

School Violence: What Students Disclose and
How School Psychologists Respond

by

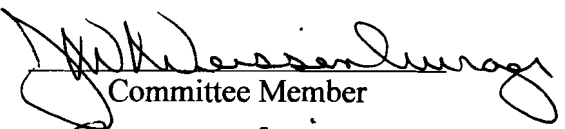
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ABSTRACT

The purpose of this study was to determine what students have disclosed to school psychologists regarding school violence, what immediate and on-going follow-up actions school psychologists have provided, and if schools have crisis plans being utilized. A survey was sent to 300 randomly selected licensed school psychologists employed in Wisconsin schools. Of the 70 respondents, 62% indicated that they had experienced one to four incidents of students disclosing personal intent to harm a specific person in a typical year. Immediately after a student disclosure of school violence, 20% of the respondents indicated they had notified school administration five or more times in a typical year, and 17% had notified parents five or more times in a typical year. However, none of the participants indicated that they had five or more incidents of a school lockdown immediately following a student disclosure of school violence in a typical year. Ongoing follow-up responses to school violence in a typical year included counseling with

students, parent notification and debriefing, follow-up with a third party, and a change in school policy or procedure. Ninety-four percent of the respondents indicated that their schools of employment had a crisis plan related to violence, and 80% indicated that those plans had been used in a typical year. However, only 23% of the respondents indicated that those crisis plans had actually been used to combat school violence in a typical year. School violence does exist in our society today; however, there is low incidence rate (Dinkes, Cataldi, Kena and Baum, 2006)), and with an effective and practiced crisis plan the impact can be less traumatic (U.S. Department of Education, 2004).

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Chapter I: Introduction

Imagine being a high school freshman sitting in English class. The teacher is lecturing on how to be a persuasive writer. Students around you are playing with their pencils, passing notes, and whispering to one another. As the teacher is announcing the next assignment, gunshots ring throughout the school! Denial, confusion, fear, and curiosity swirl in your head as the teacher is telling everyone to get under desks and to stay calm. Everyone is scared and confused as to what is happening in a school they thought was safe. Shots continue to be heard throughout the school for hours.

Unfortunately, this is not a fabricated story. On April 20, 1999 at roughly 11:21 a.m., two heavily armed young men carrying guns and explosives opened fire in Columbine High School near Littleton, Colorado (DeLisi, 2002). The gunmen terrorized students and teachers for roughly four hours. In addition to using guns, they reportedly laughed and teased students as they detonated hand-made explosives. This nightmare ended when the two gunmen, later identified as two Columbine High School students, killed themselves. During their destructive rampage, one teacher and 12 students died, 23 sustained injuries, and there was 50 million dollars in school property damage.

Unfortunately, the Columbine event is not an isolated incident. Similar incidents have occurred across the United States. Bender, Shubert, and McLaughlin (2001) stated that there were “school shootings that took place from October 1997 to May 1998, in Pearl, Mississippi; West Paducah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania; and Springfield, Oregon” (p. 105). Additional acts of school violence have taken place in Chowchilla, California; Cokeville, Wyoming; Winnetka, Illinois; and Stockton, California (Poland, 1994). Conyers, Georgia was also a site for school violence (Evans & Rey, 2001). These are not comprehensives

lists. Questions over the past few years have asked what the warning signs were, what the root causes were, and why these incidents went unnoticed.

Bender et al. (2001) found the following regarding the perpetrators of school shootings:

Although no perpetrator was identified as a student in special education, each demonstrated some indicators to peers of fairly serious emotional problems, and each demonstrated a low regard for human life. The perpetrators were almost totally alienated from family and friends. Each perpetrator had “warned” others in advance of the violence by talking about killing in some context. Each of the perpetrators was a white male. The perpetrators seemed to be average or above average in intelligence. The perpetrators seemed to be very deliberate in the violent actions on the day of the shootings. (p. 106)

As mentioned above, the perpetrators tended to show some signs of emotional trouble (Bender et al., 2001). For example, one of the shooters at Columbine High School, Eric Harris, had a history of obsessive thinking and depression. In general, the shooters tended to be alienated from family and friends and were often picked on at school. They tended to show a declining interest in life, had easy access to guns, and showed prior warnings of violence (Bender et al., 2001). T. J. Solomon, the perpetrator of the Heritage High School shootings in Conyers, Georgia on May 20, 1999, reportedly spoke of committing suicide and bringing a gun to school prior to the shooting (Pressley, 1999). The signs became even more alarming: one day before the shootings, Solomon told two students that he intended to blow up a classroom and that he had no reason to live (Cloud, 1999). Somehow, these and other warnings were not taken seriously.

Schools include the eyes and ears of students and professionals such as teachers, administrators, health care professionals, paraprofessionals, school psychologists, and school

counselors. The role of these professionals varies in general, and in times of crisis such as a school shooting. During an emergency a psychologist can provide short-term mental health services to people in imminent need, provided specially trained professionals with more expertise in this specific area are not available. This guarantees that the service is not refused to the person in need. The service is immediately terminated when professionals trained in long-term care are available or when the emergency is over (American Psychological Association, 2002). The National Association of School Psychologists provides school psychologists with guidelines to follow as ethical and competent professionals. The role of the school psychologist, regarding school violence or crisis situations, is not directly referenced; however, the manual does ask school psychologists to know their strengths and limitations as professionals and to continue training themselves in areas of need (National Association of School Psychologists, 2000). Therefore, one could deduce that if there is a perceived need for crisis prevention and intervention a school psychologist would need to take it upon themselves to obtain additional training.

Statement of the Problem

The purpose of this study was to determine what students in Wisconsin schools have disclosed about school violence to school psychologists in Wisconsin schools, what responses the school psychologists have made, and what follow-up services were provided by the school psychologists. Data were collected through an online survey in the Fall of 2007.

Research Questions

This study addressed three research questions. They were:

1. What have students disclosed to school psychologists about school violence?

2. What immediate and on-going follow-up actions have been taken by school psychologists after a student disclosure related to school violence?
3. Did schools and/or school districts have an active crisis plan to combat school violence, and was that plan practiced?

Definition of Terms

Three terms need to be defined for clarity of understanding. They are:

Crisis Plan – a written or verbal action plan to combat an emergency situation or act of school violence committed on school grounds. This plan could include different school professionals and dictate a specific role each professional would play in response to a crisis situation at school. Crisis plans may vary from school to school and from situation to situation.

