Learning Objectives

Participants will...

1. Be able to state three strategies for ensuring physical safety in the school setting as well as 3 strategies for promoting psychological safety.
2. Be able to identify how to advocate for effective school safety policies that consider the unique needs of student and educator safety in the educational environment.
3. Learn how school-employed mental health professionals can work alongside school resource officers and school administrators to improve school safety and school climate outcomes.

Five elements of Comprehensive School Safety

1. Implement school policies that consider physical and psychological safety
2. Develop safe and supportive schools
3. Implementation of Multi Tiered Systems of Support
4. Increase access to mental and behavioral health services in schools
5. Review and revise current policies and legislation – be an advocate for change!
#1. Implement School Policies that Consider the Physical and Psychological Safety

Physical and psychological safety are critical!

**Physical Safety**
- Focused on the physical structures of the school environment

**Psychological Safety**
- Focused on the emotional and behavioral well-being of students and staff

Source: Reeves, Nickerson, & Jimerson (2006).
Crime Prevention Through Environmental Design

- **Natural Access Control**
  - Double entryway doors
  - Only one access point inside of a building
  - Clearly marked entrances with visitor guidelines
  - Visitor control procedures
  - Properly locked doors inside of building
  - Doorways eliminated from restrooms

Source: Crowe (2000); Crowe & Zahm (1994).

Crime Prevention Through Environmental Design

- **Natural Surveillance**
  - Clear line of sight to outside of the building
  - Cameras
  - Proper lighting inside and outside
  - Clearly marked visitor parking close to front entrance
  - Student supervision
    - Line of sight maintained to students walking in the hallway
    - Students not allowed in the hallway without staff supervision
    - Teachers monitoring class changes in the hallway

Crime Prevention Through Environmental Design

- Natural Surveillance Examples

> Natural Surveillance Examples
Territoriality

- Murals demonstrating a positive learning environment and diversity of students and learning
- Clear boundaries between school and community property
- Large signs illustrating building locations and building names clearly marked
- Frequently emptied trash receptacles and clean bathrooms
- School grounds kept in good condition
- Hallways and classrooms kept clean

Sources: Crowe (2000); Crowe & Zahm (1994).

Do these demonstrate:

A. Natural surveillance
B. Natural access control
C. Territoriality
Crime Prevention Through Environmental Design

Does this demonstrate:
- Natural surveillance
- Natural access control
- Territoriality

Psychological Safety
Positive Behavior Supports

- Supporting Social Competence & Academic Achievement
- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior

Source: Collaborative for Academic, Social, and Emotional Learning (2010).

Social-Emotional Learning

- A proactive educational model intended to create a safe environment and foster academic success
- Promotes young people’s academic success, health, and well-being while preventing a variety of problems such as alcohol and drug abuse, violence, truancy, and bullying

Source: Collaborative for Academic, Social, and Emotional Learning (2010).

School Connectedness

- Connectedness and school climate are related to school achievement.

“*The amount of connectedness experienced by the average student appears to consistently contribute to his or her likelihood of aggression and victimization despite variations of school climate.*”

Internal Resiliency

- Within-child factors allow for competence despite exposure to stressors.

  Question: What are some examples of what you or your schools do to foster internal resiliency in children?

Sources: Brock (2002); Smith-Harvey (2007).

External Resiliency

- Contextual factors allow children to achieve competence despite exposure to stressors.

  Question: What are some examples of what you or your schools do to foster external resiliency for children?

Sources: Brock (2002); Smith-Harvey (2007).

Selecting Prevention Programs

- Identify the need (based on needs assessment).
- Compile a list of relevant research-based programs.
- Identify programs that are a good match for the specific population (e.g., age, cultural background, needs, funds).
- Ensure that the school/district devotes the time and resources needed to implement the program with fidelity.

Sources: Reeves, Kanan, & Plog (2010); Small, Cooney, Eastman, & O'Connor (2007).
### Strategies/Programs to Improve Climate, Safety, and Resilience

| 1. School-wide positive behavior interventions |
| 2. Disciplinary policy/procedures |
| 3. Violence prevention programs |
| 4. Suicide prevention programs |
| 5. Bullying prevention programs |
| 6. Tolerance programs |
| 7. Gang prevention and resistance programs |
| 8. School mental health services |

### Mitigation of Risk

- Students and staff need to be informed of what to do if they detect a risk.
- In particular, schools should be equipped to conduct:
  - Suicide risk assessments.
  - Threat assessments.

