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A Qualitative Study of School Lockdown Procedures and Teachers' Ability to Conduct and Implement Them at the Classroom Level

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A QUALITATIVE STUDY OF SCHOOL LOCKDOWN PROCEDURES
AND TEACHERS' ABILITY TO CONDUCT AND IMPLEMENT
THEM AT THE CLASSROOM LEVEL

by

Bethney Bergh

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
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Department of Educational Leadership, Research, and Technology
Advisor: Patricia Reeves, Ed.D.

Western Michigan University
Kalamazoo, Michigan
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CHAPTER I

INTRODUCTION

Introduction and Overview

Although violence has always been present in American schools, many communities have long held onto the belief that they are immune and unsusceptible. The infiltration of violence into schools of all locations and sizes across America has created a change in this belief, and communities are now recognizing that violent acts can and are happening in the least suspecting of schools. “A milk-truck driver carrying three guns and a childhood grudge stormed a one-room Amish schoolhouse Monday . . . and then opened fire on a dozen girls, killing three people before committing suicide,” (Associated Press, ¶ 1). It is through the wide publicity of events such as this that America has gained the understanding that no school is safe from violence. The National School Safety and Security Services have identified 32 school related violent deaths during the 2006/2007 school year. Of these 32 deaths, 13 were shootings, six were suicides, eight were murder-suicides, one was fight related and four were stabbings (Trump, 2007). States and school districts are beginning to accept the vulnerability of all schools and have begun to develop methods of protecting students and school staff from this violence.

In response to the well publicized crisis situations that have occurred in the nation’s schools, the development and implementation of school safety plans has become a priority of states and school districts across America. These policies are being developed for the purpose of providing protection and safety to school communities. One

element of these policies is the school lockdown procedure designed for securing a school building. Trump (2000) explained that a lockdown drill is like a fire drill, only done in reverse. The purpose of the lockdown is to relocate students, not outside of the building, but instead removing them from the hallways and relocating them as far away from the harm as possible.

Fire drills are familiar practices in American schools, whereas the practice of lockdown drills is new and unfamiliar. Combine this unfamiliarity with the media attention covering school violence, and the practice of these drills can produce anxiety for both students and staff. “Even though we knew the drill was coming, the class still felt the adrenaline rush as the hour neared” (Dunaway, 1999, p. 22). The mere practice of the drills creates a change in the physiological state of participants. Richtig and Hornak (2003) reported that it is estimated trained police officers responding to emergencies lose 70% of their reasoning ability in a crisis situation. Understanding this creates additional needs in the training of teachers for conducting lockdown procedures.

Each teacher’s ability to follow through with the practiced procedure is vital to the success of the lockdown. It is the teachers who “establish the first line of school safety, because they have the most direct contact with students” (Kramen, Massey, & Timm, 1999, p. 4). Dunaway (1999), a middle school journalism teacher, reflected on her thoughts during a practice lockdown drill at her Montana middle school, “I wondered what I would do. Would I hide under my desk and pray or jump in front of a bullet for my kids? . . . the campus intruder drill was one of the eeriest experiences of my life. . .” (p. 22). Although they are drills, meant for the purpose of practicing, they bring to life the fact that violence has become a significant aspect of the public school experience in

America (Yell & Rozalski, 2000). This fact has provoked states, administration, and teachers to recognize the problem and to begin instituting methods of safeguarding against the violence aspect.

Purpose

There is an increased awareness of crisis situations due to the easy access of information obtained through the media. This access to information has created an understanding towards the vulnerability of all schools to violent situations. Trump (2000) defined a school crisis as, “an incident occurring at a location under school control or in the community that negatively affects a large number of students, staff, and /or other members of the school community” (p. 88). Understanding this vulnerability has created a change in the needs of schools and the means which they provide safety and protection in crisis situations. One manner in which states and schools have responded to this need is by creating and implementing safe school policies, and in particular, mandatory lockdown drills, which prepare schools to deal with crises situations when they arise.

Although policies are being developed, a gap in knowledge existed in how and if teachers felt prepared to implement and follow through with lockdown procedures at the classroom level. It was not known how teachers were experiencing the various aspects of the human response to crisis when they engaged in school lock-down drills and simulations. The purpose of this qualitative phenomenological study was to explore the experiences of teachers in order to create an awareness of how teachers assessed their ability to conduct lockdowns effectively, to examine the emotional, physiological, cognitive and behavioral responses experienced by teachers during lockdowns, and to

uncover teachers' training needs for implementing and conducting lockdown procedures effectively.

Problem

The nature of the world in which we live allows for the understanding that we will not always know when a crisis situation will erupt. We do know, however, that crises situations are usually unpredicted and unexpected. These types of crises are known as situational crisis and seem to strike from nowhere with the ability to affect an entire community (Brock, Sandoval, & Lewis, 2001). Easy access to media information has allowed American citizens to watch crises unravel in schools of all sizes and locations across the country. Lichtenstein, Schonfeld, and Kline, (1994) recognized that although administrators are not taught how to prepare their staff for crisis situations during their certification training, it is something they need to do. “. . . The astute administrator does not question whether a crisis will occur, but when it will occur, how serious it will be, and what the response should be” (p. 80). In spite of this understanding, schools have been slow to implement policies. Nims and Wilson (1998) reasoned that schools may be hesitant because school personnel do not have the knowledge and skills to design and implement policies and strategies.

The media access and coverage has also prompted states to examine the level at which they are prepared to deal with a crisis when and if one should occur. This examination has lifted the burden off of schools to develop plans on an individual basis. This burden is lifted when states provide guidelines and procedures that allow for some level of commonality and developmental starting point for schools. In 2006, Michigan's Governor, Jennifer Granholm, signed into law two pieces of legislation:

Act No. 187, public Acts of 2006 (house Bill 4460), and Act No. 337, public Acts of 2006 (Senate Bill 1108) . . . requiring school buildings to perform a minimum of two drills in which the occupants are restricted to the interior of the building and the building secured for each school year at a school that operates any of grades kindergarten to 12. A drill conducted under these acts shall include security measures that are appropriate to an emergency such as the release of hazardous materials or the presence of an armed individual on or near the premises. Some of the drills shall be conducted during lunch and recess periods, or at other times when a significant number of the students are gathered, but not in the classroom. (Michigan, p.1)

To help schools in the implementation of the new legislations, the State of Michigan also provides suggestions and guidelines. The suggestions and guidelines include immediate actions and protective measures to be carried out during the lockdown drill (Michigan, p. 3). Using the suggestions and guidelines developed by the state of Michigan, Michigan schools implemented their first official practice, as required by the legislation, during the 2006/2007 school year.

Not included in the materials provided to the schools by the state of Michigan is information which would help schools prepare teachers for the emotional, physiological, cognitive and behavioral responses they may experience during an actual lockdown and even during the practice of the procedures. Johnson (2000) explained that the human response to crisis is very complex. A human's response manifests itself through physical symptoms, cognitive functioning, emotional reactivity, and specific behaviors. In the event that a crisis presents personal threat or loss, one's functioning in these four domains is at risk. Although these responses may not be experienced during a drill to the degree they would during an actual lockdown situation, preparation for these responses is a necessity. Greenstone and Leviton (2002) expressed the importance of intervener survival. Intervener survival involves preparing not only for the crisis management procedures, but also meeting the needs and concerns of the intervener. "It is not

sufficient to learn crisis management procedures without attending to the sources of stress and tension that could impinge on the intervener” (p. 58). Failing to prepare for the needs of teachers in these situations could possibly leave the teacher unable to respond to the crisis as practiced during the drills.

At the root of an individual’s inability to respond as practiced are the often unexpected emotional, physiological, cognitive and behavioral responses that occur while in crisis situations. Along with the practice of lockdown procedures, it may be necessary to educate teachers to recognize these emotional and physiological cues to help prepare them for the event of an actual crisis situation. Failing to acknowledge this human response to crisis situations could possibly leave teachers relying on impulsive actions rather than the practiced procedures (Kramen, Massey & Timm, 1999).

As part of teacher preparation Brock, Sandoval and Lewis suggested (2001) that teachers learn to recognize and acknowledge the responses they may experience in the event of a crisis. In conjunction with this activity, teachers should be presented with information that allows for the understanding of what it means to be in crisis. “The crisis state results in significant upset, discomfort, anxiety, disorganization and / or disequilibrium” (p. 15). Without proper preparation for the experience of these symptoms, a teacher’s ability to proceed through the lockdown procedure as practiced may become compromised.

Research Questions

To gain an understanding as to whether or not teachers felt prepared to implement and follow through with lockdown procedures at the classroom level, the following questions served as a basis to the study. The questions prompted an exploration of teacher

experiences and created an awareness of their emotional, physiological, cognitive and behavioral responses during the lockdown as well as their perceived needs during lockdown procedures. The primary research question guiding this study was: What are teachers' assessments of their ability to implement and conduct lockdown procedures at the classroom level?

The research sub-questions were:

1. What knowledge do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning school lockdown procedures?
2. What knowledge and perceptions do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning violence in school communities?
3. How do middle and high school teachers, who work in Upper Peninsula of Michigan schools, describe their role and impact on conducting lockdown procedures effectively?
4. How do middle and high school teachers, who work in Upper Peninsula of Michigan schools, connect the emotional, physiological, cognitive and behavioral responses to crisis and the impact on their ability to implement and conduct lockdown procedures?
5. What fears do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning school violence and lockdown procedures?
6. What components of training do middle and high school teachers, who work in Upper Peninsula of Michigan schools, suggest as necessary for properly conducting lockdown procedures?

Rationale and Significance

As a means of responding to crisis within schools, lockdown procedures are becoming a standard part of school safety plans. For most schools with safety plans, the lockdown procedures have been practiced and teachers understand the activities prescribed to them in the safety plan. The *Michigan School Lockdown/Shelter-in-Place Drill Policy* provided by the Michigan State Police (Michigan, n.d.) does not address the emotional, physiological, cognitive and behavioral responses that often accompany lockdown experiences. The International Association of Chiefs of Police states in the *Guide for Preventing and Responding to School Violence* (1999) that training should “teach students, teachers, and staff to recognize the physiological cues experienced in crisis situations” (Kramen, Massey, & Timm, p. 33). Even though teachers may have been trained in the physical action procedures of a lockdown, such as closing blinds, locking doors, and shutting off lights, this training does not currently address the emotional and physiological aspects involved in conducting procedures. Nicoletti and Spencer-Thomas (2002), stated that “to survive a violent incident, people need to learn how to overcome inappropriate instincts, impaired senses, motor skills, and tunnel vision” (p. 136).

Without preparing for the emotional and physiological responses which attend a crisis, teachers may not be able to respond according to their training. “Calm, responsible personnel and reactions are vital to the effective management of an emergency crisis affecting a school” (Smith, Kress, Fenstermaker, Ballard, & Hyde, 2001, p. 83). The significance of conducting this study was in identifying teachers’ personal experiences with school lockdowns, their perceived ability to conduct school lockdowns,

and the recognition of any emotional, physiological, cognitive and behavioral responses they may have experienced during the lockdown. Understanding these elements will help in improving upon or the development of future teacher training.

Overview of Methodology

As a means of exploring teachers' experiences with lockdown procedures, methods of qualitative research were used. This allowed the researcher to gain an understanding of the human behavior associated with lockdown procedures as well as the meaning and purpose attached by the participants. Examining this phenomenon from the point of view of the participants allowed for the participants' individual interpretations of a common experience to be gained (Moustakas, 1994, Richards & Morse, 2007, Rudestam & Newton, 2001). The qualitative data collected during this study were in the form of words acquired through interviews.

Within this qualitative study, phenomenological research was used to take the researcher through the process of reflection, writing, rewriting, and thematic analysis. It was through this process that the researcher began to describe and interpret the meaning of the teachers' lived experiences as well as the ways they understood their own experiences and in-turn developed their world view. Phenomenology enabled the researcher to understand the meaning teachers placed on their experiences (Richards & Morse, 2007).

To gain the necessary information, semi-structured, open-ended, methods of in-depth interviewing were used. This method used guiding questions and a format that allowed for an opportunity to divert when necessary (Lichtman, 2006). Using interviews

allowed for unexpected insights to emerge as participants shared what they knew and what they had learned in reference to the phenomenon (Richards, 2005).

Limitations

Lock, Spirduso, and Silverman (2000) explained that limitations refer to limiting conditions or restrictive weaknesses within a research proposal. This study examined the experiences of middle and high school teachers currently teaching in the Upper Peninsula of Michigan. Any lockdown procedure training they received while in their current teaching assignment has been conducted in connection with the procedures and guidelines provided by the State of Michigan (Michigan, n.d.). This limited the ability to adhere the research to schools in other states. Although preparation for the emotional and physiological responses of teachers during lockdown procedures have not been found in training manuals provided by other states, the need to address the issues has been remarked upon in other sources of literature (Nicolette, & Spencer-Thomas, 2002; Kramen, Massey, and Timm, 1999; Smith, Kress, Fenstermaker, Ballard, & Hyde, 2001).

This research study is also limited in its ability to be adhered to schools located in urban areas. All participants were teachers currently working in schools located in Michigan's Upper Peninsula. The Upper Peninsula of Michigan is characterized by rural school settings and a lack of urban influence. The Upper Peninsula of Michigan is bordered by 1,700 miles of Great Lakes shoreline including: Lake Superior, Lake Michigan, and Lake Huron (Michigan's, 2009). It is connected to Michigan's Lower Peninsula by the Mackinac Bridge. This rural characterization limits the ability to adhere the findings to schools located in urban locations.

The final limitation of this study is the inability to reflect the findings on elementary schools and the teachers who work within the elementary grade level. All participants in this study were currently teaching in middle and high school settings and the experiences shared during the interviews directly related to the participants' experiences at the middle and high school level. This factor limits the ability to adhere the findings of this study to elementary schools.

Definitions

For the purpose of this study, the following definitions were applied to terms used throughout this study:

Crisis: A problem one cannot readily solve by using coping mechanisms that have worked before (Aguilera, 1998).

School crisis: an incident occurring at a location under school control or in the community that negatively affects a large number of students, staff and/or other members of the school community (Trump, 2000).

School crisis training: professional development training provided to educators to teach crisis intervention techniques which may include dissemination of information, lecture, question-and-answer, role-playing or simulation (Graveline, 2003).

School lockdown procedure: a method of securing a school building, and relocating students and staff out of harm's way and into secured locations, typically inside locked classrooms (Trump, 2000).

School violence: any behavior that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions and disorder (Center, 2006).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Fullan (1991) explained that two of the major purposes of schools are to facilitate the cognitive/academic and the personal/social development of our youth. Unfortunately, crisis situations that occur in our nation's schools often impede upon these two purposes. The media coverage of these events has grown extensively and schools now appear to be less safe than they actually are. Consideration of the actual facts reveals that schools are among the safest places for youth (Jimerson, Morrison, Pletcher & Furlon, 2006). This reality is backed by the fact that less than one percent of all violent deaths of children occur on school grounds (Dwyer, Osher, & Hoffman, 1998). Yet, unable to ignore the media coverage, there has been a response to protect America's schools at various levels including national, state, and district. This response is working to take school safety measures to a higher level and to revert our nation's schools back to what they should be, "... safe havens for teaching and learning, free of crime and violence" (Dinkes, Cataldi, Kena, Baum, & Snyder, 2006, p. iii).

At the highest level of development, the nation's seventh educational goal set to have been established by the year 2000 reads: "By the year 2000, every school in the United States will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning" (National Education Goals Panel, n.d.). Findings of the National Center for Educational Statistics (2006) revealed that this goal has yet to be met. Data collected between July 1, 2004

through June 30, 2005 showed that youth ages 5-18 were victims of 28 school-associated deaths. This number, which consisted of 21 homicides and seven suicides translates to approximately one homicide or suicide per 2 million students enrolled in school during the 2004-2005 school year (Dinkes, Cataldi, Kena, Baum, & Snyder, 2006).

Although the above representation of fatal school violence may not appear to be significant, in the minds of Americans, school violence is a prevalent issue that needs to be at the forefront of school and teacher preparation. The media's coverage of school violence has provoked awareness on many levels including the need for a "closer analysis of how schools have handled security and crisis preparedness in the past and how they need to rethink and refine for the future" (Trump, 2000, p. 3). Focusing on this need for schools to be prepared in the event of a crisis situation, including that of violence, Michigan's Governor, Jennifer Granholm, signed into law two pieces of legislation: Act No. 187, public Acts of 2006 (house Bill 4460), and Act No. 337, public Acts of 2006 (Senate Bill 1108) . . . "requiring school buildings to perform a minimum of two drills in which the occupants are restricted to the interior of the building and the building secured for each school year at a school that operates any of grades kindergarten to 12" (Michigan, p.1). To help schools conduct these methods of preparation, a lockdown/shelter-in-place drill policy is provided. The policy guides schools through the methods of carrying out the procedures.

The literature pertinent to this study relating to school crises and violence falls primarily into five major themes: 1) Crisis Theory, 2) The Human Response to Crisis 3) Statistics of School Violence 4) Specific Case Descriptions, and 5) A Call for Training. Each of these themes emerged as prevalent aspects within the literature surrounding

school safety and lockdown procedures. These themes will be addressed according to their placement within the literature. Embedded in the works addressing school safety and the development of school safety plans, is crisis theory. Current researchers working in the field of school safety reflect on this theory as a means of understanding the methods used by humans to work through crises. This theme leads into the human response to crisis and they are often woven together. To offer an understanding of the current level of violence and crises situations occurring in America's schools, the literature shares a progression of statistics. These statistics reveal the need for continued work in tying all of the aspects together to understand the phenomenon more completely. Behind these statistics are the actual stories of the individual situations. These situations offer a human aspect to the literature, as well as the prevalence of the problem and the vulnerability of all. These stories of violence connect American citizens through their common experience of an American education. The commonality of this American education allows the final theme to emerge from the four prior themes. This is the need to provide training to those most closely connected to the classroom experience and America's students: America's teachers. States, districts and schools have begun to implement procedures; yet, a full understanding of teachers' needs in training is yet to be understood. This literature review will provide insight into the underlying aspects of school safety, lockdown procedures, and the gap in knowledge related to teacher training.

Crisis Theory

The development of crisis theory as it is today has its roots based in the 1942 fire at the Cocoanut Grove night club located in the Bay Village of Boston. The November

28th fire that lasted approximately 15 minutes took the lives of 492 people (Thomas, 1992). Following this fire, Lindemann began working with the survivors to gain an understanding of their grief reactions to the crisis. It was through working with survivors of the Cocoanut Grove fire that Lindemann developed a frame of reference that was constructed around the concept of emotional crisis. In this construct, it is explained that situations were more likely to become crises for those individuals “who because of personality, previous experiences, and other factors are especially vulnerable to this stress and whose emotional resources are taxed beyond their usual adaptive resources” (Aguilera, 1998, p. 2). Caplan joined Lindemann in his work and together they established the first community-wide mental health program, known as the Wellesley Project located in the Harvard area of Boston (Aguilera, 1998; Brock, Sandoval & Lewis, 2001). Through this project they continued their work in the direction of crisis intervention. Further developments in this area have led to an understanding that an individual who enters a crisis state is neither ill nor pathological; they are instead experiencing a realistic struggle in their current life situation (Golan, 1990).

Caplan’s major contribution to crisis theory came from his observation that crises not only come from situational factors such as the 1942 fire at the Cocoanut Grove night club, but also developmental transitions. Situational crises are unexpected or accidental where as developmental crises are associated with movement from one stage of life to another (Slaiku, 1990). Caplan worked with children and opened the idea that children who cope with crises are those who have the resources needed to endure emotional disequilibrium. Possessing this ability allows the child to make the changes necessitated by crises (Brock, Sandoval & Lewis, 2001).

Caplan (1964) explained that in one's normal day to day activities, operation exists under consistent patterns which have been developed over time and on an individual basis. During normal operation, individuals encounter situations which call for problem solving measures. The measures of problem solving are "habitual mechanism and reactions" (p. 38). Humans employ this as a means of returning oneself to their normal consistency pattern, or equilibrium, which is maintained by "homeostatic re-equilibrating mechanisms" (p. 38). When an individual encounters a problem, and their equilibrium is upset, their problem solving mechanisms are brought forth. The individual will use a method previously used to solve a similar problem in a similar length of time. Caplan was the first theorist to associate the idea of homeostasis with crisis intervention (Smith, 1990).

Slaiku (1990) defined crisis as, "a temporary state of upset and disorganization, chiefly by an individual's inability to cope with a particular situation using customary methods of problem solving, and by the potential for a radically positive or negative outcome" (p.15). These crises situations occur episodically during the normal life span of individuals (Golan, 1990). Aguilera (1998) broke the word crisis down further to be composed of two Chinese characters; danger and opportunity. Crisis is explained as a danger because it threatens to overwhelm the individual. Within the same Chinese word, crisis is explained by Lidell and Scott (1968) cited in Slaiku (1990) as an opportunity at which there is a turning point that leads to a change for the better or the worse. Also using the same Chinese character reference, Aguilera (1990) stated that the opportunity in crisis is a time when an individual is more receptive to therapeutic influence.