School Psychologist – a professional psychologist licensed to work in a school with children of any age. School psychologists have a variety of roles and duties to perform on a daily basis. Such roles can include mental health provider, assessment team member, group facilitator, individual service provider, school crisis team member, and consultant.

School Violence – any type of violent act committed on school grounds by a person to a person.

Assumptions

It was assumed all school psychologists completing the survey work directly with students and were considered among school “experts” dealing with crisis situations such as school violence and potential school violence. Further, was also assumed the surveyed school psychologists have had training in the area of crisis prevention. It was assumed that the school psychologists answered the survey questions honestly. Due to random selection of participants, it

was also assumed that the respondents represent the larger population of school psychologists in Wisconsin to some degree.

Limitations

One limiting factor to consider is that all research on this matter was not investigated, nor were all school psychologists invited to participate. The participants were limited to service providers in Wisconsin at all educational levels. Another limiting factor was that participants working as elementary providers, for example, may deal with this matter less than secondary service providers; and, therefore, may have declined to participate in the survey, thus lowering the response rate. Selection bias may also be a limitation in that participants with the most experience may have been more likely to have completed the survey. A methodological limitation also occurred. The web based survey yielded 83 undeliverable email addresses. The author, a recently trained practicing school psychologist, may limit the research due to personal viewpoints and interpretations that may have surfaced in the paper and impacted it to some degree.

Chapter II: Literature Review

The literature review will begin with some background and statistical information regarding school violence. This chapter will also include information about student perceptions related to school violence along with what students are disclosing to school psychologists about school violence. This chapter will also discuss follow-up actions taken by school psychologists after a violent act or disclosure of possible school violence. Crisis plans will also be discussed. This chapter will conclude with a discussion of the preventative measures taken in schools and look into the future roles of school psychologists in the fight to end school violence.

School Violence Statistics

It may seem to some that school violence is a phenomenon of present day. However, school violence has been recently recorded at least as far back as the early 1970s. For example, in July of 1976, a busload of students was kidnapped in Chowchilla, California (Poland, 1994). Other incidents followed in Cokeville, Wyoming and Stockton, California (Poland, 1994). More incidents occurred in Pearl, Mississippi; West Paducah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania; and Springfield, Oregon (Bender et al., 2001). It seems that the most infamous act of school violence occurred in Littleton, Colorado at Columbine High School on April, 20, 1999 (DeLisi, 2002). More recently the media has reported a string of violent attacks including a gunman in Bailey, Colorado taking six female students hostage. Prior to killing himself and one student, the man sexually assaulted the hostages (Maxwell, 2006). Two days after that tragic event, a 15 year old student at Weston High School in Cazenovia, Wisconsin shot and killed the principal (Maxwell, 2006). Also, on October 2, 2006 a man shot and killed five girls, prior to killing himself, in a one-room Amish schoolhouse in Lancaster County, Pennsylvania. Five others were wounded in the incident (Maxwell, 2006).

Riveting statistics have been provided regarding violent deaths at school. Some of those statistics will be reported; however, the data will be more easily understood if the definition of a school-associated violent death is provided. The National School Safety Center (2008) defines a school-associated violent death as the following:

A school-associated violent death is any homicide, suicide, or weapons-related violent death in the United States in which the fatal injury occurred: 1) on the property of a functioning public, private or parochial elementary or secondary school, Kindergarten through grade 12, (including alternative schools); 2) on the way to or from regular sessions at such a school; 3) while person was attending or was on the way to or from an official school-sponsored event; 4) as an obvious direct result of school incident/s, function/s or activities, whether on or off school bus/vehicle or school property. (p. 1)

In the 1992-1993 school year, there were 56 incidents of school-associated violent deaths (The National School Safety Center, 2008). Data of school associated violent deaths were analyzed over a 15 year span, from the 1992-1993 school year to the 2006-2007 school year. These data ranged from a high of 56 incidents of school-associated violent deaths in the 1992-1993 school year to a low of 5 incidents of school-associated violent deaths, and in the 2006-2007 school year.

In addition to the statics noted above, Dinkes, Cataldi, Kena and Baum (2006) stated “data on fatal victimizations show youth ages 5-18 were victims of 28 school-associated violent deaths from July 1, 2004 through June 30, 2005” (p. iii). Seven of those deaths were caused by suicide, and 21 were homicides.

At a glance, these statistics may seem quite alarming to the lay person. However, when put into more general terms this information does not seem so astounding. Dinkes et al. (2006) stated, referring to the statistic mentioned above, “this number translates into about 1 homicide or suicide of a school-age youth at school per 2 million students enrolled during the 2004-05 school year” (p. iv). *A History of Violence* (2007) found the following: “Detailed data collection began in 1992. Despite several high-profile killings, overall violent crime in schools has dropped 54% since then. In 2005 a student had roughly 1 chance in 2 million of dying violently at school” (p. 1). Dillon (2007) stated, “Statistically, school-violence is rare (only 1% of all youth homicides are school related) and declining (the number of incidents dropped by almost half from 1992 to 2003)” (p. 9).

Student Disclosures and Perceptions

Students play a very important role in helping to prevent school violence. A common warning sign of school violence is that the potential perpetrator usually makes violent threats and expresses violence in their writing (U.S. Department of Education, 1998). Another warning sign of school violence is bullying other students (U.S. Department of Education, 1998), something other students would be aware of, particularly if they were the ones being bullied. School violence has been prevented in the past due to student reports of violence threats. According to Newman (2007):

In near-miss cases, we see how important it was for people to come forward with information about the intentions of the shooters that they have heard on the rumor mill. A rampage that could have been as bad as the Virginia Tech massacre was averted when a girl came forward at New Bedford High School, in Massachusetts.

She was worried that her favorite teacher would die in the bombings and shootings that her male friends were planning. (p. B20)

There are some positive examples of student disclosures preventing school violence, but that is not always the case. Student language and perceptions have changed over time, making threat assessment somewhat difficult at times. Some terminology that would typically raise concern is now part of everyday conversation and is common for students to use on a regular basis, such as threatening to retaliate with a weapon after being teased or physically assaulted by peers (Brunner & Lewis, 2006). Along with the changing vocabulary of students comes changing perceptions related to violence. Fatum and Hoyle (1996) stated that "It is quite possible that many of today's youths do not regard aggression, fighting, and using guns as violence" (p. 28). In the past, students were taught that enduring social challenges made stronger people and demonstrated tolerance. Currently, adolescents function under a "new code of behavior" (Fatum & Hoyle). Some adolescents now believe that if they are treated with disrespect by someone it is their duty to take measures to reestablish that respect. This mentality tends to show its face evenly in the urban, rural and suburban schools. Fatum and Hoyle (1996) stated "These acts of aggression are not viewed by students as violence, but as a method of gaining or maintaining social status" (p. 29). Violence is now considered an appropriate method of conflict resolution for students. However, Fatum and Hoyle (1996) state that students believe "If a gun is used to rob or murder someone, they see this as an act of violence. However, a gun used for protection or self-defense is seen differently" (p. 29).