### Collaboration

“Schools have the important responsibility of formulating a collaborative plan that creates an appropriate climate, an explicit structure and clear procedures for effective multiagency partnerships.”
Collaboration

Does this demonstrate:
A. Positive behavior supports
B. Student resiliency
C. School connectedness
D. Collaboration

Psychological Safety

Does this demonstrate:
A. Positive behavior supports
B. Student resiliency
C. School connectedness
D. Collaboration

Psychological Safety

Do these demonstrate:
A. Positive behavior supports
B. Student resiliency
C. School connectedness
D. All of the above
<table>
<thead>
<tr>
<th>Physical Safety</th>
<th>Psychological Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure doors</td>
<td>Trusting and Respectful Relationships</td>
</tr>
<tr>
<td>Check in/out system</td>
<td>Access to school-employed mental health professionals</td>
</tr>
<tr>
<td>Lighted hallways</td>
<td>Continuum of support services</td>
</tr>
<tr>
<td>Abatement of School Grounds</td>
<td>Mental Health First Aid</td>
</tr>
<tr>
<td>Properly designed playgrounds and sports fields</td>
<td>Positive Discipline</td>
</tr>
<tr>
<td>Adult supervision in high-traffic areas</td>
<td>Anti-bullying Initiatives</td>
</tr>
<tr>
<td>School Resource Officer**</td>
<td>Confidential Reporting System</td>
</tr>
<tr>
<td>Threat Assessment Procedures</td>
<td>Threat Assessment Procedures</td>
</tr>
</tbody>
</table>

#2. Develop Safe and Supportive Schools

- Integrate learning supports, instruction, and school leadership
- Implement MTSS
- Improve access to mental health support
- Integrate school climate and school safety efforts
- Balance physical and psychological safety
- Employ effective discipline practices
- Consider the unique context of each school environment
SSP + School Safety Program

SRO Influence on School Climate & School Safety

- NIJ 3-year grant
- Investigate effectiveness of enhanced training protocol
- 48 schools in Arizona across 3 conditions
- Multidisciplinary Team
  - School Resource Officer (SRO)
  - School Administrator
  - School mental health professional
- Outcomes
  - School climate
  - Student perceptions of physical & psychological safety
  - Rates of bullying/victimization
  - Disciplinary referrals
  - Attendance concerns
Research Questions

1. How do SROs affect school climate and other important outcomes?
2. Which specific activities conducted by SROs are related to the various outcome measures?
3. What individual characteristics of SROs (e.g., years of experience, educational background) are associated with the best outcomes?
4. What type of training is associated with the best outcomes? How big of a difference is there?
5. Do findings vary by sub-populations of students such as those from racial/ethnic minority backgrounds, students with disabilities, English Language Learners, immigrant or refugee students?

School Team Data

(Eklund, Bosworth, & Meyer, in preparation)

Experience with Crisis Events
- SRO's: Student physical assault, weapons
- MH: Suicide attempt, student/faculty death
- Admin: Weapons, drugs, student/faculty death

Perceptions of Programming
- PBIS and SEL
- School Crisis Response Plans, Teams, and Drills

#3 Implement Multi-Tiered Systems of Support (MTSS)
Levels of Intervention

#4 Increase Access to Mental and Behavioral Health Services in Schools

School Mental Health Professionals: Well Positioned to Address Mental Health

1. Only 20 percent of children with mental disorders receive mental health services
2. However, of those who do receive care 70 to 80% receive this care in a school setting
3. Not surprisingly, given these statistics, the most common entry point to mental health services is the school

Sources: Brock (2011); Reeves, Kanan, & Plog (2010).
School Mental Health Professionals: 
Well Positioned to Address Mental Health

Further supporting this assertion, are the facts that
1. 88.7% of our nation’s youth attend a public school.
2. Youth are 21 times more likely to visit a school-based health 
clinic for their mental health care than they are a community 
based clinic
3. Half of all life time cases of mental illness have their onset 
by age 14 years