It is the customary methods of problem solving offered in Slaiku's (1990) definition of the word crisis that Caplan (1964) referred to in his idea of a human's desire to return to equilibrium. In a crisis situation, the process of re-equilibration is exaggerated because the normal methods are unsuccessful with larger stimuli and a different time span. In the situation of a crisis, the problem, or stimulus, is not resolved using previously employed measures. The impact of the crisis event disrupts the person's homeostatic balance and places them in a vulnerable state (Golan, 1978). This vulnerability and lack of resolution creates tension due to frustration within the individual and the individual becomes upset. Within this upset state there is often a feeling of "helplessness and ineffectuality in the face of the insoluble problem, and this is associated with some disorganization of functioning, so that the person appears less effective than he usually is" (Caplan, 1964, p.40). It is at this point that the individual has entered a crisis state and the individual perceives the event as having changed their current life situation (Brock, Sandoval, & Lewis, 2001).

Following the resolution of the crisis, the individual will have established a new equilibrium to which they will now resort back to using along with their previous and possibly adapted habitual mechanism and reactions. Dependent upon how the individual coped and worked through the crisis, added to their previous repertoire of coping mechanisms are new problem-solving responses. These responses may be socially acceptable or unacceptable dependent upon the handling of the crisis situation (Caplan, 1964). In the end, it is these crisis events that redefine how we perceive the world and our place in it (Brock, Sandoval, & Lewis, 2001).

Although Lindemann and Caplan's work was the underlying basis of current crisis theory, there has been some questioning of the essential ideas. Taplin (1971) recognized the medical respect Caplan's idea of homeostasis has earned because of its basis in physiology, but he fails to see the analogy between an increase in hormones and new set of strategies to be used to solve problems. The field of psychology also criticizes crisis theory because it limits "psychological man to the status of reactor . . . and it cannot effectively characterize essential sections of human behavior such as growth, development, change and actualization" (p. 14).

Looking at crises from a somewhat different angle, Slaiku (1990) revealed Taplin's examination of crises from a cognitive perspective and suggested that it is how a person perceives the crisis event that will make the situation critical. The person's perception is based on their cognitive framework. This cognitive framework, or set of expectancies about life, will allow one to understand what the event means to the person. Senge (2000) described this as one's mental model which explains how two people would explain, describe, or react to a situation differently. The reaction to the situation will depend on the meaning the person places upon it (Slaiku, 1990). Roberts (1990) added to the cognitive perspective by emphasizing that a crisis is not the actual situation, it is instead the person's perception and response to the situation. He breaks the response down into specifying the two conditions that are necessary to have a crisis state: "(a) the individual's perception that the stressful event will lead to considerable upset and/or disruption; and (b) the individual's inability to resolve the disruption by previously used coping methods" (p. 8-9).

Crisis theory stemmed from Lindemann and Caplan's work to provide mental health assistance to those who experienced crises situations. Crisis theory recognizes the state of disorganization and ineffectiveness people encounter while enduring crises. According to Caplan (1964) it is during a state of crisis that people will employ previously accumulated habitual mechanism and reactions as a means of returning to a state of equilibrium or homeostasis. When the crisis is unrecognizable in stature, it will incapacitate the individual's mechanism and reactions to work, thus the person remains in a state of crisis until a new method of working through the situation is devised. Adding cognitive perspective to the theory, suggests that it is how the person perceives the event that determines how the person reacts. Whether it is a means of returning to homeostasis or one's perception of the event, it is known that a person's ability to respond effectively and in an organized manner is compromised under both perspectives. Caplan's idea of homeostasis recognizes a change in the person's repertoire of dealing with further situations of similar stature. Along the same line, following a crisis situation, a person's cognitive framework will have changed to include future situations of similar scenarios.

The Human Response to Crisis

As referenced earlier in the discussion of crisis theory, in a crisis situation, how one reacts and ultimately handles the situation depends on their habitual mechanism and reactions and/or their conceptual framework based on previously lived experiences. Although most educators have not lived through a major crisis occurring in a school location, many recognize now more than ever the possibility of a situation occurring based on the wide media coverage of school violence. With the display of violent images

on television, the Internet, in newspapers and magazines at a national level, the media has also heightened the awareness and fear of the unexpected crisis event in many students, parents, teachers, and administrators. Many teachers and students are now more fearful than ever before when they enter their school buildings each day (Kramen, Massey, & Timm, p. 1).

The media coverage of crisis events has provoked recognition for the need of increased safety measures within schools. Michigan's School Lockdown/Shelter-in-Place Drill Policy provides suggested actions for school staff to conduct in the event of an intruder, active shooter, or threat inside of the building. The policy lacks, however, in information concerning preparation for teachers towards their own emotional, physiological, cognitive and behavioral responses to crises. Krop, Alegre and Williams (1969) stated that many studies (Kurts, 1964; Saltz, 1961; Sarason, 1961; Parkes, 1963; Grissom & Vernon, 1964 and Fleischer & Cohen, 1968) reported that stress facilitates, impairs, and also has no effect on the cognitive activities and behavioral responses of individuals. In their own study, Krop, Algred and Williams (1969) found that in situations of heightened stress, one's divergent thinking abilities are inhibited. This raises the possibility that other intellectual abilities are also compromised in these situations.

Nicoletti and Spencer-Thomas, (2002) described the role of a teacher who is trained to de-escalate or interrupt a violent situation as a protector. The protector builds insulation around possible victims and comes between potential perpetrators and their ability to commit violence. A vast majority of teachers did not pursue the field of teaching with the intention of one day becoming a protector or with the expectation of helping students respond in the face of tragedy (Nicoletti & Spencer-Thomas, 2002; A

Practical Guide, 2006). This, however, is now a role they are often trained for once accepting a teaching position in a school community. The resources currently provided in Michigan's School Lockdown/Shelter-in-Place Drill Policy do not adequately prepare teachers to deal with the human responses to crisis which in-turn leaves them unprepared for their role as a protector in the event of a crisis situation.

As the protector in a crisis situation, understanding the difference between action and reaction to the situation can possibly make all of the difference. "Action is always faster than reaction" (Nicoletti & Spencer-Thomas, 2002, p. 134). Although acting according to the plan is often difficult in times of crisis, it gives the individual opportunity for survival and a greater hand in the situation. Slaiku (1990) explained that while in a crisis situation an individual will experience feelings of exhaustion, inadequacy, helplessness, confusion and anxiety. Within these all encompassing experiential possibilities also exists the specific reaction tendencies of humans while in crisis situations. The reactions vary among individuals and are often dependent upon previous experiences with stressful or crisis situations (Nicoletti & Spencer-Thomas, 2002). Understanding human reactions to crises along with an action plan places the individual in a different place than just being in a survival mode.

In the *Guide for Preventing and Responding to School Violence*, Kramen, Massey and Timm (1999) acknowledged the importance of training teachers to recognize the physiological cues that are experienced during crisis situations. Lerner, Lindell, and Volpe (2006) carried the effects of this training into the actual event, and asked the individual (teacher) who is involved in the crisis to monitor their emotional, cognitive, behavioral and physiological reactions. By providing a true understanding to teachers of

what their personal experiences and responses will be during a crisis situation, the training is brought to a different level and the possibility of a more effectual response is gained. A highly well-trained, highly alert staff is the best way to prepare for an emergency or crisis situation (National School Safety, 2007).

Also necessitating the need for awareness of the human responses are the outdated instinctual reactions humans' experience. "As humans become more civilized and technologically advanced, they rely less on instinctual survival skills . . . many instinctive reactions are now inappropriate and possibly even destructive" (Nicoletti & Spencer-Thomas, 2002, p. 135-136). In one's normal daily life they usually do not experience their instinctual reactions to the degree of which humans in the past had experienced the instincts. When they are experienced, the reactions are unexpected and often all consuming. Combining the inexperience with the reactions and the other factors of our modern world, an untrained human in a crisis situation could be detrimental to survival. Although these instincts usually worked well for humans escaping from danger in the past, the present forms of danger require a different set of responses. Humans now have buildings, rooms, doors, elevators, locks, and other obstacles to overcome while working under their instinctual reactions.

The following four domains: emotional, physiological, cognitive, and behavioral, represent the responses humans experience while enduring crises situations.

Emotional Responses

Emotions rise from a person's cognitive appraisal of a situation. This appraisal is performed in reference to the situation's meaning for one's well-being (Lazarus, 1991 cited in Pham, 2007). When an individual experiences a crisis situation, and they

recognize that their well-being is compromised, the individual enters an intense emotional state. This intense emotional state is then accompanied by high levels of autonomic arousal (Pham, 2007). The autonomic nervous system is a regulatory structure that helps people adapt to changes in their environment. It adjusts or modifies some functions in response to stress (Autonomic Nervous System, 2007). The elevated level of autonomic arousal influences the reasoning processes, one's logical rationality, and also impairs one's memory.

As an individual experiences a crisis and the autonomic system is activated, the obvious outward emotional reactions one might expect to experience are often blunted or even non-existent. The emotional expectations are covered by the body's physical reaction involved with trying to escape from danger (Peterson & Straub, 1992). When emotional responses are experienced they include intense fear, anxiety, irritability, disbelief, denial and frustration (Johnson, 2000).

Physical Responses

While in a crisis situation, an individual will experience a range of physical responses. The initial physical response to a crisis situation is often the inability to move. This immobilization is the result of shock to the situation unfolding before and around the individual. Once and if physical movement is regained, the person is then thrust into fight-or flight responses (Peterson & Straub, 1992). As the mind begins to adjust to the situation occurring, a further physical response experienced includes the loss of fine motor skills. Tasks, that under normal circumstances are relatively easy to perform, become difficult because of the inability to use one's fingers. Behaviors such as dialing a phone, using keys to lock or unlock doors, or pushing buttons to activate an alarm

system, become compromised during extremely stressful situations (Nicolette & Spencer-Thomas, 2002).

In conjunction with the depreciation in one's abilities to work with their fine motor skills, individuals may also experience nausea, rapid breathing, heart palpitations, cramps and faintness (Johnson, 2000). These symptoms occur as one's body prepares for danger and adrenalin enters the body's system. If held under these circumstances for long enough, the body will begin to physically exhaust itself and turn toward emotional responses (Peterson & Straub, 1992).

Cognitive Responses

In the event of a crisis situation, often one's ability to think and process information becomes compromised. Problems that would otherwise be simple to work through often become unsolvable and time consuming. In these situations, one's perceptions of reality changes and during the incident, time may slow down or speed up, and a person's ability to prioritize needs or actions becomes difficult (Johnson, 2000). Under extreme stress, the brain switches to a different form of information processing called *cerebral acceleration*. When this occurs, the brain is processing a large amount of information very quickly so that the best possible decisions can be made. The rapid pace of information processing causes the individual to perceive the world around them in a very slow-moving pace. During this slow-motion state, individuals attempt to anticipate what will occur next. It is also during this mode that peoples' environment will become distorted and they become confused about what they actually see and what they are anticipating they will see (Nicoletti & Spencer-Thomas, 2002).

A person involved in a crisis situation may also experience tunnel thinking. Under extreme stress, one's thinking becomes locked into one mode. This is often seen occurring when people attempt to dial "911". A person is taught to dial "911" from an early age and it becomes an integral part of our personal safety knowledge. In many places of business, it is required to dial a "9" first to reach an outside line. Although the person dials the "9" anytime they make a phone call from the place of business, one's thinking is locked on dialing "911" and the additional "9" is forgotten (Nicoletti & Spencer-Thomas, 2002).

Along with the difficulties of information processing, tunnel thinking, and perception, one may also experience anomia, which occurs when a person has a problem with word finding (Johnson, 2000). This impaired recollection of words is not in conjunction with an impairment of comprehension or the capacity to repeat the words (Definition of Anomia, 2007). The individual may know what they want to say, but the words needed to express the thoughts are not found.

Also, often experienced is dissociation. This term refers to the act of separating or the state of being separated. In psychology and psychiatry, this is a perceived detachment of the mind from the emotional state or even from the body. Dissociation is characterized by a sense of the world as a dreamlike or unreal place (Definition of Dissociation, 2007).

Behavioral Responses

Like the other human responses to crisis situations, behavioral responses vary among individuals. In a crisis situation, an individual may respond by entering a state of hysteria. During a crisis situation, the person may scream, cry, panic, and experience

uncontrolled body movement. The opposite of this experience occurs when an individual reacts slowly with little expressiveness and general dejection (Johnson, 2000). Caplan (1964) referred to these initial behavioral responses to a threatening situation as *outcry*, which in addition to the above reflexive behavioral responses includes fainting and moaning. The initial outcry varies for individuals, and may be experienced as a lump in the throat for one person, and the welling of tears in the eyes for another.

During a crisis situation the individual has difficulty managing the subjective aspects of the situation which include human responses (Caplan, 1964). Understanding these human responses give those involved greater abilities to protect, defend and survive in crises situations (Nicoletti & Spencer-Thomas, 2002). It is the understanding of these responses that is the first step to becoming equipped with survival strategies.

Along with understanding the human responses to crises, it is also important to recognize any changes or consistencies in the actual occurrence of the situations over time. The statistics reveal that school crises situations have evolved and they are not occurring in the same manner as they have been in the past. The statistics are much more public, and American families are more aware of the risks involved in educating students. Although the human responses to crises are a consistent part of the human identity, the statistics involving crisis show change and lack of a predictable pattern over time.

Statistics on School Violence

The years between 1985 and 1994 are described as an epidemic of youth violence (Gottfredson, Gottfredson, Payne & Gottfredson, 2005). Although the time spanning between 1985 and 1994 have been described this way, a precursor to this was the time

between the years 1973 and 1985. During 1973 and 1985, the number of cited attacks towards teachers by students had doubled. Government figures from 1985 reveal documentation of 450,000 violent crimes in our nation's schools and colleges. In 1989 it was also estimated that three million children were attacked at school each year. These estimated attacks include the use of weapons in 70,000 of the assaults (Poland & Pitcher, 1990). The years following 1994 showed a decrease in violence, but it was maintained at a level greater than prior to the epidemic years (Gottfredson, et al, 2005).

The U.S. Department of Education reported in October 2000 that in the years 1997 and 1998, students between the ages of 12 and 18 were the victims of 2.7 million crimes at school. Of these crimes, 253,000 were serious violent crimes which included rape, sexual assault, robbery, and aggravated assault (Nicoletti & Spencer-Thomas, 2002). Studies concerning topics surrounding school violence and safety have been conducted since 1994, but an all inclusive compellation of data has not been found. The studies reference one another, and often overlap in years making it difficult to recognize or differentiate specific aspects that may emerge between the studies. The data between the studies also includes differing variables such as the age of students and the study's definition of what constitutes school violence. These studies include: Anderson, et al. (2001) work on school associated violent deaths covering the years between 1994 through 1999; the National Center for Education Statistics findings from their 2003-2004 school survey on crime and safety; Gottfredson et al.'s 2005 national study of delinquency prevention in schools and finally the most recent data on the indicators of school crime which was published in 2006 by the National Center for Educational Statistics.

1994-1999

Anderson et al.'s, (2001) study which was conducted to describe the recent trends and features of school-associated violent deaths in the United States, categorized individual cases into the following headings; homicide, suicide, legal intervention, or an unintentional firearm death. In the study, the researchers identified 220 events that resulted in 253 school violence related deaths between 1994 and 1999. Of these 220 events, 202 involved the death of one person, whereas 18 involved the deaths of multiple people. There has been an increase in the number of school shootings involving multiple victims (Dwyer, Osher & Hoffman, 2000; Nicoletti & Spencer-Thomas, 2002).

Anderson et, al. (2001) stated that although “. . . overall school-associated student homicide rates appear to have increased in recent years, it can be attributed to an increase in homicide rates for students killed in multiple victim homicide events” (p. 2701). Between 1992 and 1993 two multiple victim shootings occurred involving a total of four fatalities. Between the years 1997 and 1998, this number increased to six multiple victim incidents with a total of 16 fatalities (Anderson, et al., 2001).

Including earlier data from the 1992 -1993 school year, through the 1998-1999 school year published in *Indicators of School Crime and Safety: 2006* (Dinkes, Cataldi, Kena, Baum, & Snyder, 2006) there has been no consistent pattern of an increase or decrease in the number of homicides at school. Between these dates the number fluctuates between 34 and 28 per year. Differing from these years is the drastic decrease in the number of homicides during the 1998-1999 school year and the 1999-2000 school year. During this time the number decreased from 33 to 13. The number decreased again

to 11 during the 2000-2001 school year and has risen slowly since to a reported 21 homicides during the 2004-2005 school year (Dinkes, et al., 2006).

2003-2004

The National Center for Educational Statistics collects, analyzes, and reports full and complete statistics on the condition of education in the United States. The center's 2006 report on *Crime, Violence, Discipline and Safety in U.S. Public Schools* during the 2003/2004 school year offers insight into the status of schools in reference to these issues. In gathering information on school violence, the center did not collect data for this report concerning the possession of or the use of firearms in school. They did, however, collect data concerning the number of students involved in the use of or possession of weapons other than firearms in schools as well as discipline measures exercised by the schools. The report indicates that in events of students possessing weapons other than firearms, schools used out-of-school suspension for more than five days but less than the remainder of the school year 36 percent of the time. Schools used other measures of discipline 37 percent of the time. In five percent of the incidents, schools chose to suspend with no continuation of services and in 23 percent of incidents students were transferred to special schools (Guerino, Hurwits, Noonan, & Kaffenberger, 2006).

In the 2006 *Indicators of School Crime and Safety*, which also includes data collected by the National Center for Education Statistics, is information concerning the incidents of students carrying weapons, including firearms on school property. Between the years 1993 to 1999, the percentage of students who reported carrying a weapon at school declined from 12 to 7 percent. This percentage stabilized between 1999 and 2005

with no significant increase or decrease found. Final data for the year 2005 indicates that 6 percent of students reported having carried a weapon to school (Dinkes, et al, 2006).

2004-2005

The National Center for Education Statistics (Dinkes, et al, 2006) estimates that during the 2004-2005 school year, 54.9 million students were enrolled in prekindergarten through grade 12. Youth in this age group were victims of 28 school-associated violent deaths from July 1, 2004 through June 30, 2005. Of these deaths, 21 were homicides and seven suicides. These two numbers combined represent one homicide or suicide of school age youth per two million students enrolled during the 2004-2005 school year. During this school year, students were 50 times more likely to be murdered away from school (Dinkes, et al., 2006).

In contrast to the reported increase of attacks on teachers by Poland and Pitcher (1990) between the years 1973 and 1985, teachers consistently reported a decrease of threats and physical attacks by students between the years 1993 and 2004 (Dinkes, et al., 2006). The highly publicized incidents of school violence that often include teachers as their victims reveals that no school is completely safe from attacks. However, the 2006 *Indicators of School Crime and Safety* reveals that teachers in central city schools were consistently more likely to be threatened with violence or attacked than teachers working in urban fringe or rural schools. This is also true for public school educators (four percent of physical attacks) verses private school teachers (two percent of physical attacks) (Dinkes, et al., 2006).

The number of homicides reported by the National Center for Education Statistics remains relatively consistent with one dramatic decline and other small drops and

increases between the years 1992-2005 and there are no emerging patterns. One element surfacing over the years, however, is the increase in the number of victims per incident. This increase in victims has been seen on national news reports across the country and fear has been instilled in many Americans. In a 1997 report by the National Center for Chronic Disease Prevention and Health Promotion it was revealed that nationwide, four percent of students had missed one or more days of school during the preceding 30 days because they felt unsafe at school or when traveling to school (Hester, 2003). The National Center for Educational Statistics reports that between the years 1985 and 1989 adolescent student fears of being attacked at school rose by 33 percent (Scheckner, Rollin, Kaiser-Ulrey & Wagner, 2002). Between the years 1995 and 2001 the percentage of students between the ages of 12-18 who reported a fear of being attacked or harmed at school (including traveling to and from) decreased from 12 to 6 percent. In 2005 it was again approximately six percent of students between the ages of 12-18 that reported they were afraid of being harmed or attacked while at school (including traveling to and from). In this same year, it was shown that as the grade level increased, students' fear decreased; ten percent of 6th graders, six percent of 9th graders and three percent of 12th graders reported fear of being harmed or attacked at school (Dinkes, et al., 2006). Over the years the numbers representing student fear have risen and fallen and changed with age. It is important to recognize is that there is an impact on students and although they may not be actual victims of violence, the many whom are concerned about their physical safety and wellbeing in school, are victimized by their fears (Walker & Eaton-Walker, 2000).