Some students are taking self-protection into their own hands. In 1998, Cornell, and Loper gave a school safety survey to 10,909 students attending either seventh, ninth, or eleventh grade in a suburban school district in Virginia. They found between 10% and 15% of the

students who completed the survey maintained they had transported a weapon to school for protective purposes within the previous 30 days. Roughly one out of five students (19.3%) indicated that they participated in a physical fight on school grounds within the last 30 days. Unfortunately, specific research was not found that indicated what students have reported to school psychologists regarding school violence.

Follow-up Actions

After an act of school violence, Caplan (1964) stated individuals suffer from a sense of “psychological disequilibrium” (p. 53). Help is clearly needed to guide students through the process of coping with school violence. The U.S. Department of Education (2004) explained that there are four stages to crisis planning: Mitigation and Prevention, Preparedness, Response, and Recovery (p. 1). It is important to rapidly re-establish typical school functioning and reinstate the educational components of the school day during the recovery phase. It is often helpful to determine readily accessible follow-up services that can be provided to school personnel, the learners and other involved individuals. There are guidelines and recommendations for follow-up actions from credible sources such as The National Association of School Psychologists, U.S. Department of Education, and The National School Safety Center to name a few.

The National Association of School Psychologists (NASP) offers tips on how parents, teachers and schools should help children cope with tragedy (NASP, n.d.). It is suggested that pupils and personnel who desire or require additional assistance be permitted to talk with counselors and school psychologists at any time. However, it seems that there is not an abundance of research stating what the school psychologists should specifically address with the students who need additional support. Daniels, Bradley and Hays (2007) indicated that immediate responses to school violence should include psychological debriefing, crisis

counseling and psychological first aid which can be explained as the immediate specification of assistance and transmission of resources accordingly. Other suggestions include staying calm and empathetic towards the victims. Long term responses should also exist by providing group counseling and keeping mindful of the anniversary date and legal proceedings drawn out over extended periods of time. It is also important for mental health providers to take measures to care for their own emotional needs. Other general guidelines have been offered by the American Psychological Association; however, there is a gap in the literature. General guidelines that school psychologists should follow after an act of school violence or school crisis have been cited; however, specific actions to take by school psychologists seem to be missing from the literature.

Some explanations for this gap in the literature regarding specific follow-up proceedings of school psychologists have been offered. School psychologists and other professionals in the schools have generally offered crisis intervention and support for students in need, and this trend will continue (Allen et al., 2002). However, the school psychologist's role in crisis intervention was not plainly defined prior to 1990. Morrison and Furlong (1994) stated that:

school psychologists have not played a major role in the current national school violence agenda. This limited direct involvement is related to the fact that leadership on this issue has been provided historically by professionals and researchers in the juvenile justice field and, more recently, the public health field (p. 236).

Adelman and Taylor (1998) provide an additional explanation to the low profile of school psychologists in combating school violence by stating "schools are not in the mental health business. Their mandate is to educate" (p. 175).

The role definition is slowly evolving, but remains somewhat ambiguous, especially when one considers the often shared duties of school psychologists, school social workers and school counselors. A national study was conducted to determine differing and overlapping roles of these three school professionals (Agresta, 2004). The study sample consisted of 183 school social workers, 166 school counselors and 137 school psychologists. Results indicated that 7.14 % of the surveyed school social workers' time was dedicated to crisis intervention; with school counselors spending 4.7 % of their time dedicated to crisis intervention, and 3.11 % of school psychologists' time dedicated to crisis intervention.

Other shared duties that were addressed in the survey were individual and group counseling of students (Agresta, 2004). There was not a description provided to indicate what the cause of the counseling stemmed from. Information in this case is important because one of the listed follow-up actions in the researcher's survey was counseling with students after a violent act at school. School social workers spent 17.45% of their time individually counseling students and 10.28% of their time in group counseling services. School counselors spent 7.38% of their time individually counseling students and only 2.55% of their time in group counseling. School psychologists devoted 19.67% of their time to individual counseling and 7.98% of their time engaged in group counseling. The reason for counseling is not specified for any of the three types of professionals. Hopefully, these school mental health providers can work professionally together and collaborate to ensure the best for students in need of counseling and crisis intervention services.

School Crisis Plans

Often mentioned in the literature was the need for school crisis plans related to school violence (Krisberg, 2007; NASP Resources, n.d.; U.S. Department of Education, 2004). The key

components to a school crisis plan are fourfold (U.S. Department of Education, 2004). The key components are mitigation and prevention, preparedness, response and recovery. Each component has a list of elements that should be included when creating a solid crisis plan. For example, the U.S. Department of Education, (2004) stated the following elements should be considered as part of the mitigation and prevention component: “Determine who is responsible for overseeing violence prevention strategies in your school. Review incident data. Determine major problems in your school with regard to student crime and violence” (p. 1). These are general guidelines with no particular school personnel assigned to the elements of crisis planning. Similar elements are listed under the other three components. The U.S. Department of Education document appears to be a very helpful guidance tool for schools and school districts to utilize as a starting point in creating an efficient and thorough crisis plan.

School personnel from all backgrounds are strongly encouraged to take part in crisis planning (Daniels et al., 2007). Individuals such as “school psychologists, counselors, and social workers, psychologists from the community, administrators, teachers, parents and community and religious leaders” (p. 659) are all encouraged to participate and advocate for crisis counseling and other pertinent factors that will help ease the strain caused by school violence.

Crisis planning can also be looked at on a scope even bigger than school violence. Consider a major school bus accident, a tornado or major storm crashing into a school building or a flu pandemic. Crisis planning is also needed for these types of traumatic and possibly fatal events (Krisberg, 2007). It is suggested that schools and communities should work together to prevent more devastation. Being well planned and prepared allows schools a safeguard from the impact of tragedy and additionally serves as a foundation to respond to potential crises such as school violence, more specifically school shootings. Crisis planning also enables schools to

develop into the central point in ceasing the increase of further unseen threats, for instance pandemic influenza.

