu4-uYZTHkWNt4abn83YQ2S-0-HvC](http://www.tandfonline.com/doi/abs/10.1080/10439862.2011.618888)

Gangs, guns, and school violence. (1994, Jan 1994). *USA Today*, 122, 29. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/214591171?accountid=14270>

Garbarino, J., Bradshaw, C. P., & Vorrasi, J. A. (2002). Mitigating the effects of gun violence on children and youth. *The Future of Children*, 12(2), 72-85. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1LS8QwEB5ERQTxsbp1fUBO3ro2j01bUER8IKjgQdBbSZtExKW7rrvC_nsnTbs-QE9CL2kpbTPTmclkvvkAOOtG4Q-bIHSR52mq4jyOearRC6qCUqVkyzobogel3EhNoSFJraTdGsrLcelC4pPkhYw7rxikGb6GjkXK7bY2lBqqplrQx1SwGJf0C5SxxJV83UZ3s10GdPcV-QqGLQ50_VeUmThrerK488ci68zcR2k-l_Lr7_0cfyv11-H1To8JadenzZgzpQtWJ5ZyWkLVnyij3j8Ugv2PMCXPJi-VSNDDkhzYjB62YSj22ffxaN8Ihhrkrp-hAwseZqU5L1GPZFBSPcOVGIJINH7bcF95cX92dXYc3YEA5jJsJUKm2MQJcXFYZZ_D5leWEIz7nNtWCRRXuSUGpTyxXTUhYRNyaVqeY9KSjlbVhRrrC_HFcAOB3AgsW_0ATOMwYoiQCWHtOb8-Tq-swPN5ph961CqXVfxwGKt5rGUHbjbSCoo7mR-BQMbUSc9FARDb5iTjXHI2Ed2G0kIKncJZhWgJIMcxgudUUH2rOrut_PXHMD9BKMdiDwGpINfV-QjKL1Fuju7Px2yy4sV2QyVbXvHsyPRxOzD4tehT4A3MzxhA

Garrity, R. (2013). *Gun violence*. Alexandria: National Sheriff's Association. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1LT8MwDLYQIIRAGuMRHgPlxK2l2frKASE0GENM7MLrNoU2uazaWOn-P3GyQAXajWNSqXIT17Ed-_sAOm0_8H7ZBCGV_iWjPJI8DQRnSv6MggTlaWKM8OkUCMxAUfhuthtZySN5c6nGSbNLxiCVWnvpBNdfcw8pJHC61bHqSEWXA5pX57YmJ67atjaV8w_L5l0N6CRStIag-B6v7YY2NDew2Y_2RWbHUIJ4kYV9aLrGnrjvwm9Aw2HMk2vrR41YUVOdqFle3fpqyyUKCU9p25iWo73YOvu-ZG-3A8HmKXah7Pe7VO37zmBRnlRjDDw0KECinIA2wKr6SeV6brLCawprfqS4HFE9DoQ2Hjjg5u0_9C1w6Yb-p-mNeyfVUSvqfkIL_aTQ6ARi5VMWfgusiAMIUjjnHHBRRRnWgESdgRkiTzHS5-cwGbbkFFguWELVqyLk9h3e7FF_LYs7c

Geller, E. S. (2008). The tragic shootings at virginia tech: Personal perspectives, prospects, and preventive potentials. *Traumatology*, 14(1), 8-20. doi:10.1177/1534765607310223

- Gerler Jr., E. R. 1. (2004). Issues in school violence research. *Journal of School Violence*, 3(2), 1-3. doi:10.1300/J202v03n02_01
- Gerler, E. R. (2004). Issues in school violence research. *Journal of School Violence*, 3(2-3), 1-3. doi:10.1300/J202v03n02_01
- Gerlinger, J., & Wo, J. (2014). Preventing school bullying: Should schools prioritize an authoritative school discipline approach over security measures? *Journal of School Violence*, doi:10.1080/15388220.2014.956321
- Ghannam, J. (2001, May 2001). Broadcasting violence. *ABA Journal*, 87, 29. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/194368093?accountid=14270>
- Gibbs, T. (2014). Teacher Perceptions of School Violence Prevention Strategies. (Electronic Thesis or Dissertation). Retrieved from <https://etd.ohiolink.edu/>
- Gill, P. E., & Stenlund, M. A. (2006). Dealing with a schoolyard bully. *Journal of School Violence*, 4(4), 47-62. doi:10.1300/J202v04n04_04
- Glew, G. M., Fan, M., Katon, W., & Rivara, F. P. (2008). Bullying and school safety. *The Journal of Pediatrics*, 152(1), 123-128.e1. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.jpeds.2007.05.045>
- Glicken, M. D. (2009). Chapter 20 - evidence-based practice and school violence. In M. D. Glicken (Ed.), *Evidence-based practice with emotionally troubled children and adolescents* (pp. 335-355). San Diego: Academic Press. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/B978-0-12-374523-1.00020-3>
- Goebert, D. A., Caetano, R., Nishimura, S. T., & Ramisettymikler, S. (2004). Alcohol use and violence among adolescents in a multiethnic setting. *Journal of School Violence*, 3(4), 77-91. doi:10.1300/J202v03n04_06
- Gonzalez, R., Hatmaker, D. D., & Mayer, J. (2013). Headlines from the hill: Gun violence: Will the 113th congress take action? *American Nurse Today*, 8, 31. Retrieved from http://go.galegroup.com.libproxy.temple.edu/ps/i.do?id=GALE%7CA335410358&v=2.1&u=temple_main&it=r&p=AONE&sw=w&asid=02d0dc26d3cbb0ca46c55356e452de8c
- Graham, James, Shirm, S., Liggin, R., Aitken, M.E. and Dick, R. (2006). Mass-Casualty Events at Schools: A National Preparedness Survey <http://www.pediatrics.org/cgi/content/full/117/1/e8>Green, J. G., Johnson, R. M., Dunn, E. C., Lindsey, M., Xuan, Z., & Zaslavsky, A. M. (2014). Mental health