Inside the numbers representing the overall occurrences of school violence are the actual individual incidents that bring to life the need for school safety plans and effective

training for teachers in the conduction of lockdown procedures. The specific cases reveal the reality of the vulnerability of all schools in America. The similarities as well as the uniqueness of victimized schools show that violence occurs in the most unsuspecting communities, and involves students with life experiences similar to students in every school.

Specific Case Descriptions

Over the past decade there have been many high-profile school shootings in schools of all sizes and locations across the country. The first of many occurred on February 19, 1997 in Bethel, Alaska. During this incident, a 16 year old student opened fire with a shotgun in the commons area of his high school. The student fatally shot the principal and a classmate, and wounded two other students (Are our schools safe?, 2007). Following this event was another violent school attack which also received nation-wide media coverage. It occurred on October 1, 1997 in Pearl, Mississippi, where Luke Woodham, a 16-year-old high school student who was described as an outcast, killed his mother and then proceeded to school where he shot nine students. Two students died, including his ex-girlfriend. Woodham is currently serving three life sentences (Are our schools safe?, 2007).

It was exactly two months later on December 1, 1997 when three students were killed and five were wounded at Heath High School in West Paducah, Kentucky (Fast Facts, n.d.). Michael Carneal, 14, had opened fire on a youth prayer circle in the hallway. After pleading guilty but mentally ill to murder, he was sentenced to three life sentences (Are our schools safe?, 2007).

In the year 1998 four fatal school related shootings occurred between the months of March and May. It began with two boys, Mitchell Johnson and Andrew Golden, who attended Westside Middle School in Jonesboro, Arkansas. The boys came out during a false fire alarm and opened fire with rifles on classmates and teachers. Four girls and a teacher were killed and 10 others were wounded. Both Mitchell and Andrew were convicted of murder and were sentenced to imprisonment until the age of 21 (Associated Press, 1998).

On April 24, 1999 in Edinboro, Pennsylvania, Andrew Wurst, an eighth-grade student at J.W. Parker Middle School opened fire at a school dance. He killed an eighth-grade science teacher and wounded two students. Andrew plead guilty to third-degree murder and was sentenced to 30-60 years in prison (Are our schools safe?, 2007).

May of 1998 held two more tragic events that resulted in more death and injury to our nation's students. On May 19, Jacob Davis, an eighteen year-old honor student, pulled his gun and fatally shot a classmate in the parking lot of Lincoln County High School located in Fayetteville, Tennessee (Are our schools safe?, 2007). Two days later in Springfield, Oregon, Kip Kinkel, a high school freshman, opened fire in his high school cafeteria with a semi-automatic rifle. His rampage killed two students and wounded 22 others. Kinkel's parents were also found shot to death in their home. Kinkel pleaded guilty to four counts of murder and 26 counts of attempted murder that fall and is serving a 112 year sentence at a state juvenile facility near Portland, Oregon (Leferve, 2000).

It was on April 20, 1999, when one of the most devastating school shootings on record occurred in Littleton, Colorado. Two students, Eric Harris and Dylan Klebold,

carried four weapons into their school and opened fire. The school system was caught completely off guard by the massacre. Harris and Klebold killed 12 students and a teacher. They left behind 23 wounded before they killed themselves (Graveline, 2003). The violence in America's schools during the late 1990's left people fearful of events to come and in a hurry to protect school from further incidents. Columbine High School was considered an upper-middle class suburban school, and America realized that no school setting was immune to problems of violence. Unfortunately the new millennium would not be safeguarded from more deadly attacks at schools across the country.

The year 2000 began with a school shooting on February 29 at Buell Elementary School in Mount Morris Township, Michigan. On this day, a six year old boy shot and killed a six year old girl with a .32 caliber handgun while at school (Are our schools safe?, 2007). Three more school shootings would occur that year in Savannah, Georgia; Prairie Grove, Arkansas; and Lake Worth, Florida. It was at Lake Worth, Florida that on May 26th, thirteen year old seventh grade old honor student, Nathaniel Brazill, killed his English teacher on the last day of classes (Police Release, 2000).

In the year 2001, the month of March incurred four separate school shooting incidents. On March 5, a 15 year old student killed two fellow students and wounded 13 others at Santana High School in Santee, California. Two days later on March 7 in Williamsport, Pennsylvania, a classmate was shot and wounded by a 14 year old girl in the cafeteria of Bishop Newuman High School. On March 22, one teacher and three students were wounded by a student at Granite Hills School in Granite Hills, California. The month ended with a shooting on March 30th in Gary, Indiana where an expelled student from Lew Wallace High School killed a classmate (Fast Facts, n.d.).

In the year 2003 seven different incidents of school related shootings occurred. It was on April 24, 2003 that James Sheets, 14, shot and killed his principal Eugene Segro of Red Lion Area Junior High School in Red Lion, Pennsylvania before killing himself (A Time Line, 2007). Later that year on September 24 in Cold Springs, Minnesota two students were shot and killed by a 15 year-old at Rocori High School.

School shootings continued into 2004 when a 17 year old male high school student died and another was injured when shots were fired outside of a Washington, D.C. high school cafeteria. Also occurring that month in the state of Pennsylvania, was the death of a ten year-old student and the wounding of a 56 year old crossing guard when they were both shot outside of a Philadelphia elementary school. The crossing guard was shot as she rushed to help students across the street in the search of safety (A Time Line, 2007).

The death of the Pennsylvania crossing guard along with the death of a Tennessee bus driver revealed that it is not only those inside the school who are at risk. On March 2, 2005 a school bus driver was shot and killed while transporting approximately 20 students. The 14 year-old shooter had been reported by the driver to school administration for chewing tobacco on the bus (A Time Line, 2007).

On March 21, 2005, the worst school-related shooting since Columbine occurred when Jeff Weise, 16, killed his grandfather and his grandfather's companion, before arriving at school where he killed a teacher, a security guard, five students, and finally himself; leaving a total of ten dead (A Time Line, 2007). America was reminded of its vulnerability to school violence when news broke of students crouched behind benches

and tables while Weise, their fellow student, tried to shoot his way in through the locked door (Sklaroff, 2005).

It was the three months time between August 2006 and October 2006 that America experience eight incidents of school related shootings. This period began with Christopher Williams, 27, who was looking for his ex-girlfriend at Essex Elementary School on August 24, 2006. During his rampage he shot two teachers, killing one and wounding the other. Before going to the school, he had killed his ex-girlfriend's mother in her home. The incident ended when Williams injured himself. Following this event, on September 27, 2006 a gunman entered a high school where he held six female students hostage. During a four hour stand-off he sexually assaulted the students, killed one and then himself (A Time Line, 2007).

On October 2, 2006 America once again had its eyes opened to the problem of violence involving school shootings in America. On this day, a heavily armed truck driver walked into a one-room Pennsylvania Amish schoolhouse and shot ten female students aged 6-13. He killed five of them before killing himself. This was the nation's third deadly school shooting in less than a week and it occurred in an area of the country where violent crime is virtually nonexistent (Associated Press, 2006; National School Safety, 2007; A Time Line, 2007).

Our nation is rightfully concerned about the safety of its schools. The specific case descriptions, reveal that students are no longer safe from serious harm or even death while at school or on their way to or from school (Elliot, Hamburg & Williams, 1998). "If we learn nothing but two things from the experiences of the victims of school crisis, remember that it can happen here and that there are things that can be done to prevent and

prepare for such tragedies” (Trump, 2000, p. 17). It is these *things* that need to be acted upon. Taking into consideration all that is known about crisis theory, the human response to crisis, the statistics representing the actual occurrences in America’s schools, and the individual cases that bring the problem to reality, the next step is to develop effective training measures. These measures need to increase the safety of America’s schools and help prepare teachers to effectively carry out lockdown procedures within their classrooms.

Call for Training

Pre-Service

The teaching of school safety procedures are as of yet to become an integral part of university teacher education programs. Nims and Wilson, (1998) explained that institutions of higher education should be playing a role in preparing educational professionals to address the violence they face in their teaching assignments. In their survey of higher education teaching institutions, 6.7% of large institutions and 3.8 % of small institutions indicated that the institution offers a specific violence prevention course. Of the respondents, fewer than half believed their institutions needed more preparation for teachers in the area of violence preparation.

Although universities are not recognizing the need for pre-service teacher training in their current programs, there is a growing belief that “training on conflict resolution, decision making, problem solving, and other humanistic skills may be the critical link for educators confronted with school violence” (Kandakai & King, 2002, p. 343). Although most universities have yet to offer violence prevention programs to pre-service teachers, it should be noted that some states have passed legislation requiring pre-service training

for all school personnel. New York's Project Safe Schools Against Violence in Education Act requires pre-service teachers to complete two hours of violence prevention training. Similarly, the California Student Safety and Violence Prevention Act of 2000 requires pre-service teachers to be trained in discrimination and harassment based on sexual orientation and gender identity (Nickerson & Osborne, 2006). Training for teachers should occur as early as possible, and incorporating the training into teacher preparation curriculum will allow pre-service teachers to begin to implement the methods and skills during their pre-service experiences (Kandakai & King, 2002).

During Service

Even though schools would greatly benefit by the arrival of already trained pre-service teachers in the area of school violence and safety, the above information reveals that teachers are learning the procedures while employed as educators in schools. Whether teachers come to schools with prior training or are new to the experience, it is vital that schools conduct training and develop a plan for school safety and crisis management that will prepare both students and staff for the unexpected crisis situation. Thro (2006) explained that "While education is an American constitutional value, the opportunity to pursue an education—particularly to pursue quality education—is meaningless unless the student is able to pursue his/her educational rights in an environment that is both safe and secure" (p. 65). To provide this safe and secure environment, several levels of preparation need to occur at the school level. These methods of preparation include establishing a school crisis response team, and developing a school crisis response plan that includes the training of staff, teachers, and students to respond to crises situations.

Establishing a school crisis response team

The school crisis response team should consist of members that reflect the entire organization which they serve. These individuals should not only come from within the school building, but also include professionals from the surrounding school community (Johnson, 2000; Trump, 2000). Certain situations will require that members of the surrounding school community are contacted for their support services. When a situation can be handled by the school based crisis response team, the school should be sensitive about bringing outsiders into the situations. Often, the inclusion of unnecessary professions may add to the confusion and disorganization (Practical Guide, 2006). At the school level, it is recommended a school crisis team include the following members:

The Principal: This person holds the greatest level of authority in the building and is responsible for all decisions made and actions taken by the members of the team.

The Assistant Principal: This person assists the principal by acting as a liaison between the support staff, students and the principal. In the event of a crisis occurring during the principal's absence, the assistant principal must assume responsibilities and implement the plan.

School Psychologist: This team member will be able to educate staff and students about what to expect emotionally, cognitively, behaviorally and physically, as a result of a traumatic event.

Guidance Counselor: The person will help in identifying individuals who are experiencing grief or in need of intervention. After a crisis they can create support groups for staff and students as well as contact parents and guardians of students who were affected by the crisis.

Teachers: Although teachers may have a difficult time providing a safe and calm model for students, identifying and carefully selecting teachers who would have this ability, offers membership of someone in close contact with students. Teachers can help to identify and refer students who are in need of emotional support.

School Nurse: Based on this team member's expertise, the nurse will handle students who may have suffered injuries and students who are experiencing reactions to crisis exposure such as hyperventilation, fainting, and shock.

Security Officer: In the event of a situation, this person will act to secure the safety of all others in the building. They maintain contact and work with local police. They may also work with crowd control and the monitoring of secured areas.

Ancillary Staff: School secretaries and paraprofessionals can bring value to a school crisis response team. School secretaries are often familiar with families and can provide the team with pertinent information. Teacher aides often have close relationships with many students in the building. These relationships allow them to reach out to students and provide support during crisis situations (Johnson, 2000; Peterson & Straub, 1992; Practical Guide, 2006; Stephenson, 1998).

The school crisis response team, consisting of the above members, is established for the purpose of serving the needs of schools pertaining to crisis prevention and response. In the event of a crisis, the purpose of the school crisis response team is to administer care at the site level following a crisis. This level of involvement requires that the school crisis response team members receive training covering all areas of crisis management (Johnson, 2000; Stephenson, 1998).

Not only does the school crisis response team respond to crisis situations, they also work to develop plans before incidents occur. The team has a responsibility to gather information necessary to stay informed about new knowledge pertaining to crisis control. They prepare staff for what can be expected in a crisis situation and as well as provide training for individually designated roles. The team submits plans to the local school board, helps to develop policies, and informs the school's student services office, local police, fire and rescue departments of the school's plans and procedures (Nicoletti & Spencer-Thomas, 2002; Peterson & Straub, 1992).

Our nation has learned from the many tragic events that have occurred during the past decade that it is imperative we are prepared for future incidents in our schools. One method of preparing ourselves is through the establishment of a unified crisis response team.

A debriefing of officials from several cities that experienced school shootings in 1997 and 1998 identified as one of the primary lessons from their experiences the importance of having a well-defined crisis response team, one with the ability to communicate and effectively collaborate on responding to and managing crisis incidents. (Reisman, 1998 cited in Trump, 2000, p. 18)

Developing a school crisis response plan

The nature of the school crisis topic often creates reluctance in administrators to develop plans for school crisis situations (Lichtenstein, Schonfeld & Kline, 1994; Wong, Kelly, Stephens, 2001). Not only does crisis come at us unexpectedly, but "Crisis creates chaos and confusion" (Walker & Walker, 2000, p. 47). This chaos and confusion stems from the fact that our basic beliefs in the world have been challenged and upset.

According to Johnson (2000) people tend to believe the following:

We can count on others and the world to meet our needs; The world will not hurt us unduly; We can affect the world and create change; We can stand alone; We

can respect others and ourselves; We can count on things remaining fairly constant and predictable. (p. 3)

During crises, these beliefs are challenged and the world, along with the way we have learned to operate within it, no longer exists in our frame of reference (Johnson, 2000). It is because of this that schools need to develop and implement a school crisis response plan. This plan, often developed in conjunction with the school crisis response team, school administration, and state level agencies, will help diffuse some of the chaos by providing a response for those unfamiliar to crisis situations. The process involved is deemed as long-term, systematic, and comprehensive in nature (Stephens, 1998).

The uniqueness of schools creates a need for plans that will best suit the individual school (Stephens, 1998). Keeping in mind this uniqueness, each school's plan should include information for both the classroom and school level. In the classroom, a teacher's plan should include information in the form of an easy to read and follow flip chart. The plan should have general shelter evacuation instructions. It should also include information about responses to armed intruders, fires, weather related events, and chemical or hazardous material spills or leaks (Brunner & Lewis, 2006; Stephens, 1998). This information should be included at the school levels with additional review by local emergency responders and law enforcement (Brunner & Lewis, 2006).

Training for teachers and staff is also a necessary part of the school safety plan. This training should include content-level training which begins with an overview of crisis theory and its implications in a school setting (Lichtenstein, Schonfeld, & Kline, 1994). Knowledge of crisis theory could lead to further understanding by trainees of what they can expect to experience personally during a crisis. Another important step in the training of teachers and staff includes the practice of actual drills (Bennett-Johnson,

2004; Poland & Pitcher, 1990; Wong, Kelly & Stephens, 2001). These drills should be conducted to simulate various crisis events that could take place in a school setting.

When the plan is in place, all school staff, teachers and administrators should become familiar with the plan and trained in any specific areas pertinent to the individual (Bennett-Johnson, 2004). This advanced planning and training could possibly ensure a much smoother experience with the situation than if it occurred at a school with no pre-determined plan (Wong, Kelly & Stephens, 2001).

Stephens (1998) proposed that one of the greatest challenges today is creating safe schools. This topic is being pushed to the forefront of priorities as schools are forced to deal with the ever present looming understanding that school violence can happen anywhere. As schools grasp this concept and begin to move forward the image of safety will hopefully return and schools can once again become “. . . safe havens for teaching and learning, free of crime and violence” (Dinkes, et al., 2006, p. iii).

An overview of the literature surrounding school safety reveals that much of the information necessary to develop school safety plans is available, but it is not put together cohesively or used in relation with each other. Crisis theory tells us that in crises situations, humans are unable to cope or handle problems using their customary methods of problem solving. Combine this with the information concerning the human response to crisis, and it becomes understood that the current training procedures provided by the State of Michigan do not adequately prepare teachers to respond effectively. The history of school violence reveals that violence is not a new situation we are dealing with, but rather an evolving situation. The specific cases show that teachers need to be prepared for the unexpected, and over time, the unexpected seems to be worsening. Based on key

points in the literature, the vast majority of universities are not providing training to pre-service teachers. America's schools, ill-equipped with adequate methods, are responsible for providing school safety training to their teachers, staff and students. The literature reveals that there is a need for training materials and programs that address all areas of school safety including the human responses to crisis.

The five themes identified in the literature surrounding school safety and lockdown procedures directly reflect upon the research problem and purpose of this study. The material available to Michigan schools through the State of Michigan website concerning lockdown procedures does not address information obtained from the actual experiences of teachers. It is necessary to explore the experiences of teacher who have engaged in school lock-down drills and simulations to understand the needs in future training measures. This exploration will create an awareness of how teachers assess their own ability to effectively conduct lockdowns, examine the human responses to crises experienced by teachers, and ultimately uncover teacher's training needs identified as necessary to effectively implement and conduct lockdown procedures

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research study was to explore the experiences of teachers in order to create an awareness of their readiness to effectively implement and conduct school lockdown procedures at the classroom level. This chapter will describe the research design and methodology used in this study. Rudestam and Newton (2001) explained that the specific method chosen in a research design is dependent on the discipline as well as the nature of the problem. Within the discipline of secondary education it is unknown if teachers consider themselves as able to carry out school lockdown procedures using the policy prescribed in the Michigan School Lockdown/Shelter-in-Place Drill Policy provided by the Michigan State Police (Michigan, n.d.). It is also not known how teachers are experiencing the various aspects of human response to crisis when they engage in school lock-down drills and simulations. This chapter will: 1) review the specific research goals which are formally stated within the research questions (Locke, Spirduso, & Silverman, 2000); 2) explain the study methods; 3) expand on the methods and procedures; 4) describe the data analysis; 5) explain the measures of trustworthiness; and finally, 6) reveal any limitations to the study.

Research Questions

Mertens (2005) explained that in qualitative research, the research questions form from inadequacies of current theory and research. In researching school lockdown procedures, school crisis management, and school crisis preparation and intervention, little information regarding teachers' assessment of their ability to implement and conduct lockdown procedures was present. Michigan's School Lockdown/Shelter-in-Place Drill Policy (Michigan, n.d.), and the accompanying suggestions and guidelines, includes no information regarding training teachers to understand the emotional, physiological, cognitive, and behavioral reactions that teachers may experience during a lockdown. Although experts in the field offer descriptions of the emotional and physiological reactions, as well as changes experienced in cognitive and behavioral functioning during crisis situations, this information is not part of the materials Michigan provides in their procedures for preparing for a school crisis (Nicolette & Spencer-Thomas, 2002, & Stephens, 2000). It is unknown if teachers feel a need for this information to be provided during training and whether or not they feel this information would impact their ability to implement and conduct lockdown procedures at the classroom level.

The guiding research question for this study was: What are teachers' assessments of their ability to implement and conduct lockdown procedures at the classroom level?

The research sub-questions for this study were:

1. What knowledge do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning school lockdown procedures?

2. What knowledge and perceptions do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning violence in school communities?
3. How do middle and high school teachers, who work in Upper Peninsula of Michigan schools, describe their role and impact on conducting lockdown procedures effectively?
4. How do middle and high school teachers, who work in Upper Peninsula of Michigan schools, connect the emotional, physiological, cognitive and behavioral responses to crisis and the impact on their ability to implement and conduct lockdown procedures?
5. What fears do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning school violence and lockdown procedures?
6. What components of training do middle and high school teachers, who work in Upper Peninsula of Michigan schools, suggest as necessary for properly conducting lockdown procedures?

Study Methodology

In examining methodology, it is qualitative research that uses interpretive, material practices in order to make the world visible (Denzin & Lincoln, 2003). As a means of visualizing and understanding the experiences of teachers in respect to school lockdown procedures, methods of qualitative research were used. The use of this research method was necessary to understand the human behavior and experiences involved in the lockdown procedures as well as the meaning and purpose attached to it by the

participants. The qualitative data collected from this research was to provide insight into the human behavior (Guba & Lincoln, 2004) exhibited by teachers in reference to this phenomenon.