Future Possibilities

As the role of the school psychologist continues to evolve with the changing needs of schools, some trends for future practice emerge. The universal future trend in the literature was the need for of school psychologists and community partners to team up and collaborate to prevent and rectify school violence. Public education programs are needed to support schools and intervene in the lives of students who are socially challenged or withdrawn (Stewart, 2001). About 20% of school counselors and school psychologists surveyed in the state of Colorado indicated that they would like to add interagency collaboration to the services and programs they offer (Crepeau-Hobson, Filaccio, & Gottfried, 2005). These psychologists and counselors have a similar mentality as many other professionals. Family therapy and outside mental health services were also indicated as desirable services by school counselors and school psychologists. Actually, 70% of the surveyed school psychologists indicated that they would support contracted mental health services to meet the increasing complexity of student needs.

Another option for future planning is more training for school personnel. To better serve students who are prone to social challenges, comprehensive and advanced training in developmental psychopathology to school personnel is needed (Stewart, 2001). This would require a systems change or change in the school of thought of how students with emotional and/or behavioral disabilities are serviced at school. Some methods are to offer school psychologists more clinical psychological training or to offer a team approach in helping these students. The team would consist of collaboration with the clinical and school psychologists

when evaluating and treating students who qualify for emotional and behaviors services in schools.

One program has emerged in Florida has taken the above recommendations and put them into practice (Evans & Rey, 2001). Law enforcement, the school district, leaders in the community, parents, community agencies, and the University of Florida Department of Clinical and Health Psychology came together under funding from the school district's Safe and Drug-free Schools Program. They created a collaborative program to provide school-based mental health services to students who showed signs of potential violent behavior. This collaborative program was able to provide district wide psychological services to students. An initial screening process conducted by the school guidance counselors to assess risk factors was put into place. The next step was a formal assessment for the student and family for placement in treatment. An array of different types of interventions and therapies were used to help individual and families that entered the program. According to Evans and Rey (2001), different treatments included, but were not limited to, "parent-child interaction therapy, behavioral, cognitive and systems intervention strategies for reducing delinquent behavior and additional group based treatments" (p. 163). The whole approach is quite aggressive and uses clinical and school consultative services and treatments which promote open lines of communication between home and school.

The Florida model is just one example of the possible changes in the future battle to decrease school violence. Similar approaches are in existence and new ideas are evolving daily (Evans & Rey, 2001). It will be interesting and exciting to see where we go from here.

Summary

School violence has persisted across the country, with events in Chowchilla, California; (Poland, 1994) Cokeville, Wyoming; Stockton, California; (Poland, 1994) Pearl, Mississippi;

West Paducah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania; Springfield, Oregon; (Bender et al., 2001) Littleton, Colorado;(DeLisi, 2002) and more recently in Bailey, Colorado; (Maxwell, 2006) Cazenovia, Wisconsin; (Maxwell, 2006) and Lancaster County, Pennsylvania. (Maxwell, 2006). However, the chance of actually being a victim of school violence is quite limited. In fact, of the two million enrolled students in 2004-2005 school year, roughly one death would be expected due to school violence or suicide (Dinkes et al., 2006).

Common warning signs of school violence consist of violent threats and expressions of violence in writing by the perpetrators (U.S. Department of Education, 1998). Bullying is another common warning sign (U.S. Department of Education, 1998) other students or peers would observe; that is why student disclosures related to school violence are so important. Student disclosures of potential school violence have helped diminished planned violent acts (Newman, 2007). When disclosures of violence are made, professionals can respond. General guidelines suggest that professionals move fast to reproduce regular school functioning and get everything back to typical functioning (U.S. Department of Education, 2004). It is often helpful to offer follow-up services for needy individuals as well.

Broad guidelines are offered to mental health personnel in general; however, little specific instruction and definition is provided to identify what students report to school psychologists about violence or what a school psychologist's role and primary function should be following an act of violence.

Chapter III: Methodology

This chapter will describe the participants in this survey and the selection process of these individuals. In addition, the survey instrument will be discussed.

Finally, data analysis procedures will be presented.

Participant Selection

The survey participants were all licensed, practicing school psychologists in Wisconsin. Participants were employed at the primary, intermediate or secondary level within a public school. Participants were found using the National Association of School Psychologists National Directory. Electronic mail addresses were obtained for 300 randomly selected participants, who were then invited electronically to complete a web-based survey. When the initial invitation was sent out to the 300 randomly selected school psychologists to participate in the survey, 83 of those email addresses were automatically deemed undeliverable by the survey tool, therefore decreasing the potential sample size. One week after the initial contact was made with the invited survey participants, a follow-up email was sent out to remind participants of their opportunity to complete the survey. Of the 300 participants invited to complete the survey, 70 completed the survey, yielding a response rate of 23.3% of the total or 32.3% of the 217 delivered surveys.

Instrumentation

The school violence survey used was developed by the researcher (see Appendix A). It consisted of 21 questions. The first question was an informational question asking how many years the participant had worked as a school psychologist. Other general topics included in the survey were: types of violent disclosures made by students, immediate and on-going follow-up actions by the school psychologists, and availability and usage of crisis plans. Participants were

asked to rate these questions responding with frequently (5 or more incidents), sometimes (1 to 4 incidents), never or not applicable. The survey instrument can be viewed in Appendix A.

The survey questions relate to the following research questions:

1. What have students disclosed to school psychologists about school violence?
2. What immediate and on-going follow-up actions have been taken by school psychologists after a student disclosure related to school violence?
3. Did schools and/or school districts have an active crisis plan to combat school violence, and was that plan practiced?

Data Collection Procedures

As stated earlier, email was sent to 300 randomly selected, Wisconsin school psychologists inviting them to complete the online school violence survey. This email can be viewed in Appendix B. Along with email; participants were provided a link to access the web survey. After one week, participants were sent a reminder email with the link to access the web survey.

Data Analysis

The data were analyzed by using frequency counts and percentages only. Results are organized in relation to the three research questions.