- service use among high school students exposed to interpersonal violence. *Journal of School Health*, 84(2), 141-149. doi:10.1111/josh.12125
- Gumpel, T. P., & Sutherland, K. S. (2010). The relation between emotional and behavioral disorders and school-based violence. *Aggression and Violent Behavior*, 15(5), 349-356. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.avb.2010.06.003>
- Gun research. (2013). *Nature*, 492, 456. Retrieved from http://go.galegroup.com.libproxy.temple.edu/ps/i.do?id=GALE%7CA317075538&v=2.1&u=temple_main&it=r&p=AONE&sw=w&asid=607f77fd2e46fc686a997a03d18cec2a
- Gun violence prevention. (2013). *Congressional Digest*, 92(3), 1-1. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85622952&site=ehost-live&scope=site>
- Gun violence: Why are we shocked? (2008). *Fellowship*, 74(1-3), 38-39. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/209383157?accountid=14270>
- Haddow, J. L., & Haddow, J. L. (2006). Residual effects of repeated bully victimization before the age of 12 on adolescent functioning. *Journal of School Violence*, 5(2), 37-52. doi:10.1300/J202v05n02_04
- Hahn, R., Fuqua-Whitley, D., Wethington, H., Lowy, J., Crosby, A., Fullilove, M., . . . Dahlberg, L. (2007). Effectiveness of universal school-based programs to prevent violent and aggressive behavior: A systematic review. *American Journal of Preventive Medicine*, 33(2, Supplement), S114-S129. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.amepre.2007.04.012>
- Harding, D. J., Fox, C., & Mehta, J. D. (2002). Studying rare events through qualitative case studies: Lessons from a study of rampage school shootings. *Sociological Methods & Research*, 31(2), 174-217. doi:10.1177/0049124102031002003
- Hardy, M. S. (2002). Behavior-oriented approaches to reducing youth gun violence. *The Future of Children*, 12(2), 100-117. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/220187267?accountid=14270>
- Hardy, M. S. (2002). Behavior-oriented approaches to reducing youth gun violence. *The Future of Children*, 12(2), 101-117. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMw1V1ba9swFD6MdZRB6dau9dwL6GH0zVkUx7rQh1KydyUNBmNtV_pgJFn uw0LaOM7_7zmSk6WjsA6MwTcspCOdT9I53weQD3r97K8xYVg5a7U20kqZ6wq9oHGcGyOKWqEH5o9FTGAh6khBliFKMOzpl1yyY_-Ri8C5cnI_zUg8ijZZOyUNHIk519G2L5d7CejUg8QKghNKmtbLwTcGID6Clk85H

[0kD7tkbuPmzvBJDTIg8arwaeb1C4fifjX8Lmx0AZafRYrbghZ9sw0ZcvWMxKWkb
DmLWLRvy49o0nh2xxY275vc7OO5YFZvsO9EkI2hlpX03uZ-
x9o79IEJYdIrmshT62Jf5hF12-U07cHH2-
efoPOtUGLJbnEqpzOV1oa2oZVVrL_q5kTViQFvZuu8qbYwSTIXW2gGBjbzvCH
E4ZQrt8SQQn- ChqFo_UkbsvqqBNzq7Fo-IXeXYB0nsP5Lf_ukzr-
O4uXW4rI3C6lnvWmbYGuGmspET74HhoZnvdBCI14ZSIWgdXI0tZZXOR5qkMI
uNXJJ3bRtjCs1SUoNpUzhMLRLeR_ZPEqcBVEwfNk1Tgr7C3MojaXIJtfOShGgK
n395FPKQ5fDIoUPq_az_AUBacVp5hkgegr8Oa-
NOpJ2Iido9_5R7H14HXRqQiDxAbxsm7k_hFfRRB8AEJoNtQ](https://doi.org/10.1300/J202v02n03_02)

- Harter, S., Low, S. M., & Whitesell, N. R. (2003). What have we learned from columbine. *Journal of School Violence*, 2(3), 3-26. doi:10.1300/J202v02n03_02
- Hauser, S. L., & Johnston, S. C. (2013). Neurology: Violence at home. *Annals of Neurology*, 74(2), A5-A6. doi:10.1002/ana.23979
- Hawkins, N. A., McIntosh, D. N., Silver, R. C., & Holman, E. A. (2007). Early responses to school violence. *Journal of Emotional Abuse*, 4(3-4), 197-223. doi:10.1300/J135v04n03_12
- Hawkins, S. R., Campanaro, A., Pitts, T. B., & Steiner, H. (2002). Weapons in an affluent suburban school. *Journal of School Violence*, 1(1), 53-65. doi:10.1300/J202v01n01_04
- Heath, M. A., Ryan, K., Dean, B., & Bingham, R. (2007). History of school safety and psychological first aid for children. *Brief Treatment and Crisis Intervention*, 7(3), 206-223. doi:10.1093/brief-treatment/mhm011
- Heller, T. (2014). Mandatory school-based mental health services and the prevention of school violence. *Health Matrix (Cleveland, Ohio : 1991)*, 24(1), 279. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1LT8MwDLYYQwhpAjagPKX8gW59pE17QKgaTEMMdmCH3ao0SbnAVrYO_j551K0gcePWqI1axY392bE_A_he17F_6QSNRKgfEZwTJyeECzf7PPBD38njXNeM1ZqYrLsD6dx3pSk3JQ60KJY9Pme9xCeB4ionQS8ZP93d1BpqrK4Vr9OrSN-kd92ApuIcU7z698I4o6WJbtcpLWhkSy9tulbJP9CIVp6DAyg2oRWTXmJeUMu6rtE3_sdXH8J-hUhRYn6hNmyJWQcaI_rZgZYZJ6iFTq3QEz48q7qCO5dFSs3fayghyZBoEIFNTiZaV-kHyYSTxJSogmqj5DM3zaib6qOqdjmEyuJv0h3bVlcF-kdrBDiGjLDICeU6RG3IJgLiXceGxLOTY4VzjwAzHDkci1iCDxpwlMSc4qdjLr-CbSoSt6flbrIj1vQzOVOE5ayfpZcdQt2p_HoNho-9M2w_T3sLnUIWve9tKQY9arZYzEcAspoGHnEFXmcRVgdTcoL6XAL5jss4jQ7A0sJJFw7tlxQlq7FIO8YgaeFofdIldPludg9_3POBexJ3IRNJOYStsvFSIzBjhHfF-8v3wk