When using qualitative research, the researcher looks for the involvement of participants in data collection and attempts to build a rapport with the individuals involved in the study (Creswell, 2003). In conjunction with this, qualitative research was used to provide the opportunity for the researcher to attempt to determine how the participants experienced and understood their perceived ability to implement and conduct lockdown procedures. This revealed how they felt, what they believed, and how they interpreted their relationship with this phenomenon as part of their existence (Lock, Spirduso, & Silverman, 2000). In allowing this to occur, the emergent aspect of qualitative research took place, which gave the researcher further opportunity to view the phenomenon holistically (Creswell, 2003). By viewing the teachers' experiences holistically, the researcher was able to see the phenomenon in its entirety which allowed for the development of a complete understanding of the situation (Rudestam & Newton, 2001).

Qualitative data is non-numeric in nature (Lichtman, 2006; Hesse-Biber & Leavy, 2004; Rudestam & Newton, 2001) and is obtained through a variety of methods that range from using unstructured to semi-structured approaches (Hesse-Biber & Leavy, 2004). The qualitative data collected for this study was in the form of words acquired through interviews. "Qualitative researchers assume that there are aspects of reality that cannot be quantified. More particularly, they believe it is both possible and important to discover and understand how people make sense of what happens in their lives" (Lock et

al., 2000, p. 97). Interpretation of the discoveries was conducted by the researcher, with the understanding that one cannot completely escape the personal interpretation a researcher brings to qualitative data analysis (Creswell, 2003).

This qualitative study used phenomenological research as a means of discovering the lived experiences of teachers in reference to their perceived ability to implement and conduct lockdown procedures at the classroom level. The phenomenological method brought the researcher through a process of reflection, writing, rewriting, and thematic analysis. Through this process, the researcher began to describe and interpret the meaning of the teachers' lived experiences and then used this evidence collected in phenomenological first-hand accounts to develop an understanding of the participants' perceptions (Moustakas, 1994; Richards & Morse, 2007; Rudestam & Newton, 2001). Phenomenology helped to reveal the lived experiences of the participants as well as the ways they understood the experiences and in turn developed their world view. Within this area, there is an assumption that there is a structure and essence to shared experiences that can be narrated (Marshall & Rossman, 2006).

This study examined the everyday experiences with this phenomenon from the point of view of the participants and in doing so, the individual's perceptions and meaning attributed to their experiences was sought by the researcher (Mertens, 2005 & Schwandt, 2001). Schwandt (2001) explained that those conducting phenomenological research should insist on very careful descriptions of everyday life. He continued to state that everyday life includes "perceptions, believing, remembering, deciding, feeling, judging, evaluating, and all experiences of bodily action" (p. 191). The act of implementing and conducting lockdown procedures is becoming an expected role within

a teacher's classroom experience and is a culmination of many of the traits offered by Schwandt (2001). Phenomenology enabled the researcher to understand the meaning teachers placed on their experiences (Richards & Morse, 2007) and examining the phenomena of the teachers' perceived ability to implement and conduct lockdown procedures, allowed for these life experiences to be described.

Study Methods and Procedures

This section of Chapter III will describe the specific details of the research procedures used in this study. It will cover the following areas: a) explain the interview method; b) explain the role of the researcher; c) describe the sampling method; and finally, provide an d) explanation of the setting.

In-Depth Interviews

In choosing a technique for obtaining data, Richards and Morse (2007) advised the researcher to seek a method that will allow for the best account of behavior and experiences to be accessed and interpreted. In this study, to allow for the participants' views of their described ability to implement and conduct lockdown procedures at the classroom level to emerge, as well as a means for providing flexibility and responsiveness to emerging issues, semi-structured, open-ended, in-depth interviewing was used. According to Fontana and Frey (2003), unstructured interviews produce a breadth of data in comparison to other types. This type of data can be used to "understand complex behavior of members of society without imposing any a priori categorization that may limit the field of inquiry" (p. 75). This study, however, examined the complex behavior through the use of semi-structured interviews. Lichtman (2006) explained that

in semi-structured interviews, a previously developed set of questions and a format is followed and used with all participants. The questions and format can vary as the situation demands. For the purpose of this study, the semi-structured interviews followed grand tour questions that allowed for further exploration of topics that emerged during the interviews.

Miller and Crabtree (2004), described the interview as a means of creating a listening space where the meaning of participants' experiences are constructed through an "interexchange/co-creation of verbal viewpoints in the interest of scientific knowledge" (p. 185). The use of interviews allowed for unexpected insights to emerge (Richards, 2005) and more specifically, by conducting semi-structured, open-ended, in-depth interviews, the researcher explored general topics rooted in the research questions for the purpose of revealing the participant's view in reference to the phenomenon. This exploration allowed the participants to share what they knew, what they have learned, as well as the opportunity to add a new dimension to the researcher's previous understanding of the situation (Lichtman, 2006). The goal of data collection through the use of the in-depth interviews was to identify and compare the experiences of teachers in the realm of a similarly shared experience.

During the exploration of general topics, the interviewer respected how the participants choose to frame and structure their responses. The use of semi-structured, open-ended, in-depth interviews involved extensive and prolonged engagement with the participants in order to develop patterns and relationships of meaning (Moustakas, 1994). In using this method, it was important that the interviewer presented the attitude that the participants' views concerning the phenomenon were valuable and useful (Marshall &

Rossman, 2006). It was also important to consider that when interviewing the participants in this study, the behavior within the phenomenon is complex in nature (Johnson, 2003) and enabling the description of the experience to evolve without the boundaries of questions was important. With respect to avoiding strict boundaries, grand tour questions were asked as a means to providing an outline to the interview. These types of questions guided the interviews through the topics threaded in the research questions and allowed for prompts and probes to expand the context and develop a rich data collection (Lichtman, 2006, & Miller & Crabtree, 2004). These grand tour questions used while adhering to the understanding that in-depth interviewing is personal and intimate with an emphasis placed on “depth, detail, vividness, and nuance” (Rubin & Rubin, 1995, p.76). While using the grand tour questions as a guide in the interview, it was expected that other questions would emerge as the researcher became sensitized to the meaning that the participants brought to the situation (Mertens, 2006). This method allowed the interviewer to gain direct access to the interviewee’s experience with the phenomenon (Schwandt, 2001). Listed below are the grand tour questions that guided the interview:

1. How do you define school violence?
2. For the purpose of this interview school violence will be operationally defined as:
Behavior exhibited within a school setting for the purpose of physically injuring or killing member(s) of a school community. Over the past decade, and even longer, school violence has had extensive coverage in the media. Do you have any personal experience(s) with school violence and if so can you please describe the experience(s)?

3. Outside of your own experiences, what are your thoughts about and knowledge of school violence? Explain the role you feel you play in alleviating or responding to school violence.
4. As you may know, conducting school lockdown procedures are mandatory in the state of Michigan. What can you tell me about school lockdown procedures at your school and more specifically your role in the procedures?
5. Reflecting back on the lockdown procedures conducted at your school last year, share with me your experience with the procedure as you saw from the beginning to the end.
6. Please explain to me any expected or unexpected physiological, emotional, cognitive or behavior responses you may have experienced during the procedure.
7. Taking into consideration your training in lockdown procedures, how do you see yourself responding to a real situation occurring in your school? Explain whether or not you feel prepared to respond to a violent situation in your school?

The Role of the Researcher

In qualitative studies, the researcher serves as the instrument of data collection (Marshall & Rossman, 2006). Because the researcher functions as the primary instrument for data collection and analysis, it is necessary to state the background information about the researcher to enhance the credibility of the research design. Mertens (2005) recognized the importance of the researcher to reflect on one's personal values, assumptions, beliefs and bias the researcher brings to the research. A researcher can achieve an unbiased attitude through the process of self-disclosure, where the researcher considers the research problem in relation to their background and attitudes before

conducting the interviews (Patton, 2005). With this, the researcher must also continually monitor changes or influences within one's attitudes and belief as they progress through the study. Doing so will allow the researcher to determine any impact on the study's data and the interpretations (Mertens, 2005).

Researcher bias

The monitoring of these factors also allows the researcher's awareness of biases. In the situation of a researcher's biases, "there is a tendency to be unaware of how one's interactions in a field site threaten, disrupt, create or sustain patterns of social interaction which might result in a prejudiced account of social behavior in the site" (Schwandt, 2001, p. 15). Marshall and Rossman (2006) referred to the researcher's initial stage of self inquiry as an "epoche" (p.105) that is revealed through eliciting the experiences the researcher brings to the study. Moustakas (1994) took the nature of an epoche a step further and explained it as a means of preparing oneself to derive new knowledge, as well as "a process of setting aside predilections, prejudices, predispositions, and allowing events, and people to enter anew into consciousness, and to look and see them again, as if for the first time" (p. 85).

In preparation for this research, the researcher developed her own epoche based on her experience as a classroom teacher and administrator in a high school setting. This allowed for the creation of a freedom from presuppositions in relation to teachers' experiences with implementing and conducting lockdown procedures at the classroom level.

Researcher background

My experiences as a classroom teacher over the past eight years prevent me from being a neutral party within this study. I will bring to the study my personal experiences in dealing with this topic as part of a classroom environment as well as my personal values, beliefs and assumptions about the implementation and conduction of lockdown experiences at the classroom level.

Over the past seven years, I have been employed as a teacher at Mid Peninsula High School located in Rock, Michigan. The first year I was employed at Mid Peninsula was as a part-time English teacher. The following two years, I taught a full time schedule with English and one course of sociology/psychology. During the 2005-2006 school-year, I taught two high school courses, senior English and sociology/psychology, and assumed the position of guidance counselor and principal. I continued in these three roles for the 2006/2007 school year. During the 2007/2008 school year, I resumed my position as principal and guidance counselor and reduce my teaching time to one hour per day. I have since continued in this position. Prior to working at Mid Peninsula High School, I taught freshman English for three years at Chino Valley High School, located in Chino Valley, Arizona. During the time I taught at Chino Valley High School, I was asked to implement and conduct lockdown procedures as part of teacher in-service training. While teaching at Mid Peninsula School, I was not asked to participate or practice these procedures. During the time I assumed an administration position, the practice of school lockdown procedures became a law in Michigan schools, and Mid Peninsula began practicing the procedures at the classroom level.

In reflecting back on the in-service training I received at Chino Valley High School, I recall experiencing unexpected emotions in conjunction with the practice of the procedures. It was difficult to focus on the idea that it was a practice, and to avoid thinking about what one would do in a real situation. These thoughts lead to feelings of anxiety and in the end, I never felt secure that I would be able to execute the plan I was taught and had practiced in the event of a real situation. As an administrator at Mid Peninsula School, I have participated in leading teachers through lockdown procedures. During the leading of these procedures, I experienced some of the same emotional feelings as well as the same sense of anxiety. In considering my lack of training in this area, and my responses to leading the procedures during the 2006/2007 school year, I question my ability to implement and conduct lockdown procedures at the school building level.

In response to my personal experiences with lockdown procedures, I began to question other's experiences. I also began to think about the current training procedures as well as the suggestions and guidelines made available by the State of Michigan. My experiences have caused me to question the lack of training available in the area of human response and reaction to crisis situations.

Sample Selection

Purposeful sampling, which allows the researcher to select participants based on their characteristics, was used to obtain participants in this study (Richards & Morse, 2007). Each participant had been employed full time as middle or high school teachers in a Michigan school district for the extent of the 2006/2007 school year. The employees had not taught or received any form of lockdown procedure training in schools outside of

Michigan. The second criteria was that the school districts in which the participants taught, had completed the requirements as stated in Act No. 187, and Act No. 337, both being public acts of 2006, which require school buildings to perform a minimum of two lockdown drills each school year.

A total of sixteen participants were asked to voluntarily take part in this study based on the above criteria. The identity of the participants, the individual responses, and the participants' places of employment has been kept confidential. The participants were made aware of this confidentiality as well as the fact that all data collected will be kept in a secure locked file in the office of the principal investigator for three years. The sixteen participants were selected from schools of various sizes and locations across Michigan's Upper Peninsula. Upper Peninsula schools were selected because of the proximity of schools to emergency services. Although some Upper Peninsula schools are located in close range of emergency services, a large number of schools are geographically located in rural locations. These locations place great distances between the schools and emergency response personnel. The isolation of the schools creates a need for training that can be conducted in crises situation, with the understanding that emergency assistance is not near.

To access participants, the researcher contacted 53 Upper Michigan school superintendents in person, by phone, or by email. During this contact the researcher provided a brief explanation of the study and asked permission to contact the middle and high school principals within the superintendents' districts. The researcher received permission from 20 of the 53 superintendents. Upon receiving this permission, the researcher contacted the principals within these school districts by email and asked the

principals to provide a list of all middle and high school teachers within their school buildings who met the previously described criteria. Fifteen principal's responded to the researcher's email and either provided a list of teachers or directed the researcher to the school's website where a list of teachers and email addresses could be accessed.

Using the lists of teachers and the websites provided by the 15 principals, the teachers were then contacted through the US Postal Service as well as a follow-up email. Follow-up emails were sent until sixteen volunteer participants who met the previously described criteria were obtained. As a rule of thumb, Mertens (2005) suggested using approximately six participants in phenomenological research. Sixteen participants were used in this study for the purpose of obtaining a diverse group that represents the various sizes and locations of schools in the Upper Peninsula of Michigan.

Setting

The sixteen interviews were originally planned to take place in the individual participant's classroom setting. Hesse-Biber and Leavy (2004) described this as a "grass-hut" environment (p. 194). A grass hut environment is the usual, everyday location where the topic is discussed. Of the sixteen, eight of the interviews were held in the participant's classroom setting. Although the researcher requested a classroom setting with each participant, eight participants requested an alternative environment. Of the eight participants requesting an alternative environment, four of the interviews took place in the homes of the participants and four of the interviews took place at a public library. All environments provided the opportunity for easy access for the participants, reduced time expenditures, a feasible location for research and an opportunity to build trusting relationships. Marshall and Rossman (2006) identified each of these as important to

selecting a realistic site. Each participant was provided an open-ended amount of time during one sitting to participate in the interviews.

Data Analysis

Information becomes data when it is selected to be studied by the researcher (Richards, 2005). Within Schwandt's (2001) definition of analyzing qualitative data, he explained that analysis begins with the process of organizing, reducing, and describing the collected data. The analysis continues through the activity of drawing conclusions or interpretations from the data and warranting those interpretations. In the process of analysis the researcher begins to break down a whole into its components. It is through the process of reassembling the individual parts that the researcher will come to understand the integrity of the whole.

When moving into the analysis and interpretation part of one's research, using a systematic approach will bring order and understanding to the process (Lichtman, 2006). Lichtman (2006) advised the researcher to begin analysis between collections as opposed to waiting until the completion of the collection. This allowed the researcher to ask any questions that may have risen out of the initial interviews to subsequent participants. For the purpose of this research, the analysis process of the data collection began with the time period that lapsed between each participant's interview. This phase of phenomenological reduction involved the researcher identifying the essence of the phenomenon and clustering the data around themes that described the textures of the experience (Marshall & Rossman, 2006). The themes identified during this period were presented to the interviewees as part of the member check used to establish credibility.

To further the analysis of data, following the completion of the interviews, the following six phases offered by Marshall and Rossman (2006) were used as a means to reduce data, create manageable pieces, allow for interpretation and find meaning in the words of the interviewees: (a) organizing the data; (b) immersion in the data; (c) generating categories and themes; (d) coding the data; (e) offering interpretations through analytic memos; (f) and searching for alternative understandings.

Organizing the Data

Organization of the data involved keeping information provided by each individual interviewee separate and in sequence with the order of the interviews. At times, the interviews were cross-referenced with other interviews for the purpose of analysis. The process of organizing the data allowed it to remain manageable, easily accessible and readily available. The researcher used binders to create organization for the data collected from each individual participant.

Immersion in the Data

To become familiar with the data the researcher participated in extensive reading of the interviews to gain an understanding of the content and relevant areas for further analysis. This involved reading through the interviews several times and coming to identify the individual interviews provided by the participants.

Generating Themes and Categories

Marshall and Rossman (2006) described this stage of analysis as the most difficult, complex, ambiguous, and creative stage. It is also the stage at which the researcher begins to identify and arrive at common themes, which is the overall goal of the analysis (Lichtman, 2006). During this part of the analysis the researcher

demonstrated heightened awareness with an increased attention to the data and an ability to recognize the undercurrents of social life presented in the interviews. The researcher also identified salient themes, recurring ideas, language and patterns of beliefs that resonated collectively through the interviews. This information was then further organized into categories of meaning that were derived from the interviews. It is within these categories and themes that excerpts of text were placed for further analysis.

Coding the Data

Following the identification of categories and themes, the researcher began to code the data. "Coding data is the formal representation of analytic thinking" (Marshall & Rossman, p.160). The researcher identified the salient points within the text of the linked interviews. These salient points were color coded and linked to the emergent themes and categories. The use of colors and columnar paper was determined as the method to be used by the researcher following the conclusion of the interviews.

Writing Analytic Memos

The offering of interpretations began following the emergence of themes and categories. This part of the analysis brought "meaning and coherence to the themes, patterns, and categories" (Marshall & Rossman, 2006, p. 161) and allowed the researcher to develop links between the interviews. During this stage the researcher began to interpret the stories to find significance and meaning in the teachers' past experiences. This also brought about a sense of centrality of the phenomenon among the interviews.

Offering Interpretations

The offering of interpretations began following the emergence of themes and categories. This part of the analysis brought "meaning and coherence to the themes,

patterns, and categories” (Marshall & Rossman, 2006, p. 161) and allowed the researcher to develop links between the interviews. Following the completion of the interviews the researcher began to interpret the stories and found significance and meaning in the teachers’ past experiences. This also brought about a sense of centrality of the phenomenon among the interviews.

Searching for Alternative Understandings

During the preceding stages, certain understandings emerged through the process of analysis. It was necessary to continue past these stages to look for alternate understandings that could be possible explanations for the findings. According to Marshall and Rossman (2006), there will always be alternate explanations existing within the data. It is the researcher’s responsibility to identify these explanations, describe them and demonstrate how the explanation offered through initial analysis is most plausible.

Trustworthiness

There are several criterion suggested to establish the level of quality and trustworthiness of qualitative research. The following measures offered by Mertens (2006) served as measures of developing trustworthiness in this qualitative research.

Credibility

To begin ensuring credibility, the researcher used persistent observation that allowed for interviews that were long enough to “identify salient issues” (Mertens, 2005, p. 254). The researcher also monitored her own developing constructions and documented any changes she experiences from the beginning of the study to the end. This procedure began with the researcher’s disclosure of any values, beliefs and

experiences that connected her to the topic of research. To further establish credibility, the interviewees participated in member checks following the individual interviews. To create the member check, the researcher offered the interviewees a transcribed draft of the interview. This provided the researcher with an opportunity to verify with the interviewees that the transcription reflects the position of the interviewees (Mertens, 2005).

Transferability

Establishing transferability provides the degree to which the results can be generalized to other situations. To create transferability the researcher provided “extensive and careful description of the time, place, context, and culture” (Mertens, 2005, p. 256) to develop a thick description. As part of the study, it was the researcher’s opportunity to provide enough detail to allow the reader to make a transferability judgment. Although the ability to create transferability has been recognized as a limitation of the research methods, an attempt to establish transferability was used in this study.

Conformability

“Conformability means that the data and the interpretation are not figments of the researcher’s imagination” (Mertens, 2005, p. 257). To establish this, one is able to track the qualitative data back to its original source in the interviews. The researcher also revealed the logic used to interpret the data within the analysis.

Authenticity

To establish authenticity within the study, the researcher presented a balanced view of all perspectives, values and beliefs. To accomplish this, fairness was sought by

displaying any conflicts or value differences between the researcher and the interviewees (Mertens, 2005).

Ethical Considerations

During the course of the interviews, participants were asked to discuss a topic in education that may reveal their vulnerabilities to an influence outside of their control. Sensitivity to this topic and the individual perspectives in relation to the nature of this topic was adhered to and any indication of the participant's personal views were not admonished in the course of the research. Any conflicts between the interests of the interviewees and the researcher were revealed as a means of obtaining authenticity within the research.

The names of the participants were kept anonymous as well as the location of their teaching assignment. Information was, however, provided concerning the demographics of the school community in which the participants taught. To further protect the identity of the participants any audio recordings will be destroyed following the conclusion of the research.

Conclusions

In response to the well publicized crises situations that have occurred in the nation's schools, the development and implementation of school safety plans has become a priority of states and school districts across America. These policies are being developed for the purpose of providing protection and safety to school communities against violence. One element of these policies is the lockdown procedure designed for

securing the school building. In 2006, the State of Michigan instituted legislation requiring schools to conduct two lockdown procedures during the course of each school year. Although schools have been practicing these lockdown procedures, the training currently provided does not cover all necessary aspects involved in the implementation and conduction of lockdown procedures at the classroom level. Experts working in the area of school crisis indicated there was a need to incorporate awareness of human emotional, physiological, cognitive and behavioral reactions to crisis into training procedures. It was unknown how teachers perceived their ability to implement and conduct lockdown procedures using the information currently provided by the State of Michigan.