Kessler et al. (2005); Juszczak, Melinkovich, & Kaplan (2003); U.S. Department of Education (2009)

Promoting Mental Wellness & Addressing Mental 
Illness

Mental Health Continuum

Promoting Mental Wellness

Universal Wellness promotion
- Positive Behavioral Supports
- Social and Emotional Learning
  - Improves social relationships
  - Increases attachment to school and motivation 
    to learn
  - Reduces anti-social, violent, and drug-using 
    behaviors

Casey Guide: Effective Social and Emotional Learning Programs

Cowan (2006); Rossen & Cowan (2014); Center for Mental Health in Schools at UCLA (n.d.)
Addressing Mental Illness

Universal Screening

- School-based mental health screening needs to be as institutionalized as is school-based vision and hearing screening.
- The key step in reform is to move school-based psychological services from the back of the service delivery system, in which only students at the highest level of risk receive services, to the front of service delivery through the use of universal, proactive screening. (p. 174)

Dowdy (2010)

Targeted Prevention and Intervention

- Screening results suggesting mental health problems in 1st grade predict poor academic achievement 3 years later.
- Students with mental health risk have lower achievement when compared to students without such risk.
- Unlike poverty, parental education and preexisting academic ability—the other major predictors of academic success in this study—mental health is a risk factor that may yield to intervention (p. 409).

See Kamphaus et al. (2014) for a current discussion of behavioral and emotional risk screening

Guzman et al. (2011)

Individual Intervention

- Overall, the meta-analyses reviewed here have demonstrated that an array of treatments for a variety of psychological concerns are beneficial for children and adolescents. (p. 1095)
- As all children are required to attend school, and are consequently provided adequate transportation, the school building becomes an ideal environment for the assessment and provision of therapeutic services, often eliminating the transportation, insurance, and social stigma barriers. Although the demands on professionals within the school system are extraordinary … , time spent providing psychotherapy to students would be well spent. (p. 1095)

Zerkelback & Reese (2010)
**#5 Review and revise current policies and legislation**

Be an Advocate for Change!

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**NASP Congressional Briefing 2013:**
Rethinking School Safety: Schools and Communities Working Together

- Preventative measures
- Identify warning signs
- Access to mental health
- Overcome stigma
- Resilience Factors

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**How can I or my state association be an effective advocate?**

1. **Educate others about national, state & local priorities**
   - Promote expanded role for school mental health professionals
   - Promote advocacy and public policy updates in state newsletters
   - Social media

2. **Strengthen your grassroots advocacy network**
   - Create/ enhance GPR/Legislative committees for your organization
   - Develop methods for rapid communication
   - Set a State Advocacy Plan and ADVOCATE!
NASP ESEA Priorities

- Explicit definition of ‘school psychologist’
- Authorization of the Elementary and Secondary School Counseling Program
- Authorization of Project SERV
- Allowable use of funds to:
  - Implement MTSS to address the needs of the whole child
  - Increase comprehensive school-based mental health services
  - Create trauma-informed schools
  - Improve school climate and school safety
  - Provide high quality professional development for all staff
  - Assurance that all students will be held to high standards and high expectations
- Accountability systems that:
  - Include school climate and other socio-emotional indicators
  - Use multiple measures of meaningful data to inform instruction and school improvement

How can I or my State Association be an Effective Advocate?

3. Participate in Promotional Activities and Events
- National School Psychology Awareness Week
- Resolutions on important topics
- Public awareness campaigns

4. Build Relationships
- Coalition partners (organizations)
- Local/State Education Agency leaders
- Building level principals
- District/County Safety Teams
- Psychology Licensing Boards

Advocacy at the Local Level

Direct Advocacy

Demonstrating Value through Action
You have to identify the most important:

- Why
- What
- WOW!

...factors.

Why does this matter to them?

How can I or my State Association be an Effective Advocate?

5. Build your Advocacy Capacity
   - Participate in the 2015 GWU/NASP PPI
   - Hold a state training for your board on advocacy
   - Sponsor advocacy sessions and activities at your state convention
   - Encourage other professionals to participate in advocacy sessions and activities at conferences and annual conventions
   - Develop a State Advocacy Plan
   - Nominate outstanding advocates (external stakeholders and school psychologists) for awards

“If you are not at the table, you are on the menu…”