- Heller, T. (2014). Mandatory school-based mental health services and the prevention of school violence. *Health Matrix*, 24(1), 279. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV3dT8IwEL-IGGNCVFDnZ9J_YMBYu64PxiwIIRHIQR54I-26-aKAbOi_73WdgCa-meyl2UeW3vV-1-v97gD8TrPt_rIJVMdKCSG54twXGIFQxp4nZcDSEBHY-9nEZN0dqMh9N5ZyQ3GQi0XW0vO4FfmcmVrlnLWi0VPvbquhxurW1HV6TaZvuLuuQNXUHCvIfdFoY6V50a4TETR0cZc2KU1yaYeZQZf-ESw2IRWbVmI_vJVtvVW28T_-9hgOS0-URFZ16rCTzBpQGcrPBtRsMI9YjtIIPD-aeIM5jidZUbXTNeCniW0MQCyXkmSI2SH4MEG_kizK8IDzGZmn5Zvko-Q5ncK43xt3B27ZjcF9odx3gxTR3o-5CDUTQimG4MrSQLeVp1isJQ2ocXVo21eCpoliacx129NhnHSoDLV_BjVpkvZneUHu0w5UU1xhiWNQz8Fpd2B_Iob34eCha4f172EzKxhozffcQfEVs-YGTX4OBPVPJYEIBLotFCWKSspYg4ipP-3iFnQtwjECmZrXmSxIP12K4_PPOFRygV0RtnOUadvPIKrmBPSukL3wy1Tw
- Helmke, P. (2013). Targeting gun violence. *Public Administration Review*, 73(4), 551-552. doi:10.1111/puar.12081
- Hemenway, D. (2002). Lethal violence in the schools. *Journal of Health Politics, Policy & Law*, 27(2), 267. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=7223065&site=ehost-live&scope=site>
- Hemenway, D., & Miller, M. (2013). Public health approach to the prevention of gun violence. *N Engl J Med*, 368(21), 2033-2035. doi:10.1056/NEJMs1302631
- Henrich, C. C., Brookmeyer, K. A., & Shahar, G. (2005). Weapon violence in adolescence: Parent and school connectedness as protective factors. *Journal of Adolescent Health*, 37(4), 306-312. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.jadohealth.2005.03.022>
- Herrenkohl, T. I., Maguin, E., Hill, K. G., Hawkins, J. D., Abbott, R. D., & Catalano, R. F. (2000). Developmental risk factors for youth violence. *Journal of Adolescent Health*, 26(3), 176-186. doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S1054-139X\(99\)00065-8](http://dx.doi.org.libproxy.temple.edu/10.1016/S1054-139X(99)00065-8)
- Hong, J. S., Cho, H., Allen-Meares, P., & Espelage, D. L. (2011). The social ecology of the columbine high school shootings. *Children and Youth Services Review*, 33(6), 861-868. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.childyouth.2010.12.005>
- Hong, J. S., & Eamon, M. K. (2012). Students' perceptions of unsafe schools: An ecological systems analysis. *Journal of Child and Family Studies*, 21(3), 428-438. doi:10.1007/s10826-011-9494-8

- Horan, J. J. (2002). Violence prevention. *Journal of School Violence, 1*(4), 65-80.
doi:10.1300/J202v01n04_05
- Howard, K. A., Flora, J., & Griffin, M. (1999). Violence-prevention programs in schools: State of the science and implications for future research. *Applied and Preventive Psychology, 8*(3), 197-215.
doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S0962-1849\(05\)80077-0](http://dx.doi.org.libproxy.temple.edu/10.1016/S0962-1849(05)80077-0)
- Hudson, P. E., Windham, R. C., & Hooper, L. M. (2005). Characteristics of school violence and the value of family-school therapeutic alliances. *Journal of School Violence, 4*(2), 133-146. doi:10.1300/J202v04n02_08
- Hunter, L., Elias, M. J., & Norris, J. (2001). School-based violence prevention: Challenges and lessons learned from an action research project. *Journal of School Psychology, 39*(2), 161-175.
doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S0022-4405\(01\)00058-9](http://dx.doi.org.libproxy.temple.edu/10.1016/S0022-4405(01)00058-9)
- Hyman, I. A., & Perone, D. C. (1998). The other side of school violence: Educator policies and practices that may contribute to student misbehavior. *Journal of School Psychology, 36*(1), 7-27. doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S0022-4405\(97\)87007-0](http://dx.doi.org.libproxy.temple.edu/10.1016/S0022-4405(97)87007-0)
- Interdisciplinary Group on Preventing School and,Community Violence. (2013). December 2012 connecticut school shooting position statement. *Journal of School Violence, 12*(2), 119-133. doi:10.1080/15388220.2012.762488
- Interdisciplinary Group on Preventing School and,Community Violence. (2013). December 2012 connecticut school shooting position statement. *Journal of School Violence, 12*(2), 119-133. doi:10.1080/15388220.2012.762488
- Jackson, M. L. (2015). *A comparison among stakeholders' perceptions in regards to school climate and safety at a small, private religious school* Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1LS8NAEB4ERURB6yO-mZsXE_OoaXIQkdZS0KOCt7LNbqUY00fSQ_-9M5usjWJvHpewsK_MfDM7-30Age-49i-bQKFyzCmGIPZkQJiZUDYdFE_6gzAU_jD6KWICRsK12m1jJLXlluOEK-Y3HjNpMYWUez-Z2iwjxdetRINDVFoL8s5r-i2O6QP5AyXXuvwwkTzFJORJw9ablzRQJm2-4eNZs_T3YX5Mt1SlpwwmVRar8SuUTr-20z2YLtTu6lvwJrK9lniuSoHOYDFAybfGoaoNYuQkOaH4vsswpRXOFnWzOAw5l65wdeWIwx19SfmKQjwssKRSYxF0NVLFAUKDD_FGl6jZMZK68p6qirpud51e8QLruPL-2ebabZl2naZ4p75rEnZHcEO4IL97NCP_CTFqwP6S9TFns-i5bXgs23-LkT9Z7aZbNhmK6uX6E508IiR6uXxg6d1jFgxLRvka-aIUGViPn4_Egk4aApE6azc0_AWjGe05VfzmCLkNFtmWs5r0Z5ARvIFn8BwcDYtQ

Jackson, S. (2015). *Race/ethnicity & youth perception of school safety* Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV09T8MwED0hgVAFerSA-ZYntqSJK7jOgBhaqkowIZDYqjROBFLUDyUd8u-5S-ISQN0YrSxnO757dz6_B-AJ27F--QRMIUMqMXihqz3EzIiy8UdxtZhJGYIU_RQxASPh2uy2cZKV59aLmIrmfVdi8MLkIhAPy5VFMIJ03Wo0NaJGa0Hfu74YUE7vYSQnuPTWhhcm8ecDCN5GCjV0ECZsfPHR1d-d3wE6-9qS91xQlxSWbsRu8Xo-G8TOYaDUeivgs7ybxHCs9NN0gPOhvPWZ6AeInipJ8UH_PPGFE9v-MIKfPx5aZrhi9SnleEnzyP0qQoT-F2_Pg6nFjG2KnOsqknMTETuCSuOIPDiLrv50X1Sk8z2E3xqCSMwhfDNWKw_x4-j9TkaVgPu2Zo59VTMntVMIyW1QQtaQ_OgSviblMi8SXiDUWkekJFsZz50iZOOucC2BZ7Lrd-uYIOwpugLphcN1bewF69UV8nYMJ1