CHAPTER IV

DISCUSSION OF THE FINDINGS

Introduction and Overview

The purpose of this chapter is to report the findings of the study. Data were collected by means of in-depth interviews with sixteen teachers from schools of various sizes and locations across Michigan's Upper Peninsula. The interviews were conducted as a means of gathering information to be used in the exploration of the teachers' experiences. An understanding of the participants' experiences was necessary to create an awareness of their readiness to effectively conduct school lockdown procedures at the classroom level.

Research Questions

The primary research question guiding this study was: What are teachers' perceptions of their ability to conduct lockdown procedures at the classroom level? To answer this question, six research sub-questions were developed:

1. What knowledge do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning school lockdown procedures?
2. What knowledge and perceptions do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning violence in school communities?
3. How do middle and high school teachers, who work in Upper Peninsula of Michigan schools, describe their role and impact on conducting lockdown procedures effectively?

4. How do middle and high school teachers, who work in Upper Peninsula of Michigan schools, connect the emotional, physiological, cognitive and behavioral responses to crisis and the impact on their ability to implement and conduct lockdown procedures?
5. What fears do middle and high school teachers, who work in Upper Peninsula of Michigan schools, have concerning school violence and lockdown procedures?
6. What components of training do middle and high school teachers, who work in Upper Peninsula of Michigan schools, suggest as necessary for properly conducting lockdown procedures?

Grand tour questions, which guided the interviews, were created to elicit information surrounding these research sub-questions and the primary research question. The information from the in-depth interviews was presented as themes that emerged during the analysis of the data under each sub-question. Tables will be used as a means of further summarizing the data when possible.

Sample Selection

Purposeful sampling was used to obtain the 16 participants in this study. All sixteen participants were employed as full time middle or high school teachers in an Upper Peninsula of Michigan school district for the extent of the 2006/2007 school year. All sixteen participants received training in the area of lockdown procedures while employed in a Michigan public school. Participants also acknowledged that their schools completed the requirements as stated in Act No. 187, and Act No. 337, both being public acts of 2006, which require school buildings to perform a minimum of two lockdown drills each school year. Although a stratified sample of participants who had and had not

participated in a real lock-down situation was originally to be derived from the sample, only one participant reported having participated in a real lock-down procedure.

To access participants, all superintendents in the Upper Peninsula of Michigan were contacted by email. The email provided a brief explanation of the study and asked for permission to contact the middle and high school principals within the superintendent's district. Upon receiving permission, the principals were contacted and asked for permission to contact the teachers within their buildings who had met the participation requirements. Those participants were contacted through US Postal Service as well as by follow-up email. Follow-up emails were sent until sixteen participants who met the two criteria volunteered to participate in the study.

Analysis of the Data

In order to create an opportunity for themes to emerge from the data, the researcher began the analysis by reading and rereading the interviews for the purpose of immersion into the information provided by the participants. Through this immersion, salient themes, recurring ideas, and patterns of belief began to resonate across the interviews. The emerging themes were placed under the research sub-questions for the purpose of organizing the information.

The researcher continued the analysis by color coding the salient points according to the themes within the interviews. These salient points were lifted from the text and placed on columnar paper which allowed the researcher to organize and link the individual pieces of data to the emergent themes. Through the process of linking the individual pieces of data and placing them under the themes, the researcher was able to

recognize meaning and find significance in the phenomenon experienced by the participants.

To accurately reflect the salient points, recurring ideas, and the patterns of belief discovered during the analysis of the interviews, the themes, which are presented under each research sub-question in the findings, were used to represent the information. The number of themes under the sub-questions varied, but totaled seventeen collectively. These seventeen emergent themes reveal the lived experiences of the participants and provide information necessary to understanding the guiding research question and the purpose of the study.

Demographic Information

The sixteen participants represented ten different school buildings. Specific demographic information concerning the sixteen participants can be seen in Table 1. Nine of the sixteen participants were male and seven of the participants were female. The years of teaching experience ranged from 8 to 27 years. Nine of the participants were currently employed as high school teachers, four were employed as middle school teachers, and two of the participants were teaching both middle and high school courses. Six of the participants reported participating in two lockdown drills and five participants reported taking part in three lockdown drills. Two participants reported four lockdown drills, one participant reported five lockdown drills, and one participant reported participating in twelve lockdown drills. Although all sixteen participants originally reported their schools had completed the requirements of Act No. 187, and Act No. 337, both being public acts of 2006, one participant reported taking part in training for lockdown drills, but not physically running through the lockdown procedures.

Setting

The sixteen interviews were originally planned to take place in the individual participant's classroom setting. Of the sixteen, eight of the interviews were held in the participant's classroom setting. Although the researcher requested a classroom setting with each participant, eight participants requested an alternative environment. Of the eight participants requesting an alternative environment, four of the interviews took place in the homes of the participants and four of the interviews took place at a public library. All environments were comfortable and provided an atmosphere conducive to conducting the interviews.

Findings

Research Sub-Question 1

What knowledge do teachers have concerning school lockdown procedures? During the in-depth interviews, all sixteen teachers were given the opportunity to verbalize their knowledge of the lockdown procedures currently in place at their individual schools. After being asked the question, "What can you tell me about school lockdown procedures at your school, and more specifically your role in the procedures?" the teachers recalled the procedures from memory. The analysis of this specific area led to the emergence of three themes relevant to the topic of teachers' knowledge of school lockdown procedures at their schools: 1) Teachers' knowledge of procedures; 2) Regular elements of safety; and 3) Lack of knowledge as expressed by teachers.

Teachers' knowledge of procedures

Out of the sixteen participants, only one participant, Participant 9, indicated participating in a real lockdown event. The other participants had only participated in procedures for the purpose of preparing for the possibility of a real event with the exception of Participant 7, who received training but did not participate in the drill. When asked about the practiced procedures, the participants provided verbal lists of steps or tasks they were to take in order to complete a lockdown procedure. In the educational settings of the participants, the day to day events are scheduled and predictable. Caplan (1964) explained that in one's normal day to day activities operation exists under a consistent, predictable pattern. This pattern is developed over time and on an individual basis. In the educational setting of the participating individuals, there is a set, predictable pattern at which participants move through the day. This pattern is directed through the use of bells, schedules and set daily activities. When the predictable operations such as those of a school setting are broken, individuals must employ problem solving measures in order to return back to the normal consistent pattern. In these events, individuals will use those methods which were previously used to solve a similar problem. In the event of a school lockdown, the previously used methods would be those steps and tasks which individuals practiced during lockdown drills.

In the participants' recollections, some of the specific procedural steps proved to be standard across the participants' experiences, where as other procedures were more unique and mentioned only by one, two, and sometimes three of the participants. The various answers provided by the participants showed a lack of standardization in

Table 1. Demographics

	Male or Female	Years of Teach- ing	MS or HS	Number of Drills	Real Procedures
Participant 1	M	11	HS	2	0
Participant 2	F	8	MS	3	0
Participant 3	F	13	MS	2	0
Participant 4	F	20	MS	3	0
Participant 5	M	14	MS/HS	3	0
Participant 6	M	15	HS	2	0
Participant 7	M	14	HS	0	0
Participant 8	F	27	HS	4	0
Participant 9	M	14	HS	2	1
Participant 10	M	9	HS/MS	5	0
Participant 11	F	10	MS	2	0
Participant 12	M	23	HS	12	0
Participant 13	M	12	HS	2	0
Participant 14	F	14	HS	4	0
Participant 15	F	27	HS	3	0
Participant 16	M	9	MS	3	0

complete procedural protocol across the schools in the Upper Peninsula of Michigan. The participants represented ten different schools. According to information provided by the participants, of the ten represented schools, no school shared the exact same procedural protocol as another school. Collectively, the sixteen participants mentioned twelve different steps and five facts to keep in mind or to know during a lockdown procedure (See Table 2).

During the individual explanation of the lockdown procedures, all participants identified the step, *Move students away from doors or windows into a corner or safe place*, as part of the procedures. The written formation of this step is a culmination of answers provided by participants with the common element being the need to move students.

Participant 1: "... get the kids away from doors if there is an intruder ... Get the kids away from all doors and windows ... go to a safe place in that room."

Participant 2: "... get the kids out of sight."

Participant 3: "... students get away from the windows and doors. ..."

Participant 4: "... I have a corner away from view that the kids all go in to. ..."

Participant 5: "... we get away from the door. ..."

Participant 6: "I try to keep the kids away from the windows, away from the door."

Participant 7: "... try to move the students in to an area of my room where if a person was to look in to my room it would look empty."

Participant 8: "... place students away from the door ... move to secure area of our classrooms."

Participant 9: "I went in the corner over there with the students."

Participant 10: "Try to move the kids to a safe part of the room and stay put."

Participant 11: "... we just go in the back corner because we are nowhere near the door."

Participant 12: "Just took the kids and put them in the corner away from the door and the windows. ..."

Participant 13: "Then you are supposed to move every student away from, as far away from the door as you can. ..."

Participant 14: "... and all the kids are to be back here away from the line of anyone looking in."

Participant 15: "I am to take the student out of vision of the door."

Participant 16: “. . . suppose to try to stay away from the windows.”

All participants' explanations of their school's procedures included one of or both of the steps to *Shut the door*, and *Lock the door*. Participants 3, 8 and 14 did not include locking the door as a step but instead identified removing the magnet as a step. Door magnets serve the purpose of enabling a classroom door to be locked during hours of instruction while the door is propped open slightly with a magnet. In the event of a lockdown, the teacher is to pull the magnet and close the door. Pulling the magnet prevents the teacher from going into the hallway to lock the door during a lockdown, and thus avoiding possible danger. Using the magnet to prop the door slightly allows traffic in and out of the classroom without the teacher having to continually open the door from the inside to allow people into the room. Participant 14 explained, “We are supposed to teach with our doors closed with the magnet over the lock so kids open and close it. But if you need to close it quick you take the magnet off.” Similarly, Participant 3 shared, “Our procedure is the doors are locked. My classroom door is always locked now and we have just magnets so that they don't completely close . . .” Participant 8 also included removing door magnet as a step. “We've found that if we keep our doors locked or if we put a little magnetic strip in the door then the door is still locked and you can still open and close it and if there is an emergency you just rip that magnetic strip off and then you can close the door.” Participants 5 and 15 were the only two participants who mentioned shutting their doors, but did not mention locking the doors and did not mention having a magnet in place.

Table 2. Steps in Conducting a Lockdown Procedure

Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Steps:																
Shut Door	X				X	X			X				X	X	X	X
Lock Door	X	X		X		X	X		X	X	X	X	X			X
Look in Hall/ Pull in People			X			X		X			X		X	X		
Close Blinds/ Curtains			X							X		X	X	X		
Cover Door Window			X								X		X			
Move Students	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Barricade Room								X						X		
Turn Off Computer Screen								X								
Shut off Lights	X		X	X	X		X	X	X				X		X	X
Take Attendance				X										X		
Be Quiet /Silent		X		X	X							X				

Table 2—Continued

Remove Magnet			X				X						X		
Facts:															
Police Present		X		X		X		X					X	X	
Do Not Open Door			X											X	X
No One Leaves						X					X				
Administration Walks Through	X					X						X			
Code Word			X			X	X								

A common idea that emerged from the interviews was the need for those in the classroom to be undetected during the lockdown. This was expressed in steps such as *Shut off the lights, Close the blinds or curtains, Cover door window, and Be quiet or silent*. Ten participants included shutting the lights off as part of the procedures. Five participants mentioned closing the blinds or curtains, three mentioned covering the door windows, and four mentioned being quiet or silent. Participant 5 explained the idea of going undetected by stating, “. . . we turn the lights off and we’re quiet . . . we don’t want to draw attention to ourselves . . . this is why we are doing it . . . it is important.” Participant 6 and 10 both acknowledged having windows in the room but did not mention closing the curtains or the blinds as a procedural step, nor did they mention any other of the above three steps which reveals these two participants’ procedures were not

consistent with the theme to be undetected. Participant 14 also did not mention any of these steps but did state, "I also have my windows tinted. We have two big windows," which possibly reveals the lack of curtains or blinds to close but still the need to be undetected.

On the other end of the spectrum, there were participants who mentioned steps that were in common with only one or two of the ten schools represented by participants, or unique to only one participating school. Commonly mentioned by Participants 8 and 14 was the step of barricading the room. Participant 14 explained the procedure as, "... close the door behind you, barricade the door with furniture and whatever else. . . ." Participant 8 also stated that part of the procedure was to barricade the room, but also added, "We haven't really barricaded our rooms." Unique to only the information provided by Participant 8 was the procedural step of turning off the computer monitors. "We turn the lights off. I know the last time we did that we found out the computer labs that you have to turn the monitors off too because it gives off a lot of light." The final procedural step to only be found in common in the information provided by two participants was the step of taking attendance. Both Participant 3 and Participant 13 revealed this as a step. Participant 13 explained the procedure as:

At that point we are supposed to take attendance by having every student write their name on a piece of paper and that will be used later on to track students down definitively and also allow students who are not on your classroom roster a chance to put their names down.

Participant 3 explains the step as:

And then I am supposed to take a lined piece of paper or any piece of paper, not my grade book and actually physically write down everyone's name. The reason for that is . . . and it's interesting, because we we're told it's to calm people. It's to take some time where in your grade book you can just glance. . .

Although both Participant 3 and 13 have this procedure in common, their given reasoning behind the procedure was different. Participant 3's purpose was to have a tangible account of students' whereabouts, whereas Participant 13's purpose was to provide an activity that might distract those in the room from what is happening and to possibly ease tension.

While answering this interview question, six of the participants stated that while going through the lockdown procedure one of the steps was to look into the hallway and pull in students before the teacher closes the door. This is explained by Participant 11, "... before you lock your door you look in the hall and make sure there aren't any kids. If there are any kids, you drag them into your room." All three participants who mentioned having magnets as part of their lockdown procedures (3, 8 and 14) also mentioned looking into the hallway to pull in students. Although the exact purpose of the magnets may vary from school to school, looking into the hallway contradicts the safety measure provided through the use of the magnets which is avoiding the possible danger of entering the hallway. There was one participant that revealed the opposite instruction when explaining the procedures. Participant 15 stated:

... and all doors are closed. And no one is then allowed in the classroom. So if you were out in the hall you are not going to be able to get into a classroom. You are responsible for yourself. The kids know the teacher's bathrooms lock. And they are told that is probably your best place to go. That no teacher will open the door for you. It is kind of looking at the protection of the greater number to the smaller number.

The information provided by the teachers concerning knowledge of lockdown drills reveals that all ten schools represented by interviewed teachers have procedures in place. The procedures vary from teacher to teacher with different levels of commonality and uniqueness among participants' recollection of procedures. The number of know

procedural steps by participants varies as well. Participant 10 stated two steps, Participants 7 and 15 each stated three steps, Participants 1, 2, 4, 5, 6, 12 and 16 stated four steps, Participant 9, 11 and 14 stated five steps, Participant 3 and 8 stated six steps and Participant 13 stated eight steps.

Along with recalling the actual steps teachers were to take when performing a lockdown procedure, a number of teachers also recalled facts, things to know, or things not to do in the event of a lockdown procedure.

These included:

- Police or law enforcement is present during the procedure.
- Don't open the door for anyone.
- No one leaves the room.
- Administration walks through the building.
- There is a code word signaling the lockdown.

The number of facts stated by participants was not always consistent with the number of procedural steps the participants recalled. For example, although Participant 13 provided a list of eight steps to complete in the event of a lockdown, the participant did not mention any of the above listed facts. Following a more consistent pattern were Participants 3 and 8. Both of the participants listed six procedural steps and both identified three facts concerning lockdown drills. The fact most often mentioned was the presence of police. This fact was recalled by six of the participants.

Regular elements of safety

The next theme to emerge under this sub-question was information concerning elements of safety of which the participants said were regularly in place at their schools.

Of the sixteen participants, three participants made reference to having a red emergency response bag and walkie-talkies. Participant 6 explained the bag and some of its contents:

And we also have, in every room we have, a red bag. It's like an emergency response bag. It's got a yellow vest in there we're supposed to put on in case of problems but no one's going to put it on because it's like a bulls eye that you're a teacher so it's in there and we've got the list . . . maybe that's where the lockdown procedure is, but I think it's in there . . . the lockdown procedure and the names of things are in there. And we've got walkie-talkies. There are rechargeable batteries and were suppose to check them every one in a while but to be honest, I haven't checked mine since last fall. So if something happens we're suppose to get that red bag out, carry it with us, have our vests on and have the walkie-talkie...

Participant 14 was briefer in the mentioning of the bag and stated, "We have red emergency bags with walkie-talkies, our class lists are supposed to be in there. We have a crisis manual for various situations. We have not gone through all of this." Along similar lines was Participant 9's mentioning of the red emergency bag, "... see we all get this red bag . . . I also have walkie-talkies."

As written earlier, three participants mentioned the use of magnets as a safety procedure that is regularly in place. Along with the use of magnets these three participants also mentioned the classroom doors are locked at all times. This would imply that locking classroom doors is a regular element of safety.

Lack of knowledge as expressed by teachers

As the participants recalled the procedures specific to their role, some participants did not include as part of their recollection how they were signaled to start and end the procedure. When asked about this missing procedural part, four participants revealed they were unsure of the signal and made statements indicating their lack of clear knowledge

concerning this part of the procedure. The four participants' uncertainty is shown in the following statements:

Participant 1: "I can't even really remember what it is that tells us. . ."

Participant 3: "I don't know . . . to be honest I couldn't tell you without looking."

Participant 5: "I don't remember. . . I don't honestly remember if it's a signal."

Participant 9: ". . . we only do it twice a year it's hard to remember exactly."

Uncertainty was also shown by two other participants, however, in different areas of their recollection of procedures. Participant 6 stated, "We may have been told that. I don't remember that to be honest," when asked if part of the procedure was to cover the door window. Participant 16 stated that he could not remember if they had gone through the procedures as a school yet that year by stating: "I don't know if we've practiced it this year yet, which is a little bit nerve racking."

Although areas of uncertainty surfaced for six of the participants, ten of the sixteen participants did not make any statements which indicated they were unsure of any of the procedural steps.

Research Sub-Question 2

What knowledge and perceptions do high school and middle school teachers have concerning violence in school communities? To gain an understanding of the participants' perception and personal understanding of school violence, questions were asked to reveal information in this area. To begin revealing information, participants were first asked, *How do you define school violence?* Information from this question revealed a wide range of viewpoints describing what aspects teachers identified as a part of violence in school communities. As participants answered this question, probing questions were

asked to elicit further information about the topic. The definitions and information provided by the participants varied in elements and lacked consistency. The words spoken by the participants were placed into three separate categorical themes. The three categorical themes included; 1) Physical; 2) Bullying; and 3) Other. Each of these categories was then developed by placing the words of the participants within the separate categorical themes (see Table 3). When examining the words of the participants, no participant provided a definition containing words that fit into all three categories. Six of the sixteen participants used words within their definitions that fit into two categories, and ten participants used words that fit into only one category. Because the definitions and information which emerged in this area crossed categorical themes, the discussion provided towards this research sub-question will all be placed under the heading; Elements of School Violence as Perceived by Participants.

Elements of school violence as perceived by participants

Twelve of the sixteen participants identified a physical act in their definitions of violence. Of these twelve, three stated only a physical or harmful act in their definition whereas the other nine included a more specific physical act such as, fighting, attacking/assaulting, and pushing/tripping in the definition. Of the twelve participants that identified a physical act in the definition of violence, five of these participants also used a word(s) identified within the bullying category in the definition. The components of Participant 14's definition transcended into both of these categories: "... pushing in the halls, fist fights ... it is mostly physical contact ... even name calling. ..." The six participants who offered definitions that included both physical acts and the bullying aspect revealed the broad basis by which teachers define school violence.

Participant 3 and Participant 16 were the only two participants whose words fit only the category bullying. Participant 3 stated, "I define it as a physical threat to anyone in the building." Participant three actively recognized behavior that is often exhibited before a physical act as part of the definition of school violence. Participant 16 also went in a different direction than the majority of participants defined it as:

I guess I see school violence as the mass is more pick on kids more than one on one. I guess I always feel like if it's one on one and that's sort of my mentality that it's somewhat a fair fight but it seems like the classroom or a group can kind of narrow down. . . they pick their one victim. . . that's what I see as school violence.

Both of these definitions reveal another aspect of school violence that perhaps broadens the definition even further through the viewpoint of teachers.

Two of the participants, 9 and 13, mentioned school shootings or a participant in a school shooting in their definitions of school violence. In the category "other", killing and gang related activities were both included. Although only one of the two participants mentioned the word "killing," both examples of school violence provided by the participants, were marked by the killing of people within the school setting by perpetrators of school violence. Participant 8, along with Participant 13, also added gang related activities to the definition. Both of the participants who mentioned killing in their definitions made references to widely publicized school shootings.