Limitations

One limiting factor to consider is that all research literature on this matter was not investigated, nor were all school psychologists in the state invited to participate. The participants were limited to a random selection of service providers in Wisconsin at all educational levels who were members of the National Association of School Psychologists. Another limiting factor

was that participants working as elementary providers, for example, may deal with this matter less than secondary service providers and therefore, decline to participate in the survey lowering the response rate. Selection bias may also be a limitation in that participants with the most experience being more likely to have completed the survey. A methodological limitation also occurred. The web based survey yielded 83 undeliverable email addresses which instantly decreased to potential response rate. The author, a recently trained and practicing school psychologist, may inadvertently bias research results due to personal viewpoints and interpretations that may have surfaced in the paper and impacted it to some degree.

Chapter IV: Results

This chapter will discuss the survey results. Demographics and item analysis will also be discussed. The chapter will conclude with a discussion related to the research questions outlined in Chapter One.

Results

The purpose of this study was to determine what students were disclosing to school psychologists about school violence, to determine what immediate and on-going follow-up actions were taken by school psychologists after a student disclosure related to school violence, and whether schools and/or school districts have an active crisis plan to combat school violence and whether that plan had been practiced. A web-based survey was sent to 300 licensed school psychologists employed in the Wisconsin public school system working at the primary, intermediate or secondary level. One week after the survey had been emailed to the participants, a reminder email was sent to elicit more responses. Of the 300 surveys sent out, 83 were undeliverable. Seventy were completed and returned, yielding a response rate of 23.3% of the total, or 32.3% of those delivered. Response frequencies, percentages, and qualitative data were used to define survey results.

Item Analysis

Demographic data indicating the respondents' years as a practicing school psychologist were requested in Item 1. This was requested for informational purposes only. The information was used to determine the range of experience of the survey participants. When providing an answer to this question, participants were able to indicate the exact number of years they have worked as a school psychologist. Of the 70 completed surveys, 100% of the participants answered this question. Respondents averaged 12.5 years as practicing school psychologists.

Years in practice ranged from first year school psychologists to individuals who had been practicing for up to 34 years.

Table 1

Years as a Practicing School Psychologist

Years	<i>n</i>	Percent
0-5 Years	17	24.3
5-10 Years	17	24.3
10-15	15	21.4
15-20	8	11.4
20-25	6	8.6
25-30	4	5.7
30-35	3	4.3

Items 2 through 6 show what types of violent acts students had disclosed to school psychologists in a typical year (see Table 2). These questions were answered by having the participant choose one of four provided frequency descriptors from a drop down menu. The descriptors were the following: frequently (5 or more incidents), sometimes (1 to 4 incidents), never or not applicable. Generally speaking, the data suggested that students did not disclose potential acts of violence to school psychologists very often. For example, 62% of survey participants reported that they never had a student disclose seeing a weapon on school property in a typical year. Seventy-one percent had not experienced having a student disclose a planned racially or ethnically related student-to-student threat or violent attack in a typical year, and 70%

of participants never experienced having a student disclose knowledge of a planned student-to-staff threat or violent act in a typical year. However, 44% of the respondents experienced one to four student disclosures related to knowledge of a planned student-to-student threat of violent act in a typical year, and 62% of respondents experienced one to four incidents of students disclosing personal intent to harm a specific person in a typical year.

Table 2

Student Disclosure Percentages

Item	<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>	<i>Not Applicable</i>
1. Weapon on school grounds	0	36	62	2
2. Student-to-student threat/attack	11	44	44	2
3. Racially motivated threat/attack	0	26	71	3
4. Student-to-staff threat/attack	2	29	70	0
5. Personal intent to harm a person	9	62	29	0

Note. $n = 66$.

Student Disclosure Percentages

Item 1 in this section asked participants to describe the frequency of student disclosures regarding weapons in a typical year. Respondents primarily answered in the “Never” category ($n = 41$ of 66 participants); no participants said this happened frequently in a typical year.

Item 2 asked participants to describe the frequency of student disclosures regarding knowledge of a student-to-student planned threat or attack in a typical year. Respondents answered in both the “Sometimes” and “Never” categories ($n = 29$ of 66) most often.

Participants were asked to indicate the frequency of student disclosures related to knowledge of a racially motivated planned threat or attack in a typical year in Item 3. Most respondents answered in the “Never” category ($n = 47$ of 66 participants); no participants said this happened frequently in a typical year.

Participants were asked to indicate the frequency of student disclosures related to their knowledge of a planned student-to-staff threat or attack in a typical year in Item 4. Respondents primarily answered in the “Never” category ($n = 46$ of 66 participants).

And finally, Item 5 asked participants to describe the frequency of student disclosures of personal intent to harm a specific person in a typical year. Respondents primarily answered in the “Sometimes” category ($n = 41$ of 66 participants); no participants said this happened “Not Applicable” in a typical year.

Table 3 addresses immediate responses made by the school psychologists following a student disclosure related to school violence. Twenty percent of the participants indicated they frequently notified school administrators immediately following a student disclosure of school violence in a typical year. Parent notification was used frequently by 17% of the respondents in a typical year. Data indicated that 60% of respondents sometimes notified school administration following a student disclosure of school violence in a typical year, 62% sometimes notified parents in a typical year, 66% sometimes notified a third party of possible danger in a typical year, 51% sometimes notified police in a typical year and 14% indicated that a student disclosure of school violence resulted in a school lockdown in a typical year.

Table 3

Immediate Response Percentages

Item	<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>	<i>Not Applicable</i>
1. Notified school administration	20	60	3	17
2. Notified parents	17	62	2	20
3. Notified third party of danger	6	66	6	22
4. Notified police	5	51	20	25
5. School lockdown	0	14	62	25

Note. $n = 65$.

Immediate Response Percentages

Item 1 in this section asked participants to describe the frequency of school administration notification immediately following a student disclosure of school violence in a typical year. Respondents primarily answered in the “Sometimes” category ($n = 39$ of 65 participants). The secondary response of participants was the “Frequently” category ($n = 13$ of 65 participants).

Item 2 asked participants to describe the frequency of parent notification immediately following a student disclosure of school violence in a typical year. Respondents primarily answered in the “Sometimes” category ($n = 39$ of 65 participants). The secondary response of participants was the “Frequently” category ($n = 13$ of 65 participants).

Participants were asked to indicate the frequency of notifying police immediately following a student disclosure of school violence in a typical year in Item 3. Respondents primarily answered in the “Sometimes” category ($n = 33$ of 65 participants).