Jaycox, L. H., McCaffrey, D., Eiseman, B., Aronoff, J., Shelley, G. A., Collins, R. L., & Marshall, G. N. (2006). Impact of a school-based dating violence prevention program among latino teens: Randomized controlled effectiveness trial. *Journal of Adolescent Health, 39*(5), 694-704.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.jadohealth.2006.05.002>

Johnson, I. M. (1999). School violence: The effectiveness of a school resource officer program in a southern city. *Journal of Criminal Justice, 27*(2), 173-192.
doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S0047-2352\(98\)00049-X](http://dx.doi.org.libproxy.temple.edu/10.1016/S0047-2352(98)00049-X)

Jonson-Reid, M. (1998). Youth violence and exposure to violence in childhood: An ecological review. *Aggression and Violent Behavior, 3*(2), 159-179.
doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S1359-1789\(97\)00009-8](http://dx.doi.org.libproxy.temple.edu/10.1016/S1359-1789(97)00009-8)

Karen Valentine Hackett. (2001). Youth violence. *Journal of Family and Consumer Sciences, 93*(1), 9-10. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/218179115?accountid=14270>

Killam, P. (2004). Managing school violence: In preschools and elementary schools. *Journal of Pediatric Nursing, 19*(1), 60.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.pedn.2003.10.001>

Kimmel, M. S., & Mahler, M. (2003). Adolescent masculinity, homophobia, and violence: Random school shootings, 1982-2001. *American Behavioral Scientist, 46*(10), 1439-1458. doi:10.1177/0002764203046010010

Kramer, Douglas A, MD, MS, & Verhulst, J., MD. (2013). Guns, violence, and mental health: Did we close the state mental hospitals prematurely? *Psychiatric Times, 30*(6), 34-35. Retrieved from

<http://search.proquest.com.libproxy.temple.edu/docview/1372463852?accountid=14270>

- Kupchik, A., & Bracy, N. L. (2009). The news media on school crime and violence: Constructing dangerousness and fueling fear. *Youth Violence and Juvenile Justice*, 7(2), 136-155. doi:10.1177/1541204008328800
- LaFollette, H. (2000). Gun control. *Ethics*, 110(2), 263. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=2893285&site=ehost-live&scope=site>
- Langman, P. (2009). Rampage school shooters: A typology. *Aggression and Violent Behavior*, 14(1), 79-86.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.avb.2008.10.003>
- Laufer, A., Harel, Y., & Molcho, M. (2006). Daring, substance use and involvement in violence among school children. *Journal of School Violence*, 5(3), 71-88.
doi:10.1300/J202v05n03_06
- Laursen, E. K. (2011). Bullying and violence in schools and communities. *Counseling and Human Development*, 44(2), 1-16. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/926452112?accountid=14270>
- Leaf, P. J., & Keys, S. G. (2005). Collaborating for violence prevention: Training health professionals to work with schools. *American Journal of Preventive Medicine*, 29(5, Supplement 2), 279-287.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.amepre.2005.08.032>
- Legislative background on gun violence prevention. (2013). *Congressional Digest*, 92(3), 18-18. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85623076&site=ehost-live&scope=site>
- Leishman, L., Fallahi, C., Fallon, M., & Austad, C. S. (2009). A survey of perceptions of the virginia tech tragedy. *Journal of School Violence*, 8(2), 120-135.
doi:10.1080/15388220802074017
- Leung, A., & Ferris, J. S. (2008). School size and youth violence. *Journal of Economic Behavior & Organization*, 65(2), 318-333.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.jebo.2005.10.001>
- Levy, R. A. (2008). Doctors for gun control. *Regulation*, 31(4), 7-9. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/210530294?accountid=14270>

- Lewiecki, E. M., MD, & Miller, S. A., PhD. (2013). Suicide, guns, and public policy. *American Journal of Public Health, 103*(1), 27-31. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/1312688816?accountid=14270>
- Li, Q. (2007). New bottle but old wine: A research of cyberbullying in schools. *Computers in Human Behavior, 23*(4), 1777-1791. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.chb.2005.10.005>
- Limbos, M. A., Chan, L. S., Warf, C., Schneir, A., Iverson, E., Shekelle, P., & Kipke, M. D. (2007). Effectiveness of interventions to prevent youth violence: A systematic review. *American Journal of Preventive Medicine, 33*(1), 65-74. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.amepre.2007.02.045>
- Liu, M., Blankson, I., & Brooks, L. S. (2015). From Virginia Tech to Seattle Pacific U: An Exploratory Study of Perceptions Regarding Risk and Crisis Preparedness Among University Employees. *Atlantic Journal of Communication, 23*(4), 211-224. doi:10.1080/15456870.2015.1069683
- Lowe, L. A., Jones, C. D., & Banks, L. (2007). Preventing dating violence in public schools. *Journal of School Violence, 6*(3), 69-87. doi:10.1300/J202v06n03_05
- Lowe, Sarah R. and Sandro Galea (2015). The Mental Health Consequences of Mass Shootings. *Trauma, Violence, & Abuse. Vol 18, Issue 1, pp. 62 – 82*
[10.1177/1524838015591572](http://dx.doi.org.libproxy.temple.edu/10.1177/1524838015591572)
- Lubell, K. M., & Vetter, J. B. (2006). Suicide and youth violence prevention: The promise of an integrated approach. *Aggression and Violent Behavior, 11*(2), 167-175. doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.avb.2005.07.006>
- Maring, E. F., & Koblinsky, S. A. (2013). Teachers' challenges, strategies, and support needs in schools affected by community violence: A qualitative study. *Journal of School Health, 83*(6), 379-388. doi:10.1111/josh.12041
- Marsh, S. C., & Evans, W. P. (2007). Carrying a weapon to school. *Journal of School Violence, 6*(4), 131-147. doi:10.1300/J202v06n04_07
- Martin, G. (2013). On guns and suicide. *Advances in Mental Health, 11*, 118+. Retrieved from http://go.galegroup.com.libproxy.temple.edu/ps/i.do?id=GALE%7CA338326285&v=2.1&u=temple_main&it=r&p=AONE&sw=w&asid=bcce7ef70ffd7c1bcc997ab05d4be942
- Mary-Lewis Grow. (2000, Feb 2000). Student pledge to end gun violence. *Leadership for Student Activities, 28*, 25. Retrieved from

<http://search.proquest.com.libproxy.temple.edu/docview/235010981?accountid=14270>