Participant 9:

Yeah, if I was just to think about violence, the bigger spectrum of it, I'm thinking of violence as killing. But for us if I'd say violence . . . I'm just thinking about fighting or harming somebody else. It's not. . . but you know on the broader range of it where you talk about high school violence and I'm talking, with somebody outside, I would be talking about Kip Kinkle.

Table 3. Elements of Participants' Definition of Violence

Participant	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Theme1: Physical																
Fighting	X			X					X			X		X		
Attacking / Assaulting						X		X								
Push/Trip				X			X							X	X	
Physical/ Harmful Act	X	X		X	X	X	X		X		X			X		
Theme 2: Bullying																
Comments / Rumors											X			X		
Picking On / Harassment															X	X
Internet										X						
Bullying	X			X						X						
Phys. Threat			X		X											
Theme 3: Other																
Gang Related									X					X		
Killing									X	X						

Participant 9's definition is another example of a definition that transcends across categories. This participant used words in the definition that fit into the physical act category, but then continued to add to the definition a greater level of violence by mentioning Kip Kinkle, the sole participant in a 1998 school shooting. "Just hours after he killed his parents and two classmates and wounded 25 others, a visibly stunned Kip Kinkel returned with detectives to the scene of the carnage at Thurston High School in Springfield, Oregon" (Leferve, 1998, p. 1).

Participant 13's definition, unlike that of Participant 8's definition, did not cross categories from the physical act category to the category of other which includes killing. This participant was very specific in stating physical acts such as fighting do not, according to this participant's definition, constitute school violence.

When I hear school violence, I think it has to be something more than a fist fight that breaks out because teenage testosterone or fighting about a girl. I think of, gang related or like revenge. The Columbine type of situation when someone is coming to school with intent to hurt just anybody, not even a specific person. So I don't consider a fist fight that breaks out from time to time school violence. School violence to me is more towards the Columbine type of situation and just lashing out against the system.

In this definition, Participant 13 refers to a school shooting that involved two students, Eric Harris and Dylan Klebold, invoking violence on the school of which they attended:

On 20 April 1999, in one of the deadliest school shootings in national history, two students at Columbine High School in Littleton, Jefferson County, Colorado, killed twelve fellow students and a teacher and injured twenty-three others before committing suicide. (Yellin, 2009, p.1)

Although the majority of participants expressed their definitions to be centered on a physical act, they also brought to the table other elements which they thought

constituted school violence. The lack of consistency in a uniform definition reveals the broad base of thoughts teachers have concerning the topic.

Research Sub-Question 3

How do teachers describe the emotional, physiological, cognitive and behavioral responses to crisis and the impact of the responses on their ability to conduct lockdown procedures? According to the literature reviewed in Chapter II, how one reacts and ultimately handles a situation depends upon the individual's habitual mechanisms and reactions or their conceptual framework. This conceptual framework is based on previously lived experiences. In the circumstance of practicing lockdown procedures, an opportunity is provided to build one's lived experiences. It is also an opportunity in which those participating break the routine provided in an educational setting, for the purpose of building new habitual mechanisms and reactions. Senge (2000) described one's reactions as part of one's mental model. Although the participants in this study were responding to practice procedures, eight of the participants reported experiencing a reaction consistent with the responses humans experience during crises situations. By creating this response in the participants, the training is brought to a level in which the possibility of a more effectual response is gained. According to National School Safety (2007), a highly well-trained, highly alert staff is the best way to prepare for an emergency or crisis situation.

In analyzing the information provided concerning the responses experienced by participants during lockdown procedures, three themes emerged from the interviews. The themes included; 1) Participant training; 2) Responses experienced by participants; and 3) Participants not experiencing a response.

Participant training

At the time of the interviews, all participating teachers acknowledged receiving training through their schools in the area of lockdown procedures. Seven of the participants recalled receiving the information during a staff meeting. Eight of the participants stated they had learned the procedures during an in-service. One participant could not remember if the information was shared at a staff meeting or at an in-service. In the majority of cases, the information was presented to the teachers and then the procedures were practiced for the first time when the teachers were in the classrooms with students present.

Six of the participants recalled the police being present during the practice of the procedures (See Table 2). Participant 8 recalled, "I think police are going around the hallways looking for cards, checking doors, making sure they are locked, making sure the lights are off, those kind of things."

Participant 5 and Participant 14 also indicated the police were present during their lockdown procedures. Both of these participants were from the same school, and indicated, unlike most of the represented schools, that they practiced the procedures together as a staff, before practicing the procedures with students present in the classrooms. Although these two participants experienced the exact same training, they explained their experiences differently.

Participant 5:

Yep, we had an in-service when the students weren't here. We talked about it and then we went through an actual lockdown drill with no kids in the classroom and actually come to think about it, they had the police out in the hall shooting guns and stuff. Which I didn't think it was a big deal but some of the folks got really, really upset about that. They knew it was going to happen but actually hearing it

really freaked them out. They must not be used to being around guns or something. The gun fire doesn't scare me if its expected and you know it almost sounded like toy gun is out in the hall. . . the room next door said they were really disturbed by hearing it.

Participant 14:

. . . the police came in and they fired blanks so we could hear what a gunshot sounds like inside. It sound a lot different than what it sounds like outside. It made me have the chills. Just to hear that. I know it was fake. They walked around and rattled doors. I didn't like it.

Participant 14 recognized experiencing a physiological response during the practicing of the lockdown drill. Unlike, Participant 14, Participant 5 did not experience a response, but did recognize responses in others participating in the drill. An explanation for the difference in the experiences of these participants can be reflected upon the participant's mental model or previous experience in this area. Participant 5 reported being a member of the military which had provided training in this area.

I'm use to doing these things from the military. I was an embassy guard actually, so I was . . . a big part of my job was this type of stuff . . . I mean we did this for 30 months overseas at different embassies. I was a regular type thing. They were very intense at times but you learn to be, you know . . . you learn the procedures and you know what to do . . .

Participant 5's previously lived experiences had a clear impact on the response to the practicing of lockdown procedures within the school setting. From the cognitive perspective, Participant 5's reaction or lack of response to the gunfire is related to how the participant perceived the event. This perception is based on the participant's cognitive framework which was filled with experiences that enabled the participant to exhibit a lack of response.

Unlike Participant 5, Participant 14 and other participants revealed experiencing a response to the procedures; only the other participants' responses came in the absence of

gunfire. Of the sixteen total participants, seven reported not experiencing any responses during the performing of lockdown procedures. One of these participants, Participant 12, also reported having been a member of the military and provided this as an explanation to the lack of a response. "I was in the Army and I am not too worried about this."

Responses experienced by participants

Eight of the sixteen participants reported that they experienced some form of a response (See Table 4). These eight include Participant 14 who had a response to the use of gunfire during the procedures. Among these eight, the responses reported were varied and inconsistent across the participants. During the interviews those participants who reported experiencing a response, mentioned nine different responses that would fit into the categories of emotional, physiological, cognitive and behavioral responses.

Participant 2 identified three responses while conducting the lockdown procedures; a level of alertness, increased heart beat, and a feeling of apprehensiveness, which was the greatest number, reported among the individuals. "I was pretty much on alert . . . I would say my heart was beating a little harder, I was a little . . . apprehensive."

Participants 3, 4, 11, and 14 all reported experiencing two of the responses, while Participants 5, 13 and 15 reported one response each.

The participants were also asked to identify any previous experiences they may have had that would impact their responses to crisis situations. Nicoletti and Spencer-Thomas (2002) explained that reactions vary among individuals and are often dependent upon previous experience with stressful or crisis situations. Of the participants that reported a response, four participants, 3, 4, 8 and 11 mentioned having a child and caring for the child as an event that may have impacted their responses. Participant 11 stated, ". .

. you're choosing teaching as a profession. Being a mother I think those instincts are just going to come in to protect the kids and you know what you need to do at that time. I think that will kick in."

Two other participants to mention a past experience were Participants 8 and 15. Participant 8 recalled, "I remember when I had a fire in my house one and I grabbed both girls and I can't... to this day I couldn't probably carry two . . . a five and a six year old in my arms to safety, but I did." Participant 15 also reported an experience involving a fire. "I was in a dormitory fire. And my roommate totally panicked. I remember grabbing her . . . and dragging her screaming out of the building." When asked about her responses during the lockdown procedures, Participant 15 reported, "I do think it heightened my awareness."

The previously mentioned participants who identified having a response during a lockdown procedure also mentioned they understood they experienced the response even though they knew it was a drill, and not a real situation. Participant 2 explained the understanding:

I guess because I know it wasn't real I wasn't real bad, but I was pretty much on alert even though it was just a drill. I would say my heart was beating a little harder, I was a little . . . not scared but apprehensive.

Similarly, Participant 11 mentioned recognizing a response:

"I had some anxiety. Worrying about the thoughts of it . . . it did make your heart race for a second . . . so I guess your heartbeat was you know . . . your adrenaline got going even though you knew it was pretend." Although these two participants recognized it was a drill, they still experienced responses during the procedures.

Participants not experiencing a response

On the other side of the experiences, all seven of the participants who did not acknowledge having any responses, reported they did not do so because they knew it was a drill and not a real situation. The following responses were elicited from those participants:

Participant 1: "No, because I know it was a drill. So it was just a matter of running through the motions, going through the motions."

Participant 5: "It's a drill. Yeah and I don't want to sound arrogant. I've been through it a million times."

Participant 8: "During a drill? No because we were aware there were drills."

Participant 9: "No. And that's the problem when you . . . I understand you have to have drills, but the problem is. . . you're going to react totally different if . . . you're going to have different feelings and you're going to have different emotions if it's real then when you know it's a drill."

Participant 10: "Um, no. I would say no. Because I guess I know every time that it wasn't real."

Participant 12: "No. Just here we go."

Participant 16: "I don't think so because you know it's just a drill. . ."

As revealed above, Participant 9 acknowledges that although there were no responses experienced during the drill, in the event of a real situation, the responses may be different. Other participants acknowledged this as well in the following statements:

Table 4. Responses Reported by Participants

Participant	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
No Response	X					X		X	X	X		X				X
On Alert		X	X		X											
Increased Heart / Blood Pressure		X									X			X		
Apprehensive		X														
Heightened Senses/Aware			X												X	
Uneasy/Sick				X												
Tense/ Anxious					X							X		X		
Stressed/ Emotion															X	
Goose Bumps															X	
Adrenaline										X						

Participant 5: "I would be very alert and intense. But I would not be panicked."

Participant 6: "...if it were impromptu where I didn't really know what was going on I think I'd really have a spike in blood pressure and really feel the stress but you know it's coming. It's like it doesn't seem real to have the procedure down but it's not going to show you how you're going to react in the real thing."

Participant 8: "When we get one that's really not a drill then I think my blood pressure which is already high, would go a little higher."

These participants were also asked to provide information concerning any past experiences that may have impacted their lack of reaction or response to the lockdown procedure. As indicated earlier in the discussion, both Participant 5 and Participant 12 mentioned having been a member of the military and the training they received impacted the participants' responses. No other participants provided an explanation of possible impactful experiences.

Research Sub-Question 4

How do teachers describe their role and impact on effectively conducting lockdown procedures? The two groups of participants, those who had experienced responses and those who had not experienced responses, which were developed during the exploration of the previous sub-question, came together during the discussion of Research Sub-Question 4. The participants were asked the following two questions in order to gain an understanding of the participants' impact on effectively conducting lockdown procedures; 1) Do you feel adequately prepared to conduct lockdown procedures? and 2) Taking into consideration your training, how do you see yourself responding to a real situation in your school? The information revealed two separate themes which emerged during this part of the interviews; 1) Participants confident in the procedures; and 2) Participants lacking confidence in the procedures.

Participants confident in the procedures

Twelve of the sixteen participants revealed a level of confidence when asked about their personal preparation and the possible response to a real situation occurring in

the participant's school. These twelve stated they felt they were prepared and explained how they saw themselves with the following statements:

Participant 1: Yes. Yes I could. I believe I am. I don't believe everybody is though. Some people may need more training than others. I've had adequate training but I don't feel as though everybody has. Each person is different.

Participant 2: We have been through it three times, we have been trained before, the kids know what is going on so I am pretty comfortable with it. I think my training is going to kick in just like it does when you teach. I am not afraid if we have a real lockdown. I think we would be safe and I would hold it together.

Participant 3: I don't think anyone is ever prepared to be honest. However, I think I would be fine just because you know it's almost like that mother instinct.

Participant 4: Yeah. Yeah I think so. That's my responsibility and so I think I would do as well as I could possibly do under the circumstances.

Participant 5: Yes. But you don't know what's going to happen. I'm very comfortable with my role. . I'm comfortable with how I'd handled it but I have no idea how they can handle it.

Participant 6: I think myself, it would slow me down a bit because the fear, I think it would make you think. But once I got past that I think I could do what I was supposed to do and make sure everyone's in the right spot, make sure the door is locked and closed and that sort of thing.

Participant 7: Yes, because we've been prepped for all. I know what to expect. You know the basic concern is the safety of the students so I would feel confident that as long as that's what's on my mind I can get that done.

Participant 10: Yes. I believe I am prepared to respond to a violent situation although I believe that the rest of that answer would be highly situational. I'm not out to be a hero but "I'm not going to let anyone just walk in and hurt my kids. As far as being prepared . . . from the administration down . . . adequately.

Participant 11: I think I would follow the procedures that we have in place.

Participant 12: Yep. I don't have any problem.

Participant 13: I do. I think I am prepared.

Participant 15: Here's an odd one. I think I would respond very well.

Of these twelve participants who felt they were adequately prepared and saw themselves as successfully handling a real situation, six had reported experiencing a response during the practicing of procedures and five reported not having experienced a response.

When asked the previously stated two questions, there were four participants who lacked the level of confidence that the above twelve revealed in the answers they provided. These four provided answers that either stated a lack of preparation, a certain level of uncertainty, or the answers were not as easily characterized as the others.

Participant 8: I think so. . . I don't know.

Participant 9: No. I can talk like it now because I refreshed myself before you came but do I . . . if all of a sudden today they said we have lockdown. . . maybe just that part I might remember to go over there but any of this other stuff. . . You know, this is a list of teachers right here. Some of these people aren't even here anymore. To me it's. . . I think if you did too much it would be wasting your time but also I don't feel prepared. I

think I would be quite nervous . . . there again because it's not something that has happened it's. . I don't know.

Participant 14: I have a mixed answer. I feel competent to do the procedure as planned. I can do the steps. I don't feel competent if there is a glitch. I don't think we have gone through enough scenarios or . . . So I feel like I can but not anymore than what we have been trained on.

Participant 16: I guess as far as if it were in the classroom I feel I would try to respond, you know by definitely locking things down. And I feel that I would. . I hope I would step up to the plate. I guess I feel that I would be the one to step up I would hope. I guess I feel that as far as in my classroom I feel like I'm prepared. Out of the classroom I don't know.

Participant 9 clearly stated, "No" at the beginning of the answer. Participant 14 and Participant 16 both stated that if they were in their classrooms when the situation occurred, they would be able to respond appropriately. Participant 16's answer was provided, however, with less confidence than Participant 14 through the usage of the words, "I guess."

The information provided by all of the participants in this area of discussion revealed the varying degrees to which the participants felt prepared to deal with a real situation occurring in their schools. Although the majority felt they would respond according to their procedures, at the time of the interviews only one participant, Participant 9, had acknowledge previously participating in a real lock-down procedure.

Research Sub-Question 5

What fears do teachers have concerning school violence and lockdown procedures? While identifying the fears teachers expressed concerning school violence and lockdown drills, four areas or general themes emerged from the interviews. These themes included; 1) Concern towards individual students; 2) Concern it could happen here; 3) Expressions of actual fear, and finally 4) I don't think about it. Although participants expressed fears in the first three areas, which represent a fear or concern towards school violence, participants did not explicitly express any fears concerning lockdown drills or procedures. Any concerns that were expressed by participants about lockdown procedures were revealed under the discussion of Research Sub-Question 1.

Concern towards individual students

The first theme identified, a concern towards individual students, was present in several interviews. When asked about fears in relevance to school violence, eleven teachers spoke of a student(s) they currently had or have had in the past that made them nervous, concerned or afraid. Some of the teachers, like Participant 14, explained they had become aware of or heard profile information provided through the media "The media is showing that it is not your typical trouble maker. It is the quiet one you don't know much about." The media information was never student specific, but rather provided a general profile description of students who commit violent acts at school. The following comments reveal the participants' concern about students currently attending or having past attended school in their buildings.

Participant 2: There was a kid who when he looked at you chills would go down your spine.

Participant 3: . . . he was suicidal. He had just been diagnosed as bi-polar.

Participant 5: . . . if you look at that profile and it's the excluded child or it's the kid that's getting picked on and they snap. . . we have those.

Participant 6: I look at kids now and I know its stereotypical a little bit but can you handle that kind of kid and you've got to look at it out of the corner of your eye and like . . . is there something about you I should know or should I keep a closer eye on you?

Participant 8: I had a girl today that got really mad at me. I just let her walk out. I didn't try to stop her or confront her because you just can't confront these kids. . . you just keep away from igniting a spark that would make them you know, having to get a gun and come back.

Participant 9: Last year I had a student who always wanted to fight people but he never did.

Participant 11: When the news brings up topics you start thinking of the kids you have in your school.

Participant 13: The student might dress in black trench coats. . . you get the impression they are keeping everything inside . . . there is a thought that if we ever did have an incident it would be a student like that one. That just snapped and wanted to get back at the system.

Participant 14: Being a female teacher I think it was easier to stop [boys] because they were like we hate each other but we are not going to bring her into it. Girls don't care.

Participant 15: . . . I am the straw that broke the camel's back. . . a kid like that there is some big issues and so whether or not since the shootings at Columbine that underlying element I have always felt it was there. Guns are around.

Participant 16: I have students like that . . . everybody is picking on me and this and that. That is the scary part too.

The participants were never asked specifically if they had a fear or concern towards a student in their school. Each participant who commented on this topic did so without provocation by the researcher and was only asked to comment on their fears or concerns in general.

Concern it could happen here

The second theme to emerge was a concern expressed by participants that it could happen here. Five of the sixteen participants made a comment while expressing their fears that was relevant to this theme. The comments reflected an understanding that school violence can happen anywhere. Participant 4 explained how this understanding comes with thoughts about the vulnerability of everyone, "The thing that's scary about it is it could happen anywhere and you know you think, we're sitting up here and we do pretty well. We're all vulnerable. So I guess it makes you think about it a bit."

Participant 5, forwardly explains the vulnerability of all schools, ". . . we're a gunshot away from being on the news. . . I wouldn't be shocked if something happened. I'm not looking forward to it happening but I wouldn't be shocked." Three of these five participants, Participant 2, 5 and 8 had also expressed a fear or concern towards an individual student(s).

Expressions of actual fear

The third theme to emerge from the participants' comments about fears concerning school violence and lockdown drills is an actual expression of fear. Out of the sixteen participants, four participants, 6, 7, 8 and 15 made specific statements identifying a fear that was with them as part of their role in an educational setting. Participant 6 and 7 identified fears that were in general a fear anyone in the position of a teacher might experience in a school setting. Participant 8 and 15 identified fears towards their personal safety in the event of school violence being inflicted towards them specifically because of their role as a teacher in an educational setting.

Participant 6 explained the general fear as, "... it's a little fear in the back of your mind all the time that hopefully doesn't happen here but you keep vigilance on it." According to Participant 6, this fear stems from what is identified as an "edge to school that wasn't there before." This participant explains that events such as Columbine have happened, and because of these events, we now have to be aware and "look for situations" as part of one's presence in a school. Similarly, Participant 7 explained a continual concern that is also part of being a teacher. "I think about it every time I walk out into the hallway to watch what's going on because you know I'm specifically looking for kids who are trying to hurt each other. That's part of the job." Participant 7's expression revealed a concern for the possibility of what might happen. The possibility of an event adds to the duties of what this participant identified as their job within the school setting.

Participant 8 and Participant 15 also expressed experiencing an actual fear concerning school violence. The fear expressed by these two participants was identified

as a fear of violence happening towards them because of their role in the school setting. The fear that was expressed by both of these participants stems from previous acts of violence or the threat of violence being committed towards the participants. Participant 8 explained:

I was threatened once indirectly. Someone told the Spanish teacher they were going to get me because I broke him and his girlfriend up in the hallway. It's always . . . my husband had just died and I was living by myself and I was a little afraid for a while. . . I use to take kids aside and yell at them. I don't do that too much anymore. I treasure my own life I guess too much. . . you just kind of keep away from igniting a spark that would make them you know, having to get a gun and come back.