Item 4 asked participants to describe the frequency of a school lockdown immediately following a student disclosure of school violence in a typical year. Respondents primarily answered in the “Never” category ($n = 40$ of 65 participants); no participants said this happened frequently in a typical year.

Table 4 addresses on-going responses made by school psychologists after an incidence of school violence in a typical year. Counseling was frequently used by 23% of the participants as an on-going, follow-up response to an incidence of school violence in a typical year, and parent notification and debriefing were frequently used by 18% of the survey participants as an on-going response to school violence in a typical year. Participants indicated that 54% sometimes counseled with students as an on-going response to school violence in a typical year. In a typical year, 49% of respondents sometimes notified and debriefed parents as an on-going response to school violence. In a typical year, 57% of participants sometimes conducted follow-up with a third party. Finally, 23% sometimes had seen a change in school policy or procedure directly related to the disclosure of school violence in a typical year.

Table 4

On-going Response Percentages

Item	<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>	<i>Not Applicable</i>
1. Counseled students	23	54	5	18
2. Parent notification/debriefing	18	49	9	23
3. Follow-up with third party	2	57	14	28
4. Change in school policy/procedure	0	23	49	28

Note. $n = 65$.

On-going Response Percentages

Item 1 in this group of items asked participants to describe the frequency of counseling students as an on-going follow-up service after a student disclosure of school violence in a typical year. Respondents primarily answered in the “Sometimes” category ($n = 35$ of 65 participants). The secondary response of participants was the “Frequently” category ($n = 15$ of 65 participants).

Participants were asked to indicate the frequency of parent notification and debriefing as on-going follow-up after a student disclosure of school violence in a typical year in Item 2. Respondents primarily answered in the “Sometimes” category ($n = 32$ of 65 participants).

Participants were asked to indicate the frequency of on-going, third party follow-up after a student disclosure of school violence in a typical year in Item 3. Respondents primarily answered in the “Sometimes” category ($n = 37$ of 65 participants).

Item 4 asked participants to describe the frequency of a change in school policy or procedure after a student disclosure of school violence in a typical year. Respondents primarily answered in the “Never” category ($n = 32$ of 65 participants); no participants said this happened frequently in a typical year.

Items 16 through 19 and question 21 addressed school and/or district crisis plans along with how much practice is conducted of those plans in a typical year. Respondents gave yes/no responses to questions related to the crisis plans in their schools and/or school districts.

Table 5 shows that in a typical year, 95% of respondents had crisis plans in their school district and 80% of these districts/schools had practiced those crisis plans with students and staff in a typical year. In a typical year, 23% of respondents reported they utilized the crisis plan to combat school violence.

Table 5.

Crisis Plans

Question	Yes	No
School district has a crisis plan related to school violence ($n = 65$)	95	5
School(s) of employment has a plan related to school violence ($n = 65$)	94	6
Crisis plans have been practiced with students and staff ($n = 64$)	80	20
Crisis plan has been used to combat school violence ($n = 64$)	23	77
In the school psychologist's opinion, the crisis plan a success ($n = 65$)	82	18

Note. Percentages are listed under the yes and no columns.

Table 6 lists answers to question 20. Qualitative analysis was completed on these data; the investigator examined the responses for common themes, listing themes and frequencies below. However, some responses do not directly answer the question, or an answer of “not applicable” was given. Other answers included multiple reasons for a crisis plan which were included in multiple themes, if applicable, and can be seen below. (For a list of all complete answers please refer to Appendix C.) Ten participants indicated that their school or district of employment had crisis plans for a weapon or bomb threat and seven respondents indicated that they have crisis plans for intruders in the buildings. Interestingly, six participants indicated that the question did not apply. One respondent indicated being unsure if the district had a crisis plan and the school's crisis plan was vague and inadequate. Another respondent reported that the question was not applicable because they were able to calm individual students and did not

consider that to be school violence. Other not applicable answers were not elaborated on by the respondent.

Table 6.

List of What School Crisis Plans have been used for, According to Survey Respondents

Crisis Plan	Frequency
Weapon or Bomb Threat	10
Intruder	7
Fight	4
Violent treat made by student that is directed at staff	2
Practice Lockdown drills	3
Suicide	3
Threat of violence, not specified	2
Other	5
Not Applicable	6

Note. Numbers after a response indicates the frequency of that particular response.

Interpretation

The outcomes of this chapter will now be interpreted in relation to the research objectives listed in Chapter One. The first research question asked, What have students disclosed to school psychologists about school violence? The survey results showed that school psychologists reported students most frequently disclosed having knowledge of a planned student-to-student threat or violent act to school psychologists (11%). Students also most frequently disclosed personal intent to harm a specific person to school psychologists (9%). The results also show

many school psychologists sometimes heard student disclosures of personal intent to harm a specific person (62%) and had knowledge of a planned student-to-student threat of violent act (44%). Generally speaking, the majority of surveyed school psychologists reported they never heard a student disclose a planned racially or ethnically related student-to-student threat (71%) or violence attack nor have they ever had a student disclose having knowledge of a planned student-to-staff threat or violent act in a typical year (70%).

The second research question asked, What immediate and on-going follow-up actions have been taken by school psychologists after a student disclosure related to school violence? Results of the survey indicated that in a typical year, immediately following a student disclosure of school violence, school psychologists frequently notified school administration (20%) and notified parents (17%). Immediately following a student disclosure of school violence school psychologists sometimes notified a third party of danger (62%), sometimes notified parents (62%) and sometimes notified school administration (60%) in a typical year. Sixty-two percent of the respondents indicated that they never experienced a school lockdown immediately following a student disclosure of school violence in a typical year.

Survey participants indicated that on-going follow-up actions frequently consisted of counseling with students (23%) and parent notification and debriefing (18%) in a typical year. Sometimes, follow-up was conducted with a third party as an on-going action due to school violence at a rate of 57% in a typical year. In a typical year, 54% of respondents indicated that they sometimes provided on-going follow-up services of counseling with a third party after a student disclosure of school violence. Forty-nine percent of the survey participants indicated that they had never experienced a change in school policy or procedure directly related to the disclosure of school violence in a typical year.

The third research questions asked, Did schools and/or school districts have an active crisis plan to combat school violence and is that plan practiced? Survey results indicated that in a typical year, 95% of the survey participants' school districts had crisis plans related to school violence, and 94% of the participants worked in schools with a specific plan related to school violence in a typical year. These plans have been practiced according to 80% of the respondents; and, thankfully 77% of the respondents indicated that their crisis plan has not needed to combat actual school violence in a typical year. This means that nearly one fourth of survey participants (23%) had utilized that crisis plan to combat actual school violence in a typical year.