- Mathews, T., Dempsey, M., & Overstreet, S. (2009). Effects of exposure to community violence on school functioning: The mediating role of posttraumatic stress symptoms. *Behaviour Research and Therapy*, 47(7), 586-591.
doi:<http://dx.doi.org.libproxy.temple.edu/10.1016/j.brat.2009.04.001>
- Mauricio, A. M., Dillmancarpentier, F., & Horan, J. (2005). An experimental evaluation of an internet-delivered conflict resolution skills curriculum in a secondary school setting. *Journal of School Violence*, 4(3), 37-48. doi:10.1300/J202v04n03_04
- Mawson, A. B., Lapsley, P. M., Hoffman, A. M., & Guignard, J. C. (2002). Preventing lethal violence in schools: The case for entry-based weapons screening. *Journal of Health Politics, Policy & Law*, 27(2), 243. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=7223063&site=ehost-live&scope=site>
- Mayer, M. J., & Leone, P. E. (2007). School violence and disruption revisited: Equity and safety in the school house. *Focus on Exceptional Children*, 40(1), 1-28. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=30051492&site=ehost-live&scope=site>
- McGinty, Emma E, PhD, MS, Webster, Daniel W, ScD, MPH, Jarlenski, M., MPH, & Barry, Colleen L, PhD, MPP. (2014). News media framing of serious mental illness and gun violence in the united states, 1997-2012. *American Journal of Public Health*, 104(3), 406-413. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/1508767010?accountid=14270>
- McMillion, R. (2000, Mar 2000). Targeting gun control again. *ABA Journal*, 86, 104. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/194363219?accountid=14270>
- Meloy, J. R., Hempel, A. G., Mohandie, K., Shiva, A. A., & Gray, B. T. (2001). Offender and offense characteristics of a nonrandom sample of adolescent mass murderers. *Journal of the American Academy of Child & Adolescent Psychiatry*, 40(6), 719-728. doi:10.1097/00004583-200106000-00018
- Metzl, J. and MacLeish, K. (2015). Mental Illness, Mass Shootings, and the Politics of American Firearms. *American Journal of Public Health*, 105(2), pp.240-249.

- Meyer, H. A., & Astor, R. A. (2002). Child and parent perspectives on routes to and from school in high crime neighborhoods. *Journal of School Violence, 1*(4), 101-128. doi:10.1300/J202v01n04_07
- Meyer, H. A., Astor, R. A., & Behre, W. J. (2002). Teachers' reasoning about school violence: The role of gender and location. *Contemporary Educational Psychology, 27*(4), 499-528. doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S0361-476X\(02\)00004-8](http://dx.doi.org.libproxy.temple.edu/10.1016/S0361-476X(02)00004-8)
- Morrison, B. E., & Vaandering, D. (2012). Restorative justice: Pedagogy, praxis, and discipline. *Journal of School Violence, 11*(2), 138-155. doi:10.1080/15388220.2011.653322
- Morrison, J. Q. (2007). Perceptions of teachers and staff regarding the impact of the critical incident stress management (CISM) model for school-based crisis intervention. *Journal of School Violence, 6*(1), 101-120. doi:10.1300/J202v06n01_07
- Myrstol, Brad A. 2011. "Public Perceptions of School Resource Officer (SRO) Programs" *Western Criminology Review* 12(3):20-40(<http://wcr.sonoma.edu/v12n3/Myrstol.pdf>)
- Naber, P. A., May, D. C., Decker, S. H., Minor, K. I., & Wells, J. B. (2006). Are there gangs in schools? *Journal of School Violence, 5*(2), 53-72. doi:10.1300/J202v05n02_05
- National Education Association (2015). Retrieved from <http://www.nea.org/home/54092.htm#.Wi-tmbLfSAw.email>
- Nekvasil, E. K., & Cornell, D. G. (2012). Student reports of peer threats of violence: Prevalence and outcomes. *Journal of School Violence, 11*(4), 357-375. doi:10.1080/15388220.2012.706764
- Newman, K., & Fox, C. (2009). Repeat tragedy: Rampage shootings in american high school and college settings, 2002-2008. *American Behavioral Scientist, 52*(9), 1286-1308. doi:10.1177/0002764209332546
- O'Brennan, L., Bradshaw, C. and Furlong, M. (2014). Influence of Classroom and School Climate on Teacher Perceptions of Student Problem Behavior. *School Mental Health, 6*(2), pp.125-136.
- O'Donnell, C. R. (2001). School violence: Incidence, legal context, school response, and prevention. *Law & Policy, 23*(3), 269-270. doi:10.1111/1467-9930.00113

- Ogle, J. P., & Eckman, M. (2002). Dress-related responses to the columbine shootings: Other-imposed and self-designed. *Family and Consumer Sciences Research Journal*, 31(2), 155-194. doi:10.1177/107772702237933
- Olson, C. K. (2004). Media violence research and youth violence data: Why do they conflict? *Academic Psychiatry*, 28(2), 144-150. doi:10.1176/appi.ap.28.2.144
- Pazaratz, D. (2004). An at-risk student and school retaliation. *Journal of School Violence*, 3(4), 111-121. doi:10.1300/J202v03n04_08
- Perry, B. (2001, Apr 9, 2001). School violence. *Scholastic Scope*, 49, 20-21. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/212816101?accountid=14270>
- Pinals, D. A., Appelbaum, P. S., Bonnie, R., Fisher, C. E., Gold, L. H., & Lee, L. (2015). American psychiatric association: Position statement on firearm access, acts of violence and the relationship to mental illness and mental health services. *Behavioral Sciences & the Law*, 33(2-3), 195-198. doi:10.1002/bsl.2180
- Portillos, E. L., González, J. C., & Peguero, A. A. (2012; 2011). Crime control strategies in school: Chicanas'/os' perceptions and criminalization. *The Urban Review*, 44(2), 171-188. doi:10.1007/s11256-011-0192-z
- Price, N. (1993,). Perceptions of Violence: Is problem really as bad as we think? *Indianapolis Star* Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwnV1NS8NAEB3UigiCLer6Tf5AYj432ZNITKIYslhIbyXN7p5Cm9b4_53ZNFoCvXhccsjsZngzmZ03DyDwHdfuYIKbSBczD6WV8GMeinmeaInepYNQYhTpiJhAOxVi87VbkDTILZcFFc0fqPkRo1_kPIYrm1Sk6LZ1I6mxDz2PBpugf8dT_nurwGOjJ4k5i2v7EWnldvDXYOrwFORfJaXpJqE5UeV2k_XWtMb_GtmHPgFZIVdqbt01fjKAPbU4AzBJ3tNsYojE1IJbny9vY6o4ncP9MPtIR3b7spksy5IH_xwCN-cFF3CSU2f8ojYMOsmgp9GNFaPQwnCPDI6mYvycjF7TZjlo86XoXk5q5rheRkLbe7E12AVIudF6OuIyCRBLBJME-a5TgqB6UJe8CtgO-y53vnkBo5N66BH5KBbOKjX3-oODptz_gFgUqLm
- Primrose, J. W. (2011). *Survey of school nurses on school violence* Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1LT8MwDLAqEaiBBBsQ3uoZqdWadmlyQBw2pkkgLjzEbeqa9IS1G2xIHvsNBEFsRtSL24vTpPYnx3nM0DEg57_yyZgqKwoxRCpUEEImRF140IJNZ8KkfJC_mxiaq6Fq51tZySN5dZ1Rklz3O5cSdFPVP9mNvepjRQdt7qeGqnttaCvw5gnFN NH6MkJLj234YWL5kMuklhqBJbGinh3_YaDKooz1YfqdbmpITIpMq25XYLURHfxvJPuwMwyf1HVjLqy61eLbllIF3YtHmGA7h6XL595J9eXXgNp6f3YCPDvLpyL17s5aZDuBzdPg3GvtNwostywhNED0IRCjiC3ZRq7quFuZunGawXuEFyRk6L4Z9hsPWq7odyfDdoxI4Tg3dzgSyYLxj6SDMqXwTJMXiSGNskz2OBKEMSIR6XaSamsc6Iia53AmyFPqerv5zBdpP3pefcankBG83sfAEE2L4H