Like Participant 8, Participant 15 identified vulnerability in being the target of school violence based on the role the participant fulfills.

I think about it towards me when I have given a grade someone is really angry about or they haven't turned in an assignment and they will get a detention. Or they failed a class because they haven't done the work. They are just angry about a lot of things and I am the identifiable point to the anger. They might even be angry with themselves about failing the class but I am the cause of it. I am the one who points the finger and says you failed the class or when I kick someone out of class . . . it does dawn on me that this student could be a dangerous student. This is someone who is potentially dangerous and I could be a likely target of their anger.

Of the four participants that expressed an actual fear or concern towards school violence, three had also expressed a concern towards an individual student(s) within their educational setting. One participant, Participant 8 made statements during the interview that fit into all three categories discussed thus far.

I don't think about it

The final theme to emerge in this area was the actual lack of concern towards school violence. The lack of concern was revealed through statements which indicated the participant does not think about school violence on a notable basis. Of the sixteen

participants, three stated they do not think about school violence. The degree to which the three participants expressed the lack of thought in this area varied. Participant 12's statement was strong, whereas the other two participant's statements were of a lesser degree. When asked about fears or concerns towards school violence, Participant 12 very clearly did not reveal any. When asked in a follow-up question, if the participant, ever has thoughts about school violence the participant stated, "Not at all. . . it is not part of my daily routine, not more than anything else." Similarly, Participant 10 answered the question by stating, "I don't give it a lot of thought." Both of these two participants, 10 and 12, were the only two participants who did not identify a concern or fear that was noted as a theme that emerged from the interviews.

Participant 9, like Participant 10 and 12, revealed a lack of thought when it came to school violence. This participant explained that the lack of thought had to do with the students. "It all depends on the make-up of the student that I have. This year I have never really thought about it at all." Participant 9 continued by expressing a concern towards an individual student during the previous year. Because this particular student was not in the Participant's class this year, the Participant no longer had thoughts or concerns about school violence.

Research Sub-Question 6

What components of training do teachers suggest as necessary for properly conducting lockdown procedures? Although those who enter the teaching field, do not do so hoping to learn about locking down classrooms and protecting themselves and students from a crisis situation, this has become the reality when a teacher is placed in a classroom. Through the process

Table 5. Fear or Concern about School Violence

Participants:	Concern About Student(s)	Concern it may happen here	Actual Fear or Thought	No Thoughts Reported
Participant 1		X		
Participant 2	X	X		
Participant 3	X			
Participant 4		X		
Participant 5	X	X		
Participant 6	X		X	
Participant 7			X	
Participant 8	X	X	X	
Participant 9	X			X
Participant 10				X
Participant 11	X			
Participant 12				X
Participant 13	X			
Participant 14	X			
Participant 15	X		X	
Participant 16	X			

of interviewing the participants, information about procedures currently being taught and used in schools located in the Upper Peninsula of Michigan was revealed. Along with the opportunity to provide this information, the participants were also given the opportunity to reflect back on the practiced procedures and to identify any missing areas which they felt would be necessary for effectively conducting lockdown procedures. The information provided by the participants was divided into two separate themes: 1) No additional training or changes needed; and 2) Changes or additions to current procedures.

No additional training or changes needed

Of the sixteen participants, four stated there were no other additions or changes to the current procedures that they saw as necessary. Participant 13 explained, "No, they have done a real . . . they have worked hard on the procedure. I think they have done a good job overall." Similarly, Participants' 5, 12 and 15 were the remaining three participants who did not identify an additional needs in the training provided at their schools.

Changes or additions to current procedures

Twelve of the sixteen participants identified areas of change or procedural practices to do in addition to the current procedures. Seven participants identified the need to practice scenarios in order to be better prepared. Participant 1 stated, "It could be more extensive. . . bringing in specialists who actually go through some different scenarios that might happen in the school setting or what you're supposed to do." Along the same lines, Participant 6 commented;

I think a few more run throughs. I really think a realistic run through would be the most beneficial. . . maybe fire gunshots, blanks type things, and have some yelling

in the hall and people running in the hall to add a little realism to it. Maybe hear the sirens come blaring in.

In addition to Participant 1 and 6's desire for practicing scenarios, both Participant 14 and 16 identified a need for training in the event a situation was to occur outside of the classroom such as during passing time or during lunch. Participant 14 responded to the question by asking, "What happens during lunch? I think it should be done. Maybe it gives you a false sense of security, but at least you have that. Give me something so I can feel like we can do this." Participant 16 also mentioned an area which was lacking in the current procedure. "I guess I feel we're lacking if it happened anywhere else.

Whether or not it would . . . an assembly or lunch . . . or passing in the hall."

Participant 3 identified the need to have more training that involved the police and in general, the need to practice more. This participant explained:

The more you do it, the more automatic it becomes and if the actual looking down the hall, closing my door, putting out the card, taking attendance becomes automatic I can worry about all the other things . . . the more it becomes routine for us the more we can help those that need help.

When combining the need expressed by Participant 3, which is the desire for increased practice of the procedures, with the identified need for scenarios which reflect more realistic events, the ideas expressed in Chapter II become relevant to the discussion. The realistic events, would provide the feeling of an actual crisis situation, which according to Caplan (1964), would remove the participants from their current level of homeostasis.

When the realistic / crisis event is over the individual will have established a new equilibrium to which they would now resort back to using. By providing teachers with events that simulate realistic scenarios, they add new problem-solving responses to their previous repertoire of coping mechanisms (Caplan, 1964).

Participant 8 identified being able to see what was going on outside of the classroom as a need. “. . . taking part in what goes on outside of the classroom during one of these. Seeing things from a police standpoint. I think teachers need to see things from maybe their point of view.” Participant 8 explained the difference between a teacher’s natural tendencies and those of a trained police officer. Understanding this difference might enable a teacher to respond as the police want the teachers to respond.

I mean you’d let a kid just sit in the hallway and get shot. You have to. You’d leave a kid there bleeding. I don’t know if I could leave a kid there bleeding and just run. And that’s what we’re kind of told to do. . . I don’t think we see things as a teacher from a police standpoint and I think we need to get more indoctrinated into that because as teachers we help human beings all the time.

Participant 8 revealed the understanding that in the event of certain crisis, teachers are asked to go against what they would do naturally and behave in an opposite manner. Because this expected behavior is incongruent with a teachers’ tendencies, familiarizing oneself with the procedures of the police, might better allow the teacher to respond as they have been asked.

Participant 7 revealed two areas of concern in reference to the practiced procedures. The first area expressed could be addressed along the same lines as Participant 8’s need to understand what goes on outside of the classroom during a lockdown procedure. Participant 7’s area of concern was expressed through the need to know what police expect the participant to do if the participant is in the hallway during an actual situation. Participant 7’s concern is that a teacher or student would be mistaken for the intruder or person of whom the police were seeking.

Participant 7’s second area of concern was a need for “a more definite sense of what I’m supposed to be doing in my room with my kids. You know, it’s like are we

suppose to be panic stricken for an hour? What should I do with my kids to calm them down . . .?” When the participants were asked about the specific lockdown procedures at their schools, no participant provided information about this area of concern. One participant, Participant 13, mentioned taking attendance as part of the procedure for the purpose of calming people but did not mention any training for the specific purpose of how to calm people down in a crisis situation.

Conclusion

The information provided in this chapter shared an understanding of the participants’ lived experiences. The experiences were used to create an awareness of the participants’ readiness to effectively conduct school lockdown procedures at the classroom level and to provide an answer to the primary research question: What are teachers’ perceptions of their ability to conduct lockdown procedures at the classroom level? The research sub-questions allowed the researcher to complete an in-depth exploration of the participants’ experiences. The experiences were shared through themes which emerged during the analysis of the interviews and collectively, provided information related to the primary research question.

Twelve of the sixteen participants perceived themselves as able to conduct lockdown procedures effectively at the classroom level based on the training they had previously received. An exploration of the participants’ lived experiences and the previously written literature reveals a possible surfacing contradiction. This contradiction concerns the participants’ training and what they may realistically experience in relation to the effectiveness of their actions in the event of a real crisis situation.

Also revealed in this chapter was the identification of training needs as expressed by the participants. Although the majority felt they would respond effectively, the majority also identified a need for additional training or changes to the current training used in their schools. Under the current training only half of the participants experienced a human response. Two of the participants who did not experience a response placed the lack of a response on the fact that they had previously been in the military. The military training they received provided opportunities for these two participants to become familiar with the human response to crisis at a heightened level.

This chapter reveals that although the majority of the participants felt they would respond effectively, there is a need for additional training that focuses on the human response to crisis. The training should provide background knowledge about crisis theory, information about the human response to crisis as well the opportunity for teachers to experience and become familiar with these human responses as at appropriate level. This form of training would create a greater level of effectiveness in the teachers' ability to conduct lockdown procedures at the classroom level.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

The purpose of this chapter is to present a summary of the study and to make concluding statements. This chapter is divided into three sections. The first section reviews the purpose of the study and summarizes the methodology used in the study. The second section reviews and summarizes the findings according to the research question and the research sub-questions. The final section presents the conclusion and implication of the study and also makes recommendations for further research.

Purpose and Methodology

The purpose of this qualitative phenomenological study was to explore the experiences of teachers in order to create an awareness of how teachers assessed their ability to conduct lockdown procedures effectively, to examine the emotional, physiological, cognitive and behavioral responses experienced by teachers during lockdowns, and to uncover teachers' training needs for implementing and conducting of lockdown procedures effectively.

As a means of exploring teachers' experiences with lockdown procedures, qualitative research methods were used. This allowed the researcher to gain an understanding of the human behavior associated with lockdown procedures as well as the meaning and purpose attached by the participants. By examining this phenomenon from

the point of view of the participants, it allowed for the participants' individual interpretations of a common experience to be gained (Moustakas, 1994, Richards & Morse, 2007, Rudestam & Newton, 2001). The qualitative data collected during this study was in the form of words acquired through interviews.

Within this qualitative study, phenomenological research was used to take the researcher through the process of reflection, writing, rewriting, and thematic analysis. It was through this process that the researcher was able to describe and interpret the meaning of the teachers' lived experiences as well as the ways the participants understood their own experiences and in-turn developed their world view. Phenomenology enabled the researcher to understand the meaning teachers place on their experiences (Richards & Morse, 2007).

To gain the necessary information, methods of open-ended, in-depth and semi-structured interviewing were used. This method used guiding questions and a format that allowed for an opportunity to divert when necessary (Lichtman, 2006). Using open-ended interviews allowed for unexpected insights to emerge as participants shared what they knew and what they had learned in reference to the phenomenon (Richards, 2005). The use of semi-structured probes and follow-ups allowed the researcher to pursue areas of particular interest within participants' experiences.

Findings

The findings of the study were based on the analysis of the data presented in Chapter IV. The findings are summarized below and according to the research sub-questions. The primary research question guiding this study was: What are teachers'

perceptions of their ability to conduct lockdown procedures at the classroom level? In this section, each research sub-question will be restated, and the findings to this study will be given to provide answers to each question.

Research Sub-Question 1

What knowledge do high school teachers have concerning school lockdown procedures? All sixteen participants revealed knowledge of the lockdown procedures in place at the participants' respective schools. The number of procedural steps varied from school to school, but all teachers were aware that there were procedures to follow. Collectively, the participants mentioned twelve different steps and five facts to keep in mind or to know while conducting a lockdown procedure. Of the twelve steps mentioned, one step, *Move students away from doors and windows into a corner or safe place*, was mentioned by every participant. The next step most often mentioned by participants was *Lock the Door* and *Shut the Door*. Although one or both of these steps was not mentioned by three of the participants, those three participants mentioned having another procedure, such as using magnets or classroom doors are locked at all times, as a procedure in place on a daily basis. The other ten steps were mentioned on a less consistent basis and at varying degrees across the participants.

All of the teachers, with the exception of one, had participated in practicing the steps with students present in their classrooms. The participants explained that running through the procedural steps was similar to running through the steps of a fire drill. The overall thought among the participants was that the steps were not difficult to carry out and would become routine with enough practice.

Although the overall presiding thought among the participants was that they understood the procedures, there was uncertainty expressed by some of the participants during the interviews. This uncertainty was most commonly found when four participants could not recall the signal used by the school to start and end the lockdown procedures. One participant could not recall if covering the window on the door was a step to be followed, and one participant could not recall if the procedures had been practiced that year at the participant's school.

There was an element of concern expressed by some participants that they were unsure of how things would go in the event of a real situation. Some participants indicated they may not follow the steps, but instead would do what they felt was appropriate and necessary according to the circumstance. These participants revealed that the steps were a basis of understanding, but what one might really do during a crisis situation is unknown until a real crisis situation occurs.

Research Sub-Question 2

What knowledge and perceptions do middle and high school teachers have concerning violence in school communities? Information gathered on this topic revealed a wide range of viewpoints which describe the aspects teachers perceived to be a part of violence in school communities. The participants' responses concerning the perceptions of what they felt constituted school violence were placed into three different separate categories; Physical, Bullying and Other. Twelve of the participants indicated acts of a physical nature in their description of school violence. Eight of the participants mentioned acts of a bullying nature, and three participants mentioned killing or gang related acts in their description of school violence. Five of the eight participants who

mentioned aspects of bullying also mentioned physical acts in their perceptions of school violence.

The lack of consistency in the participant's descriptions made it impossible to reveal a uniform perception of school violence. The wide range of behaviors identified by the participants revealed the differences teachers brought to the table in this area. These behaviors range from internet bullying all the way to the act of killing. According to teachers, school violence comes in many forms and can appear visually before them or in a very difficult to detect manner. All participants indicated knowledge of school violence with both common and uncommon attributes assigned to its description. The most likely explanation for the varying perceptions among the participants is their past experiences with school violence or violence in general.

Research Sub-Question 3

How do middle and high school teachers describe the emotional, physiological, cognitive and behavioral responses to crisis and the impact of the responses on their ability to conduct lockdown procedures? Eight of the sixteen participants reported experiencing some form of an emotional, physiological, cognitive or behavioral response during the practice of the lockdown procedures. There were different responses identified by the eight participants and the responses were not consistent across the participants' explanations. Nicoletti and Spencer-Thomas (2002), explained that reactions during these situations vary across participants and often depend on the participant's previous experiences with stressful or crisis situations. The eight participants in this study, who experienced a response, acknowledged doing so even though they knew it was a practice procedure and no real threat or harm was pending.

One of the eight previously mentioned participants recognized experiencing responses as a reaction to the type of training and practice provided by the school. This training involved the actual firing of blanks in the hallways by law enforcement during the practice procedures. Other participants acknowledged the presence of the police during the procedures, but police participation at the level of firing blank rounds was only indicated by two participants. These two participants participated in the same training; one of the participants (mentioned above) experienced a response and the other participant did not experience a response. The participant who did not experience a response reported having been through intense crisis response type training with the military. He also reported not experiencing a response because he knew it was for the purpose of practice.

Unlike the eight participants who experienced a response, there were seven participants (including the previously mentioned participant) who indicated having no emotional, physiological, cognitive, or behavioral responses during the practice lockdown procedure. Each of these seven participants stated they did not have a response because they knew it was for practice purposes and there was no real danger involved. Again, one of these seven, non-response experiencing participants participated in the training mentioned previously which involved the firing of blanks by members of law enforcement. Although the first mentioned participant of this training did experience a response, this participant acknowledged experiencing no response during the lockdown procedure.

There are two most likely explanations for the varying responses experienced by the participants during the practice of the lockdown drills. The first of these explanations is the type of training used by the school. Knowing the drill was for the purpose of practice impacted seven of the participants' responses to the point at which they had no emotional, physiological, cognitive or behavioral response to the lockdown. One of the participants, who reported experiencing a response, reported doing so because of the level that the training simulated a real crisis situation. Later in the discussion of the finding, the participants' desire for training that involves the use of realistic scenarios will be addressed.

The second explanation for the varying responses of the participants is the participants' previously lived experiences with responding to crisis situations. Depending on the crisis situations, or life situations in general, an individual's response will vary. According to Nicoletti and Spencer-Thomas (2002) the differences in reactions among individuals can be dependent upon their previous experiences with stressful or crisis situations.

Research Sub-Question 4

How do teachers describe their role and impact on effectively conducting lockdown procedures? Twelve of the sixteen participants felt they would effectively be able to carry out the lockdown procedures in the event of a real situation. Of these twelve participants, six had reported experiencing a response, and five had not reported experiencing a response during the practicing of the lockdown procedures. These statements reveal a level of confidence by the majority of participants in their ability to

conduct the procedures with the absence of experiencing what they may go through emotionally, physiologically, cognitively and behaviorally during a crisis situation.

According to Kramen, Massey and Timm (1999), it is important that teachers recognize the physiological cues that are experienced during a crisis. Five of the twelve teachers who felt they would effectively conduct lockdown procedures in the event of a real situation had not experienced these physiological cues. When a teacher is given the opportunity to gain a true understanding of their responses, the training is brought to a different level and the possibility of a more effectual response is gained (Lerner, Lindell, and Volpe, 2006). According to the descriptions of the training currently provided at the participants' schools, no school is intentionally providing teachers with information concerning how humans respond to crisis. Although some of the participants experienced varying degrees of the responses, the experiences were not intentionally tied together with the practicing of the procedures.

The findings of Research Sub-Question 3 and Research Sub-Question 4 are closely connected and provide insight into the actual lived experiences and perceived experiences of the participants. Combining the findings of these two Research Sub-Questions, as well as the information provided in Chapter II, it can be asserted that when a teacher has an understanding of the responses as well as an action plan, such as the practiced procedures, the teacher has much more to work with than just the instincts which occur under survival mode. The information provided by the participants in this study reveal that a connection between the two areas, the human responses to crisis and the practiced procedural steps, are not currently being taught or practiced intentionally in the participants' schools. The findings of Research Sub-Question 3 and Research Sub-

Question 4 revealed that training which provides an informational connection between these two areas is not identified as necessary to effectively conduct lockdown procedures by twelve of the sixteen participants. These twelve participants are the twelve who felt they would be able to effectively carry out the lockdown procedures in the event of a real situation using the information learned through training currently in place.

Research Sub-Question 5

What fears do teachers have concerning school violence and lockdown procedures? During the interviews all but two participants mentioned having some form of fear or concern about school violence. The fear or concern most often mentioned by the participants was the fear or concern about an individual student. Eleven of the sixteen participants mentioned knowing a student currently or in the past that they identified as a student who made them nervous, concerned or afraid.

Five participants expressed a concern that it could happen here. Over the past decade the media coverage of school violence brought this idea home to teachers. Trump (2007, p.17) explained, "If we learn nothing but two things from the experiences of the victims of school crisis, remember that it can happen here and that there are things that can be done to prevent and prepare for such tragedies."

Of the sixteen participants, four of the participants mentioned an actual fear. Two of the participants who mentioned an actual fear, identified their fear was based on violence or threats of violence being committed towards the participants. According to The National Center for Educational statistics, between the years 1993 and 2004, teachers consistently reported a decrease of threats and physical violence by students towards them (Dinkes, et.al, 2006). This statistic is not consistent with the perception of these

two participants. Both of the participants indicated they felt a greater level of fear today than in the past when a need to confront or discuss a situation with a student arose.

By contrast, there were three participants in the study who stated they do not think about the topic enough to have any relevant fears or concerns. One of these three participants had mentioned a concern towards a student as well as not thinking about the topic.

Research Sub-Question 6

What components of training do teachers suggest as necessary for properly conducting lockdown procedures? In response to the two pieces of legislation, Act No. 187 and Act No. 337, both public Acts of 2006, signed into law by Michigan's Governor, Jennifer Granholm, all teachers reported their schools had performed the required lockdown drills. Part of this legislation included the conducting of at least one drill during lunch or passing time. No participant indicated that this was a current practice within their schools. Some participants did, however, indicate that they would like training in this area.

Each teacher was given the opportunity to explain the training they received and their school's lockdown procedures according to how they were asked to carry the procedures out in their respective classrooms. When the teachers were asked if they would change or add anything to the training, four of the participants indicated they would not change or add anything, whereas twelve of the participants identified areas of change or procedural practices to do in addition to the current procedures.

Of the twelve participants who identified an area of change, seven of the participants identified the need to practice scenarios in order to be better prepared. The

practicing of actual scenarios would give rise to opportunities in which teachers might experience the emotional, physiological, cognitive, or behavioral responses experienced during crisis situations. The experience of these responses would allow for further training and discussion that would help teachers to connect their responses with the procedural steps they had been taught to take during a crisis situation. In order to provide a safe and secure environment for students, teacher preparation needs to occur on these different levels. According to William Thro (2006), “While education is an American constitutional value, the opportunity to pursue and education—particularly to pursue a quality education—is meaningless unless the student is able to pursue his/her education rights in an environment that is both safe and secure” (p. 65).