The purpose of this study was to determine what students were disclosing to school psychologists about school violence, to determine what immediate and on-going follow-up actions had taken place by school psychologists after a student disclosure related to school violence, and to determine whether schools and/or school districts have an active crisis plan to combat school violence and whether that plan had been practiced. Results indicated that students disclose a variety of information to school psychologists in a typical year regarding school violence such as a weapon on school grounds, student-to-student threat or attack, a racially motivated threat or attack, a student-to-staff threat or attack and personal intent to harm a person. School psychologists indicated that they immediately offered follow-up actions such as notifying school administration, notifying parents, notifying a third party, notifying police or initiated a school lockdown in a typical year following an act of school violence. On-going follow-up actions taken by the surveyed school psychologists in a typical year included: counseling students, parent notification and debriefing, follow-up with third party or school policy change. Crisis planning and utilization were also discussed.

Chapter V: Discussion, Conclusions, and Recommendations

This chapter will briefly summarize the purpose of the study along with its limitations. It will also discuss the findings of the study and compare it to the literature reviewed. Finally, it will provide recommendations and conclusions.

Summary

The purpose of this study was to determine what students in Wisconsin schools have disclosed about school violence to school psychologists in Wisconsin schools, the responses of the school psychologists, and the follow-up services provided by the school psychologists. Data were collected through an online survey in the Fall of 2007.

The survey questions relate to the following research questions:

1. What have students disclosed to school psychologists about school violence?
2. What immediate and on-going follow-up actions have been taken by school psychologists after a student disclosure related to school violence?
3. Did schools and/or school districts have an active crisis plan to combat school violence, and was that plan practiced?

The survey participants were all licensed, practicing school psychologists in Wisconsin. Participants were employed at the primary, intermediate or secondary level within a public school. Three hundred randomly selected school psychologists were invited to participate in an online the survey. Of the 300 participants invited to complete the survey, 70 completed the survey yielding a response rate of 23.3% of the total, or 32.3% of the 217 delivered surveys.

A school violence survey used was developed by the researcher. The survey consisted of 21 questions that addressed years as a practicing school psychologist, types of violent disclosures

made by students, immediate and on-going follow-up actions and availability and usage of crisis plans. Participants rated these questions responding with frequently (5 or more incidents), sometimes (1 to 4 incidents), never or not applicable. The survey instrument can be viewed in Appendix A.

One limiting factor to consider is that all research on this matter was not investigated, nor were all school psychologists invited to participate. The participants were limited to service providers in Wisconsin at all educational levels. Another limiting factor was that participants working as elementary providers, for example, may be involved with this matter less than secondary service providers: and, therefore, may have declined to participate in the survey, thus lowering the response rate. Selection bias may also be a limitation in that participants with the most experience may have been more likely to have completed the survey. A methodological limitation also occurred. The web based survey yielded 83 undeliverable email addresses. The author, a recently trained and practicing school psychologist, may have biased the research due to personal viewpoints and interpretations that may have surfaced in the paper and impacted it to some degree.

Conclusions

This study confirmed several previous findings discussed in the literature review. Generally speaking, student disclosures of various kinds of school violence were relatively low for the survey participants in a given year. Sixty-two percent of the survey participants had never had a student disclose knowledge of a weapon on school grounds, 71% of respondents had never had a student disclose knowledge of a racially motivated planned threat or attack, and 70% of the respondents had never experienced a student disclosure of a student to staff planned threat or attack in a typical year. This is supported in the research which indicates that in the 2004-2005

school year, only one student fatality occurred due to suicide or homicide at school out of almost two million students (Dinkes et al., 2006).

Fifty-four percent of the survey participants indicated that they sometimes counsel with students as an on-going response to a student disclosure of school violence. Research indicates that long term remediation include counseling, more specifically group counseling (Daniels, et al., 2007).

Crisis plans were also strongly supported in the research as a necessity in the prevention of school crisis and recovery after school violence (Krisberg, 2007; NASP Resources, n.d.; U.S. Department of Education, 2004). Ninety-five percent of the survey participants stated that the school district they are employed at has a crisis plan related to school violence, and 94% of the survey respondents stated that their school of employment has a crisis plan related to school violence. These crisis plans have been practiced according to 80% of the survey respondents.

On the other hand, the survey results contradicted with other research findings. For example, Fatum and Hoyle (1996) suggested that student language and perceptions have changed and they are less likely to consider physical fights, gun usage and aggression as violent acts, but rather a way to ensure social standing or status. However, survey respondents indicated that students sometimes disclosed seeing a weapon on school property to school psychologists at a rate of 36% in a typical year. Survey respondents also indicated that students sometimes disclosed a personal intent to harm another person to school psychologists at a rate of 62% in a typical year.

Survey participants indicated that they frequently counsel students as an on-going follow-up action to student disclosures of school violence at a rate of 15% in a typical school year; and 54% of respondents indicated that they sometimes counsel students as an on-going follow-up

action to school violence in a typical school year. According to a different study, surveyed school psychologists spent 19.67% of their time counseling individual students and 7.98% of their time providing group counseling services. It should be noted, however, that the reason for counseling was not specified (Agresta, 2004).

Recommendations

This survey generated some suggestions for areas of future research and recommendations from school psychologists, as well.

Suggestions for research. The survey showed that school psychologists provide a variety of immediate and on-going follow-up services or actions when a student makes a disclosure regarding school violence. For example, immediate follow-up actions taken by school psychologists included notification of administration, police, parents or third parties. Each of these actions had been sometimes taken by the surveyed school psychologists when confronted with a student disclosure of school violence. Additional research could help determine what specific action is best practice in a crisis situation. General terms and guidelines have been provided; however, more detailed and descriptive examples and procedures would be helpful. More research would also be beneficial regarding the changing roles of school psychologists and how the profession has been impacted by school violence.

Suggestions for practice. Additional education on school crisis and/or school violence would be beneficial to practicing school psychologists. Survey results show that students do disclose risks of violence to school psychologists; for example, 44% of the survey participants indicated that students sometimes disclosed having knowledge of a planned student-to-student threat or act of violence in a typical year, and 62% of the respondents indicated that students sometimes disclosed personal intent to harm a specific person in a typical year. Therefore school

psychologists need to be educated, trained and prepared to intervene when these types of disclosures surface. This education could include, but is not limited to: identifying warning signs of violence; what to do in the moments of school crisis; and what, specifically how and who to provide immediate and on-going follow-up services to following an incident of school violence.