- Redding, R. E., & Shalf, S. M. (2001). The legal context of school violence: The effectiveness of federal, state, and local law enforcement efforts to reduce gun violence in schools. *Law & Policy*, 23(3), 297-343. doi:10.1111/1467-9930.00115
- Reed, R. R. (2004). e-sites for safe schools. *Journal of School Violence*, 3(1), 79-82. doi:10.1300/J202v03n01_07
- Reed, R. R. (2006). e-sites for safe schools. *Journal of School Violence*, 4(4), 127-130. doi:10.1300/J202v04n04_08
- Reich, K., Culross, P. L., & Behrman, R. E. (2002). Children, youth, and gun violence: Analysis and recommendations. *The Future of Children*, 12(2), 4-23. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/220195610?accountid=14270>
- Reinke, W. M., Stormont, M., Herman, K. C., Puri, R., & Goel, N. (2011). Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly*, 26, 1-13. doi:10.1037/a0022714
- Renfro, J., Huebner, R., Callahan, C., & Ritchey, B. (2003). Violent behaviors in rural and urban schools. *Journal of School Violence*, 2(4), 111-122. doi:10.1300/J202v02n04_07
- Renfro, J., Huebner, R., & Ritchey, B. (2003). School violence prevention. *Journal of School Violence*, 2(2), 81-99. doi:10.1300/J202v02n02_06
- Repenning, K., Powell, H., Doane, A., & Dunkle, H. (2001). Demystifying school violence: A local, state, and national perspective on the phenomenon of school violence. *Journal of Security Administration*, 24(1), 45. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV1LS8NAEB5ERQRRqzU-KszJUxObR5OsIFJaSOHBi6C3suluLo1JH1Hw3zu7Sdpa9SbksnsIm53JzLez880AuI7VMtdsgidGUcQYD6IgcJkgL8hHts25345D8sD29yYmUDVJLaVdGUltuUU2UkHza5sRVPZJB-8mU1N1kVK3rVVLdV62WhC3tucE-khPUF119rWeFpcMCpww2hV6TvunOfaUTe0fQL6MrBTZJapuVLKadL1SvfG_Fn0I-yUoxU6hRTXYkOkRNArmLr7IJOYziVdYTWSz8TGMe_Ltk-yD5knhXBfzxI-SxHSDHdResomasdREngqsAo84WTI8MUuRMCiqVDNVDIKGWbz-uj0-vfP3YFZfe1QJMKwdAlmOnT8PYE9rhL101wT-oQBWzH9VdJQns6gPTZg55U99sLBQ7cY1qqhNdesM2uaGyQvvUGmbwWngKRzkfSZzwiqeEHYJsWS5GUjW7j0hM4Z1H9dzfkf8xewWySWqdBKAzbz2bu8hO1CxF-oxdb0
- Rice, S. (2009). Education for toleration in an era of zero tolerance school policies: A deweyan analysis. *Educational Studies*, 45(6), 556-571. doi:10.1080/00131940903338308

- Rider, C. F. (2015). *Teachers' perceptions of their ability to respond to an active shooter incident* Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwrV07T8MwED4hgRACCcrDvOWNKaFxmMPiKGIggQSC0hsVRonYoiatgkD_547J1YDqBtbrCx2zrn77vUdQCj8vvdLJ6CrrCnEEOrAhIiZEWXjRQmMmEqZiFz9HGICboRrK22nJK3mNmVKQfPbQMqY0nJaP8wXHo2RonSrm6mRtLMWzH0QIZh8-hAtOcGlty68cN48-mQITLSIdUsD5dbqj462-ne0D5-raEtTcUJcUkW3ELvD6PhvBzmA3WEnUd-DjWx2SBOe22qQI3hpqaCrGz5flcbwMuc29cAb-u8vXpd8actwDT0mM55YBcurj7JEkXIK9VOv8DFcix5fB2PPbX5iimISUkKQTF0gTmAvowr8WW279gyDzRx_nYyROWP4zRhsv-vnoRo_DZplzy39yraW-YuaofW0B_akH58CV8TlPkQWScQfikj2hEpSOY1MShx1_TNga_ZzvvnNBewg3LlrAiiX7S6vYKsR3Dct-ckh
- Riley, P. L., & Segal, E. C. (2002). Preparing to evaluate a school violence prevention program. *Journal of School Violence, 1*(2), 73-86. doi:10.1300/J202v01n02_05
- Roberts, S. D., Wilcox, P., May, D. C., & Clayton, R. R. (2007). My school or our school? *Journal of School Violence, 6*(4), 33-55. doi:10.1300/J202v06n04_03
- Sacco, V. F., & Nakhaie, M. R. (2007). Fear of school violence and the ameliorative effects of student social capital. *Journal of School Violence, 6*(1), 3-25. doi:10.1300/J202v06n01_02
- San, E. O. (2013, May; 2014/3). End freeze on gun violence research. *31*, 155. Retrieved from http://go.galegroup.com.libproxy.temple.edu/ps/i.do?id=GALE%7CA335409300&v=2.1&u=temple_main&it=r&p=AONE&sw=w&asid=71d44eadf87c1d93c640ac53428a6ec8
- Scheckner, S. B., & Rollin, S. A. (2003). An elementary school violence prevention program. *Journal of School Violence, 2*(4), 3-42. doi:10.1300/J202v02n04_02
- Scherz, J. M., Scherz, D., & MyiLibrary. (2014). *Catastrophic school violence*. Lanham, Maryland: Rowman & Littlefield. Retrieved from <http://guides.temple.edu/ebooks;http://lib.myilibrary.com/detail.asp?ID=630727>
- Schiller, J. (2013). School shootings and critical pedagogy. *The Educational Forum, 77*(2), 100-110. doi:10.1080/00131725.2012.761312
- Shabazian, A. N. (2014). The significance of location: Patterns of school exclusionary disciplinary practices in public schools. *Journal of School Violence, , 1*-26. doi:10.1080/15388220.2014.913254
- Shafii, M., & Shafii, S. L. (2001). *School violence: Assessment, management, prevention* (1st ed.). London; Washington, DC: American Psychiatric Press. Retrieved from