The current materials provided by the State of Michigan do not include information that would help schools prepare teachers for the emotional, physiological, cognitive or behavioral responses they may experience during an actual lockdown drill or even during the practicing of the procedures. Other needs acknowledged by the participants included the need to practice with the police and the opportunity to see what procedures the police carry out during a lockdown. The participant who identified this need explained that during a lock down procedure, teachers are asked to go against some of their natural tendencies and to carry out the opposite behavior. One example in which this opposition of tendencies occurs is when a teacher is asked to not let students from the hall into their classroom once the door has been closed. Providing the teachers with information concerning the police practices and the intentions behind the practices may allow for greater understanding of the teacher’s duties and the teacher’s part in creating a secure environment.

Conclusions

Although violence has always been present in American schools, many communities have long held onto the belief that they are immune and unsusceptible. The infiltration of violence into schools of all locations and sizes across America has created a change in this belief, and communities are now recognizing that violent acts can and are happening in the least suspecting of schools. It is through the wide publicity of these violent acts that America has gained the understanding that no school is safe from violence. States and school districts are beginning to accept the vulnerability of all schools and have begun to develop methods of protecting students and school staff from this violence.

In response to the well publicized crisis situations that have occurred in the nation's schools, the development and implementation of school safety plans has become a priority of states and school districts across America. These policies are being developed for the purpose of providing protection and safety to school communities. In 2006, Michigan's Governor, Jennifer Granholm, signed into law two pieces of legislation:

Act No. 187, public Acts of 2006 (house Bill 4460), and Act No. 337, public Acts of 2006 (Senate Bill 1108) . . . requiring school buildings to perform a minimum of two drills in which the occupants are restricted to the interior of the building and the building secured for each school year at a school that operates any of grades kindergarten to 12. A drill conducted under these acts shall include security measures that are appropriate to an emergency such as the release of hazardous materials or the presence of an armed individual on or near the premises. Some of the drills shall be conducted during lunch and recess periods, or at other times when a significant number of the students are gathered, but not in the classroom. (Michigan, p.1)

To help schools in the implementation of the new legislations, the State of Michigan also provides suggestions and guidelines. The suggestions and guidelines include immediate actions and protective measures to be carried out during the lockdown drill (Michigan, p. 3). Using the suggestions and guidelines developed by the state of Michigan, Michigan schools implemented their first official practice, as required by the legislation, during the 2006/2007 school year.

Not included in the materials provided to the schools by the state of Michigan was information which would help schools prepare teachers for the emotional, physiological, cognitive and behavioral responses they may experience during an actual lockdown and even during the practice of the procedures. This study attempted to explore the experiences of teachers in order to create an awareness of how teachers assessed their ability to conduct lockdown procedures effectively, to examine the emotional, physiological, cognitive and behavioral responses experienced by teachers during lockdowns, and to uncover teachers' training needs for implementing and conducting of lockdown procedures effectively.

All of the participants in this study indicated that they had received training in conducting lockdown procedures. All of the participants also indicated their schools were in compliance with Act No. 187, public Acts of 2006 (house Bill 4460), and Act No. 337, public Acts of 2006 (Senate Bill 1108). Part of this was found to be true based on the fact that all schools had participated in practicing the drills. They had not, however, practiced the drills during lunch, recess or times when students were gathered outside of the classroom setting.

Overall, the participants indicated they felt confident in their ability to effectively conduct lockdown procedures at the classroom level. There were some participants who did not indicate confidence in this area and questioned their abilities based on the level of training they had received. Although the majority of the participants did feel as though they would be successful in fulfilling the procedures in the event of a real crisis situation, most participants indicated a desire for more in-depth training that would allow them to practice realistic scenarios.

When the participants were asked about any emotional, physiological, cognitive, or behavior responses they experienced while conducting the lockdown procedures, half of the participants acknowledged experiencing a response. None of the participants revealed receiving any training or having any discussion with those conducting the training that might tie their responses to the procedures for the purpose of understanding how one might respond in the event of a real situation. According to Lichtenstein, Schonfeld, & Kline (1994), the training teachers receive should include content-level training which begins with an overview of crisis theory and its implications in a school setting. Knowledge of crisis theory could lead to further understanding by trainees of what they can expect to experience personally during a crisis. Another important step in the training of teachers and staff includes the practice of actual drills (Bennett-Johnson, 2004; Poland & Pitcher, 1990; Wong, Kelly & Stephens, 2001). These drills should be conducted to simulate various crisis events that could take place in a school setting.

Seven of the participants in this study did not acknowledge experiencing any emotional, physiological, cognitive, or behavior responses during the practicing of the lockdown procedures. Each of these participants attributed the lack of a response to fact

that they knew it was just a drill and there was no impending harm or danger. Crisis theory tells us that in crises situations, humans are unable to cope or handle problems using their customary methods of problem solving. Johnson (2000) explains that the human response to crisis is very complex. A human's response manifests itself through physical symptoms, cognitive functioning, emotional reactivity, and specific behaviors. In the event that a crisis presents personal threat or loss, one's functioning in these four domains is at risk. Although these responses may not be experienced during a drill to the degree they would during an actual lockdown situation, preparation for these responses is a necessity. Combine this with the information concerning the human response to crisis, and it becomes understood that the current training procedures provided by the State of Michigan do not adequately prepare teachers to respond effectively in the event of a real situation.

Backing up the need for effective training is the fact that fourteen of the sixteen participants identified a concern or fear they have about school violence. If teachers are thinking about school violence then there is something prompting the thoughts. These prompts sometimes evolve from media coverage of events in other schools, from students in the participants' schools who 'fit' profiles identified by the media, and from an understanding that no school is immune from school violence. Stephens (1998) identified that one of the greatest challenges today is creating safe schools. This topic is being pushed to the forefront of priorities as schools are forced to deal with the ever present looming understanding that school violence can happen anywhere. As schools grasp this concept and begin to move forward the image of safety will hopefully return and schools

can once again become “. . . safe havens for teaching and learning, free of crime and violence” (Dinkes, et al, 2006, p. iii).

This study revealed that although teachers in the Upper Peninsula of Michigan are being trained in lockdown procedural steps they are not receiving training pertaining to the human response to crisis. Many of the teachers have experienced the responses during the procedural drills; however, they have not been given the opportunity to connect these responses with the current action plan within their schools through appropriate training.

The majority of the participants in this study perceived themselves as able to effectively conduct lockdown procedures. This perception is based on the fact they have received training through their schools and have practiced the procedural steps. Through an exploration of the participants’ lived experiences and the previously written literature, a contradiction has surfaced concerning the content of the training and what the participants’ can expect in their actual ability to conduct a lockdown in the event of a real crisis situation.

To bridge the gap in the contradiction between the teachers’ perceptions of their ability to effectively conduct lockdown procedures, and the information revealed in the review of the literature, future training in the area of school crisis response and lockdown procedures should include the following:

1. Procedural steps necessary to conduct a lockdown procedure.
2. Background information concerning crisis theory and its connection to school violence and crisis situations.
3. The human response to crisis and its impact on one’s ability to respond effectively in a crisis situation.

4. Realistic scenarios and simulations that allow the participant to experience a connection to one's personal human response and one's ability to conduct lockdown procedures.

These changes and additional training measures will connect and create experiences that will allow teachers a greater level of effectiveness when conducting lockdown procedures at the classroom level.

Recommendations for Further Studies

Two recommendations for further studies have emerged during this research. The first of these recommendations is a study that would reveal any differences between how males and females might respond to crisis situations, and any specific needs these two groups might require based on gender. Understanding the differences between these two groups of people may indicate further necessities in the development of training needs and materials. During the interviews it was brought forth by male respondents that there was a concern for female colleagues and how they might respond or react during a crisis situation.

I'd have some serious worries . . . if there is somebody in the hallway then I'm thinking it's me. I'm going to have to deal with this. You know I've got a relatively young lady across the hall . . . she's not going to be tackling anybody in the hallway.

Another male respondent stated,

I think there is an assumption that guys will be more able to break up the fight. It has even happened . . . when there was a fist fight break out in the classroom and a female teacher came and got me. All I did was yell at them and they stopped. But she had been yelling and they wouldn't stop. I just yelled as loud as I could and they stopped.

The statements provided by these two participants indicate that the training needs of these two groups may be different or the perception of their abilities may need to be revealed in order to effectively carry out procedures in the event of a crisis situation. This information indicates a possible area for further study.

The second recommendation for further study to emerge from this research involved gaining an understanding of teacher's past experiences with crisis situations and how this might impact their response to a crisis situation in a school setting. During this research there were several participants who indicated past experiences that may have an impact on how they would respond to a school crisis situation. These experiences centered around three different areas: being a member of the military services; being a parent; and escaping from a fire.

Two of the participants identified themselves as having been members of the armed services prior to becoming teachers. Both of these participants felt this would have an impact on their conducting of the lockdown procedures in the event of a real situation. When asked if the participant felt their previous experience in the military would affect their response to a school crisis situation, Participant 5 stated, "... dealing with this kind of stuff in the military, yeah definitely."

Another factor to emerge was the identification of being a parent as an attribute that might impact the participant's response to a crisis situation. "Those of us that are parents that are used to responding to protect our young ones . . . I think we would you know . . . we have some natural tendencies to . . ." Four of the participants in this study

recognized parenthood as a factor that might impact their response to a school crisis situation.

The final factor concerning previous experiences with crisis situations was acknowledged by two participants. Both of these participants revealed during the interviews that they had been in fires. Each of the participants took it upon themselves to remove other people from danger during the fires. Because these two participants have had past experiences in which they experienced the human response to crisis personally, how they respond to a future crisis situation may be impacted by their experiences with the fire. According to Caplan (1964), when an individual encounters a problem and their equilibrium is upset, their problem solving mechanisms are brought forth. The individual will use a method previously used to solve a similar problem in a similar length of time. Following the resolution of the crisis, the individual will have established a new equilibrium to which they will now resort back to using along with their previously and possibly adapted habitual mechanisms and reactions. Dependent on how the individual coped and worked through the crisis, added to their previous repertoire of coping mechanisms, are new problem solving responses.

Each of these factors may play a role in the development of training procedures to be used with teachers in the preparation for a school crisis situation. All three of these factors give rise to the possibility of further research in this area.

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Appendix A
Consent Form

Appendix A

Consent Form

Western Michigan University

Department of Teaching, Learning, and Leadership

Principal Investigator: Patricia L. Reeves, Ed. D.

Student Investigator: Bethney Bergh

Title of Study: A Qualitative Study of School Lockdown Procedures and Teachers' Ability to Implement and Conduct them at the Classroom Level.

You have been invited to participate in a research project entitled, "A Qualitative Study of School Lockdown Procedures and Teachers' Ability to Implement and Conduct them at the Classroom Level." In the literature, little information is found concerning the impact of one's emotional, physiological, cognitive, and behavioral reactions on one's ability to effectively carry out planned lockdown procedures. Therefore, this study is to explore the experiences of teachers following their completion of planned lockdown procedures at the classroom level. This research project is being conducted by Bethney Bergh in partial fulfillment of a PhD in Educational Leadership through Western Michigan University.

Participation in this study involves being available for one interview, with the possibility of a follow-up interview in the event that clarification is needed. The interview should last approximately 60-80 minutes and will take place in your classroom setting at your convenience. The interview will be open-ended with you sharing your experiences with lock down procedures. You will also be asked to provide general information about yourself such as age, level of education, years of teaching experience, and teaching position. The general outline of the interview is attached for your review. After the interview, you will receive a written copy of the results from your portion of the study to ensure the essence of your experience with school lockdown procedures was captured accurately.

All the information collected from you is confidential. This means that your name will not appear on any of the papers on which this information is recorded. Please be aware that this doctoral dissertation will be published as a public document and may be read by other interested parties. The interview will be audio taped for purposes of transcription. All forms will be coded, and the student investigator will keep a separate master list with the names of the participants and the corresponding code numbers. All other forms will be retained for at least three years in a locked file in the principal investigator's office. As in all research, there may be unforeseen risks to participants. If accidental injury occurs, appropriate emergency measures will be taken; however, no compensation will be made available to you except as otherwise specified in this consent form. One potential risk of this project is that you may become stressed or upset when sharing your experiences with lockdown procedures. You may refuse to participate or quit at anytime during the study without prejudice or penalty.

You may benefit from this study by being able to voice and share your experiences with conducting lockdowns in your classroom setting. If you have any questions or concerns about this study, you may contact the principal researcher, Dr. Patricia L. Reeves at (269) 720-3285 or the student researcher, Bethney Bergh, at (906) 360-8645 or bethney@chartermi.net. You may also contact the chair of the Human Subjects Institutional Review Board at (269)387-8293 or the vice president for research at (269)387-8298 with any concerns that you have.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in this study if the stamped date is more than one year old.

Your signature below indicates that you have read and/or had explained to you the purpose and requirements of the study and that you agree to participate.

Signature

Date

Consent Obtained by : _____
Researcher's Initials

Date

Appendix B

Invitation to Participate

Appendix B

Initial E-mail Script to Potential Participants

Hello. My name is Bethney Bergh and I am e-mailing to invite you to participate in a research study. I am the principal, the guidance counselor and a teacher at Mid Peninsula School, In the midst of this, I am also a doctoral student at Western Michigan University. This school year, I am conducting research for my dissertation about school lockdown procedures. I am writing to invite you to share your experience as a teacher who participates in lockdown procedures within a classroom setting.

If you choose to participate in this study, you will be asked to partake in a 60-80 minute interview session in your classroom at a time of your convenience. During the interview session you will be given an opportunity to share your experiences and will be asked questions about conducting lockdown procedures within your classroom. Attached is a document of the interview outline for your reference. You may also be asked to participate in follow-up conversations, if clarification of your initial interview is necessary.

All information collected from you during the interview is confidential. That means your name and other identifying information will not be used in any analysis or in any reporting of the research. In order to make sure I capture your experience accurately, your interview will be recorded and transcribed into written form. After all the interviews from the study are transcribed, I will look for patterns, themes and trends in the data. Lastly, I will summarize the results from this study in my dissertation.

If you are interested in participating in this study, I am asking you to simply reply to this e-mail with the following information:

- a) your name and school
- b) the grade level that you teach
- c) whether or not you have participated in school lockdown procedures in Michigan or any other state
- d) your level of education
- e) the total number of years that you have been a teacher

After I have heard from you, I will contact you to establish a time to go over information about the study, the consent form and a time to conduct the interview.

If you have any questions in the meantime, please do not hesitate to contact me at 906-360-8645 or e-mail me at Bethney@chartermi.net. Thank you for considering possible participation in this study.

Bethney Bergh

Appendix C
Interview Questions

Appendix C

Interview Questions

Demographic Information:

Name

School

Grade level and subject

Years of teaching

As close as you can recall, in how many lockdown *drills* have you participated?

How many *real* lockdowns have you been a part?

Grand Tour Questions:

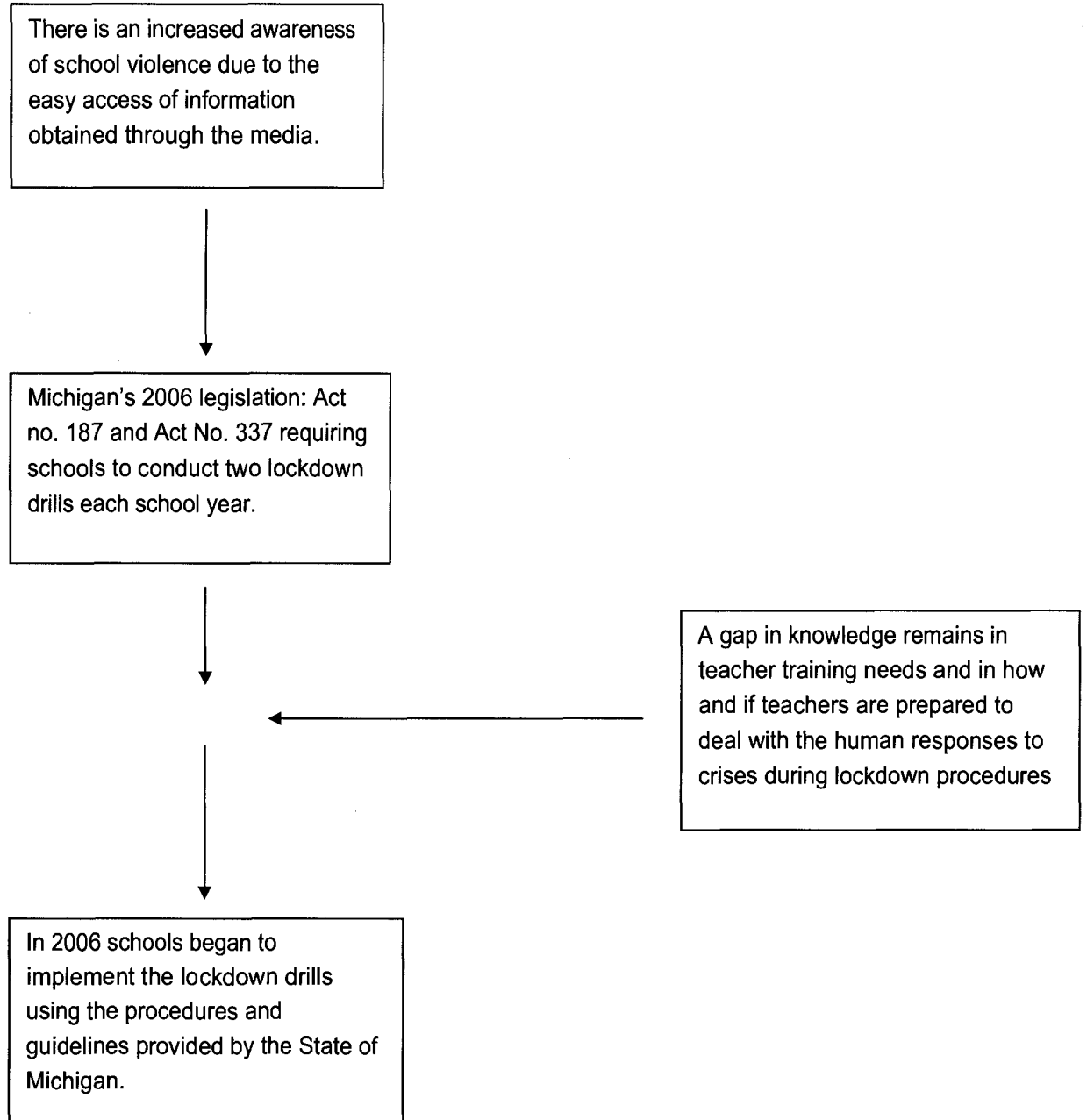
1. How do you define school violence?
 - A. What factors do you feel have played a part in the development of your definition?
 - B. How has your definition changed over time?
2. For the purpose of this interview school violence will be operationally defined as: Behavior exhibited within a school setting for the purpose of physically injuring or killing member(s) of a school community. Over the past decade and even longer, school violence has had extensive coverage in the media. Do you have any personal experience(s) with school violence and if so can you please describe the experience(s)?
3. How often or to what level do you think about school violence? What do you feel provokes these thoughts?
4. Outside of your own experiences, what are your thoughts about and knowledge of school violence? Explain the role you feel you play in alleviating or responding to school violence.
 - A. Are you comfortable in playing that role? If so why? Can you explain why or why not?
 - B. How has your role changed over the course of your career?
5. As you may know, conducting school lockdown procedures are mandatory in the state of Michigan. What can you tell me about school lockdown procedures at your school and more specifically your role in the procedures?
 - A. What steps have been taken to prepare you and other staff members?
6. Reflecting back on the lockdown procedures conducted at your school last year, share with me your experience with the procedure as you saw from the beginning to the end.

7. Please explain to me any expected or unexpected physiological, emotional, cognitive or behavior responses you may have experienced during the procedure.
 - A. Do you feel these responses had in impact on your ability to conduct the drill?
8. Taking into consideration your training in lockdown procedures, how do you see yourself responding to a real situation occurring in your school? Explain whether or not you feel prepared to respond to a violent situation in your school?

Appendix D
Conceptual Framework

Appendix D

Conceptual Framework



Appendix E

Human Subjects Institutional Review Board Approval Letter

WESTERN MICHIGAN UNIVERSITY



Human Subjects Institutional Review Board

Date: December 11, 2007

To: Patricia Reeves, Principal Investigator
Bethany Bergh, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair

A handwritten signature in cursive script, appearing to read "Amy Naugle", written over the word "Chair".

Re: HSIRB Project Number: 07-11-18

This letter will serve as confirmation that your research project entitled "A Qualitative Study of School Lockdown Procedures and Teachers' Ability to Conduct and Implement Them at the Classroom Level" has been **approved** under the **expedited** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may **only** conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: December 11, 2008