It would also be beneficial to provide students with information regarding both verbal and nonverbal warning signs they may observe in their peers. According to the surveyed school psychologists, students sometimes disclose various types of school violence in a typical year such as seeing a weapon on school property, having knowledge of a planned student-to-student threat or violent act, having knowledge of a planned racially or ethnically related student-to-student threat or violence attack, having knowledge of a planned student-to-staff threat or violent act and personal intent to harm a specific person.

It would also be beneficial for practicing school psychologists to take the opportunity to participate on any district or school crisis team to help create a role for the practitioner that they are comfortable with that utilizes their competencies. According to the surveyed school psychologists in a typical year, 95% of their school districts had crisis plans related to school violence and 94% of the respondents worked in schools with specific plans related to school violence. Eighty percent of those crisis plans had been practiced in a typical year; however, only 23% of respondents indicated that the crisis plan was actually needed to combat school violence in a typical year.

School psychologists play a pivotal role in preventing and intervening during threats or acts of school violence. Student disclosures of school violence leave school psychologists in a position that requires quick and professional thinking to promote a safe outcome when potential violence is disclosed. Deciding what agencies or school affiliates that need to be notified

following a disclosure of school violence along with using professional judgment in determining how to offer the most effective on-going follow-up services such as counseling or initiating policy change are challenges school psychologists are faced with when confronted with school violence today. Guidance is offered by certain agencies; however, the weight of the matter falls on these professionals. Being well-versed in crisis prevention and intervention research and having a practical plan are essential to promote positive outcomes when responding to school violence.

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Appendix A: School Violence Survey

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

School Violence Survey

Participation in this survey is completely voluntary. You have the right to withdraw from participation at any time during completion of the survey without any negative consequences.

Please indicate years as a practicing school psychologist. _____

Please circle the answer that best fits each scenario regarding student disclosures while acting as a practicing school psychologist during a typical academic year. **Frequently** represents 5 or more incidents, **Sometimes** represents 1 to 4 incidents and **Never** represent no incidents.

Student disclosed seeing a weapon on school property.

Frequently **Sometimes** **Never** **Not Applicable**

Student disclosed having knowledge of a planned student-to-student threat or violent act.

Frequently **Sometimes** **Never** **Not Applicable**

Student disclosed a planned racially or ethnically related student-to-student threat or violent attack.

Frequently **Sometimes** **Never** **Not Applicable**

Student disclosed having knowledge of a planned student-to-staff threat or violent act.

Frequently **Sometimes** **Never** **Not Applicable**

Student disclosed personal intent to harm a specific person.

Frequently **Sometimes** **Never** **Not Applicable**

Please circle the answer that best fits each scenario regarding **follow-up actions taken on the day** of a student disclosure regarding school violence while acting as a practicing school psychologist during a typical academic year.

Notify school administration.

Frequently **Sometimes** **Never** **Not Applicable**

Notify parents.

Frequently **Sometimes** **Never** **Not Applicable**

Notify third party of possible danger.

Frequently **Sometimes** **Never** **Not Applicable**

Notify police.

Frequently **Sometimes** **Never** **Not Applicable**

School lockdown.

Frequently **Sometimes** **Never** **Not Applicable**

Please circle the answer that best fits each scenario regarding **follow-up actions taken on a later date** when a student disclosure is made regarding school violence while acting as a practicing school psychologist during a typical academic year.

Counseling with students.

Frequently **Sometimes** **Never** **Not Applicable**

Parent notification and debriefing.

Frequently **Sometimes** **Never** **Not Applicable**

Follow up conducted with the third party.

Frequently **Sometimes** **Never** **Not Applicable**

Change in school policy or procedure directly related to the disclosure of school violence

Frequently

Sometimes

Never

Not Applicable

Does your school district have a crisis plan related to school violence? **YES NO**

Does the school(s) you work at have a specific plan related to school violence? **YES NO**

If YES to either of the above questions, have the crisis plans been practiced with students and staff members? **YES NO**

Has the crisis plan been used to combat actual school violence? **YES NO**

Please write in what specific type of school violence the crisis plan was used for?

Was the crisis plan considered a success in your professional opinion? **YES NO**

Appendix B: Participant Survey Invitation Email

Hello!

My name is Kelly R. Vavra and I am currently working as a full time school psychologist while I finish my specialist degree and could really use your help.

Acts of violence have become somewhat more evident in today's schools. I have created a short web survey asking some general questions related to what students are disclosing to school psychologists regarding school violence. This information is important and could really be helpful in future practices in this area.

Please take ten short minutes to complete the survey. I really appreciate your help. As I school psychologist, I am all too aware of the daily time crunch, however your expertise is very important. Results can be reviewed online via the UW-Stout thesis collection for your information.

Thank you so much for your help,
Kelly R. Vavra

Appendix C: Complete List of Responses form School Violence Survey Item 20

20. Please write in what specific type of school violence the crisis plan was used for?

1. Person with weapon
2. intruder
3. Personal attack on another group of students
4. Our crisis plan address specific procedures for non-threatening and threatening situations to include either include procedures for "lock down"/evaca
5. Physical threat to students/staff such as intruder in the building or an armed student
6. I have no idea if we have a school district crisis plan. The school itself does, but it is pretty simple and vague. In my opinion it is not adequate
7. Accidental student death due to motor vehicle accidents and planned suicides
8. Physical bullying, fighting
9. suicide, bomb threats
10. Fight
11. NA
12. intruder
13. Intruder situation
14. lockdown if fights in the hallway, lockdown if stranger in the school, evacuation if bomb threat

15. Student vs. teacher violence
16. weapon threat
17. Suspected bomb in building
18. freshman student wrote a threat to kill the principal
19. Intruder
20. NA
21. Bullying, Harassment, and School Violence
22. I'm new to the district, so I'm not sure if it's been use or for what
23. Verbal threat to staff and students
24. Code Red Lockdown practice
25. Drill
26. we have a crisis plan for bomb threat, intruder, suicide and other emergencies but nothing specific to acts of violence within the school
27. Not applicable. Able to diffuse individual student upset, but don't consider this school violence.
28. lockdown parent threat of violence
29. weapon threat
30. NA