http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwdV1LSwMxEB6sgogi1kfqC_sHNmyy6SQ5ty4FvQiC3kqS3T1JQSzizevXaVQyGUITIYkzCST-b4AVJyWxZZPkFoxy7jBRkjHjHV65krV2Y43lWnjY_q_T0wG7mg_RX4xGhpomj7aoa4m5C54hVoIPYIRzsKlq355G3IrPu74gwsGHJc_DWMkFsr0Tr2sfMRJWo_vGN9BvsBYjCGvXZ9Hv5NzjUWF3CaSDGn3xkMdAkP9ePrfFkkJaucbFn1dv3wKz_gxoUh9vYlgtobAQed3VEuClzyd-UAKH7_p5oZZP8ySOe5F-RcQV_dwQH1TihyQyglM0fhIY4W2xjEhuTJSaeakQnQWy85dw2SXQTe7u27hKJVWhXaX7bzvJ-gXKtJ5DQ

Shirley, E. L. M., & Cornell, D. G. (2012). The contribution of student perceptions of school climate to understanding the disproportionate punishment of african american students in a middle school. *School Psychology International, 33*(2), 115-134. doi:10.1177/0143034311406815

Simonds, T. A. (2009). Violence prevention in united states society of jesus secondary schools. *Journal of School Violence, 8*(2), 191-204. doi:10.1080/15388220802074231

Skiba, R., Simmons, A. B., Peterson, R., McKelvey, J., Forde, S., & Gallini, S. (2004). Beyond guns, drugs and gangs. *Journal of School Violence, 3*(2-3), 149-171. doi:10.1300/J202v03n02_09

Slovak, K. (2002). Gun violence and children: Factors related to exposure and trauma. *Health & Social Work, 27*(2), 104-12. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/210568071?accountid=14270>

Slovak, K., & Singer, M. (2001). Gun violence exposure and trauma among rural youth. *Violence and Victims, 16*(4), 389-400. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/208556335?accountid=14270>

Smith, D. L., & Smith, B. J. (2006). Perceptions of violence: The views of teachers who left urban schools. *The High School Journal, 89*(3), 34-42. doi:10.1353/hsj.2006.0004

Soderstrom, I. R., & Elrod, P. (2006). Assessing student perceptions of school victimization and school safety. *Journal of School Violence, 5*(1), 5-28. doi:10.1300/J202v05n01_02

Sorenson, S. B. Assessing views about gun violence reduction policy: A look at type of violence and expected effectiveness. *Preventive Medicine, 54*(1), 10-15. doi:<http://dx.doi.org/10.1016/j.ypmed.2015.04.025>

Squires, P. (2000). *Gun culture or gun control?: Firearms, violence and society*. New York; London: Routledge. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwdV07T8MwED5RQAJBQHmk0CI8sSWKQ-LHxFAIIWBBQipbZRKbgSpVQ_n_n00kLUgdP3vw-f35dN8Z4C6J4vDfmaC0wS2ZlZmWilaSGmT6Ok65KYSR1P2ksPGJSZc7GocIJ6OMbJqmue7iaqvAmlDguyIBz2W2UdX_jrtfCuOVzR6SYcTbJUnjSCdcqTxcgNwvs7E4yrTv9jK6_e9CUfrIzY_gV2rR-jDjq5OYeTltGSq50bVmtYStmBRf53B8OmnIj6ZhiaLmna6IPR78_hJn98G09C38ascdzM2j6K5AKOIQ14r1ZOGFcGsGdwdA3hgB2hTawbt8eRCT57GH_RZG3069FS1XAV5QbnGHLOIDIBllRguafqgiTIOjBCupVFJlrMA54vQSBtsMutpeNYRDr1a3XopRY-d1O36_nQ6KdA

Squires, P. (2000). *Gun culture or gun control?: Firearms, violence and society*. New York; London: Routledge. Retrieved from http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwdV07T8MwED5RQAJgFjIoUV4YksUu6kfU4dCqAQLEILZKsdxGKhSkZb_jx9JCU6fvbgs33ync_3nQHGIrDnTOBCY4VJpLmCVNYZkpMVMYlRCD5WGr3mN75xKStHW2WyGxGHtkyTSvd5tXY2IVxG4jxXnrQoxN76UrfFmlsxfkVNV_SYSJ4zEhNSMfMuPGiAxj7q8TjOpP_2NLrj70IHduTnsOh5SP04UCXFzDydFq00KtCVho9oKZhXX1dvwD5p0S-mIZG6wp9WuiT0adXcJ8-vc_moR9jWQduls0cObmGM2kT3sutl8blARwVRjt1YC1GYOQJ4ORDvD7y-cvMw34Do41jb0Xf28AYKKfcIY3YABCvXmplicikwgkjXDIusGKcUpXRuFA3MNgno03-riGcera6jVKMajnmvX7BYI8isw

Stein, N., Tolman, D. L., Porche, M. V., & Spencer, R. (2002). Gender safety. *Journal of School Violence, 1*(2), 35-49. doi:10.1300/J202v01n02_03

Stephens, R. D. (1994). Gangs, guns, and school violence. (cover story). *USA Today Magazine, 122*(2584), 29. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9404131177&site=ehost-live&scope=site>

Stone, S., Astor, R., & Benbenishty, R. (2009). Teacher and principal perceptions of student victimization and the schools' response to violence: The contributions of context on staff congruence. *International Journal of Educational Research, 48*(3), 194-213. doi:10.1016/j.ijer.2009.07.002

Student pledge against gun violence sponsors national day of concern october 17. (2001, Sep 2001). *Leadership for Student Activities, 30*, 37. Retrieved from <http://search.proquest.com.libproxy.temple.edu/docview/235013124?accountid=14270>

Sulkowski, M. L., & Lazarus, P. J. (2011). Contemporary responses to violent attacks on college campuses. *Journal of School Violence, 10*(4), 338-354. doi:10.1080/15388220.2011.602601

- Syrjäläinen, E., Jukarainen, P., Värri, V., & Kaupinmäki, S. (2015). Safe school day according to the young. *Young*, 23(1), 59-75. doi:10.1177/1103308814557399
- The Lancet. (2013). Reducing gun violence: Facts are stubborn things. *The Lancet*, 381(9883), 2055. doi:[http://dx.doi.org.libproxy.temple.edu/10.1016/S0140-6736\(13\)61225-8](http://dx.doi.org.libproxy.temple.edu/10.1016/S0140-6736(13)61225-8)
- Thomas, P. A. (2007). *Rural school administrators' responses to school violence*
Retrieved from
http://temple.summon.serialssolutions.com.libproxy.temple.edu/2.0.0/link/0/eLvHCXMwnV1NT4NAEJ2oNcZoovUDPxNunkDYhWX35KG1aWJPpgdvZmGXi01rCr7nQE2rUYvHieQEHbhzbzZmTcAnIVR8AMTkCorSjFwFRuOMTNG2fihxIblQmhWyu9DTMCpQnS77UCyQW6zKChpfo88XJLYePrwvgoihSdtnYjNbahh7griIxFk_Ane3d2nHGeob9sWlgTEoZTqexEeZzNf8FoAtbREZh1uqUtOSExqdlmJfaGpON_3-QYDoYbB_N92LLzE5ro3FV_nIJ6Jn0Ov2pEO329ltxdrKo7f9VW2trKrxfunsuoekMpqPH6WAcidGMXgrckjQOVlzZSGM3y1DDNBMaHVmZaxtwk3KQ2EcxQVKi4TfOokFqKQmtY9raUiS75ORxqqS6f100Xn_GgV-KvZD1ybx6uoQd7L2oylOOonQWv2nRIWTatZuKw99KbNAgQizC7Al6TtJhk9HQk lie4xqQuRJ6YgzbroyEjy3tq9mNkNGg-CCsVUCX_155Rr220wtJVRuYKdefdhh2G238Qt638ej
- Thompson, C. B. (2014). Our killing schools. *Society*, 51(3), 210-220.
doi:10.1007/s12115-014-9767-0
- Timeline of high-profile school violence. (2008). *Reclaiming Children and Youth*, 17(1), 17. Retrieved from
<http://search.proquest.com.libproxy.temple.edu/docview/214193364?accountid=14270>
- Tisak, M. S., Wichorek, M. G., & Tisak, J. (2011). Relation between exposure to and consequences of aggression: U.S. national sample of adolescents. *Journal of School Violence*, 10(4), 355-373. doi:10.1080/15388220.2011.602603
- Turunen, T., Haravuori, H., Pihlajamäki, J., Marttunen, M., & Punamäki, R. (2014). Framework of the outreach after a school shooting and the students' perceptions of the provided support. *European Journal of Psychotraumatology*, 5, Article 23079- Article 23079. doi:10.3402/ejpt.v5.23079
- Twemlow, S. W. (2004). Preventing violence in schools. *Psychiatric Times*, 21(4), 61-62,67-68. Retrieved from
<http://search.proquest.com.libproxy.temple.edu/docview/204669170?accountid=14270>
- U.S. Department of Education, National Center for Education Statistics. (2016). [*Indicators of School Crime and Safety: 2015*](#) (NCES 2016-079), [Indicator 20](#).

- U.S. Department of Education. Office of Safe and Drug-Free Schools. (2010). [Reports on State Implementation of the Gun-Free Schools Act.](#)
- Vettenburg, N. (2002). Unsafe feelings among teachers. *Journal of School Violence, 1*(4), 33-49. doi:10.1300/J202v01n04_03
- Wallace, L. N. (2015). Responding to violence with guns: Mass shootings and gun acquisition. *The Social Science Journal, 52*(2), 156-167.
doi:<http://dx.doi.org/10.1016/j.soscij.2015.03.002>
- Walton, G. (2005). Bullying widespread. *Journal of School Violence, 4*(1), 91-118.
doi:10.1300/J202v04n01_06
- Washington, R. O., & Avant, F. L. (2001). Fighting violence in and around schools. *Journal of Human Behavior in the Social Environment, 4*(2-3), 187-208.
doi:10.1300/J137v04n02_10
- White house plan to reduce gun violence. (2013). *Congressional Digest, 92*(3), 8-32.
Retrieved from
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85623070&site=ehost-live&scope=site>
- Wike, T. L., & Fraser, M. W. (2009). School shootings: Making sense of the senseless. *Aggression and Violent Behavior, 14*(3), 162-169. doi:10.1016/j.avb.2009.01.005
- Wilcox, P., Augustine, M. C., Bryan, J. P., & Roberts, S. D. (2005). The “Reality” of middle-school crime. *Journal of School Violence, 4*(2), 3-28.
doi:10.1300/J202v04n02_02
- Williams, F., & Cornell, D. G. (2006). Student willingness to seek help for threats of violence in middle school. *Journal of School Violence, 5*(4), 35-49.
doi:10.1300/J202v05n04_04
- Williams, K., & Corvo, K. (2005). That I'll be killed. *Journal of School Violence, 4*(1), 47-69. doi:10.1300/J202v04n01_04
- Williams-Evans, S., & Myers, J. S. (2004). Adolescent violence. *ABNF Journal, 15*(2), 31-34. Retrieved from
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=12835664&site=ehost-live&scope=site>
- Williamson, A.A., Guerra, N.G. and Tynan, D. (2014). The Role of Health and Mental Health Care Providers in Gun Violence Prevention. *Clinical Practice in Pediatric Psychology, Vol. 2, No. 1*, 88–98. DOI: 10.1037/cpp0000055

- Wilson-Simmons, R., Dash, K., Tehranifar, P., O'donnell, L., & Stueve, A. (2006). What can student bystanders do to prevent school violence? *Journal of School Violence*, 5(1), 43-62. doi:10.1300/J202v05n01_04
- Wood, S. N. (2005). Mapping school geographies. *Journal of School Violence*, 4(1), 71-89. doi:10.1300/J202v04n01_05
- Yavuzer, Y., Gundogdu, R., & Dikici, A. (2009). Teachers' perceptions about school violence in one turkish city. *Journal of School Violence*, 8(1), 29-41. doi:10.1080/15388220802067797
- Zyromski, B. (2007). African american and latino youth and post-traumatic stress syndrome. *Journal of School Violence*, 6(1), 121-137. doi:10.1300/J202v06n01_08