

LOCKDOWN DRILLS



Connecting **Research**
and **Best Practices**
for School Administrators,
Teachers, and Parents

Jaclyn Schildkraut and Amanda B. Nickerson

LOCKDOWN DRILLS

LOCKDOWN DRILLS

CONNECTING RESEARCH AND BEST
PRACTICES FOR SCHOOL ADMINISTRATORS,
TEACHERS, AND PARENTS

JACLYN SCHILDKRAUT AND
AMANDA B. NICKERSON

THE MIT PRESS CAMBRIDGE, MASSACHUSETTS LONDON, ENGLAND

© 2022 Massachusetts Institute of Technology

All rights reserved. No part of this book may be reproduced in any form by any electronic or mechanical means (including photocopying, recording, or information storage and retrieval) without permission in writing from the publisher.

The MIT Press would like to thank the anonymous peer reviewers who provided comments on drafts of this book. The generous work of academic experts is essential for establishing the authority and quality of our publications. We acknowledge with gratitude the contributions of these otherwise uncredited readers.

This book was set in ITC Stone Serif and Avenir LT Std by Westchester Publishing Services.

Library of Congress Cataloging-in-Publication Data

Names: Schildkraut, Jaclyn, author. | Nickerson, Amanda B. (Amanda Beth), author.

Title: Lockdown drills : connecting research and best practices for school administrators, teachers, and parents / Jaclyn Schildkraut and Amanda B. Nickerson.

Description: Cambridge, Massachusetts : The MIT Press, [2022] | Includes bibliographical references and index. | Summary: "An examination of the role and impact of lockdown drills in America's schools, including consideration of arguments for and against these practices"—Provided by publisher.

Identifiers: LCCN 2021051252 | ISBN 9780262544160 (Paperback)

Subjects: LCSH: School crisis management—United States. | Emergency drills—United States. | School violence—Prevention—United States. | Schools—Safety measures—United States.

Classification: LCC LB2866.5 .S35 2022 | DDC 371.7/80973—dc23 /eng/20220423

LC record available at <https://lccn.loc.gov/2021051252>

To “Generation Columbine” . . .

To the students who have never known a world without lockdown or active shooter drills and who have been scared they might never see their families and friends again . . .

To the parents who have ever had to worry that their child was not coming home . . .

And to the educators tasked with keeping them safe.

CONTENTS

PREFACE ix

ACKNOWLEDGMENTS xiii

PART I: HOW DID WE GET HERE?

- 1 LOCKDOWN DRILLS AS A SCHOOL SAFETY PHENOMENON 3
- 2 WHY LOCKDOWN DRILLS? A LOOK AT HOW WE GOT HERE 15
- 3 WHAT ARE LOCKDOWN DRILLS? DIFFERENTIATING DRILLS AND EXERCISES 33
- 4 SHOULD WE OR SHOULDN'T WE? ARGUMENTS FOR AND AGAINST LOCKDOWN DRILLS 49

PART II: WHAT DOES THE RESEARCH SAY?

- 5 FOR STUDENTS: ARE WE TRAINING OR TRAUMATIZING? 63
- 6 FOR FACULTY AND STAFF: BUILDING COOPERATION AND COLLABORATION 77
- 7 TEACHING THE STEPS OF LOCKDOWN: MORE THAN JUST DRILLING 91

PART III: POLICY AND BEST PRACTICES

- 8 HOW SHOULD WE THINK ABOUT LOCKDOWN DRILLS? GUIDANCE AND BEST PRACTICES 105

**9 LOCKDOWN DRILLS: A PIECE OF THE SCHOOL
SAFETY PUZZLE 127**

**10 THE FUTURE OF LOCKDOWNS AND OTHER
EMERGENCY PREPAREDNESS DRILLS 139**

APPENDIX: ANNUAL DRILL REQUIREMENTS BY STATE
FOR LOCKDOWNS OR OTHER EMERGENCIES 151

NOTES 165

ESSENTIAL READINGS 201

INDEX 205

PREFACE

Although schools remain among the safest places for children, the need to prepare for a range of events, from the common to the statistically rare, that a building may face is undiminished. With respect to school lockdown drills, while some federal guidance is available, decisions as to how many of the drills should be conducted and the form they should take often fall to state or local policymakers, or both. Of course, there are other voices that should be part of the conversation about school safety—those of administrators, teachers, staff, parents, community stakeholders (including law enforcement and mental health professionals), and the students themselves. This book is designed to be a tool to help interested parties navigate the conversation about the role of lockdown drills as part of schools' emergency preparedness plans by bringing together the existing empirical research with the broader public and policy discussions about these practices.

In part I of the book, chapter 1 provides a basic background to how and why lockdown drills became a fixture in today's education landscape. In chapter 2, we consider the historical precedents that led to the introduction and subsequent expanded use of lockdown drills in schools. Chapter 3

addresses the current controversy surrounding lockdown drills that stems from the term being used to describe a variety of different practices, including options-based approaches specifically designed to respond to active shooters. Emergency preparedness practices may take a number of different forms, each with its own benefits and challenges. In chapter 4, we explore common arguments for and against lockdown drills to understand why these practices have become so divisive. Some knowledge of how these positions evolved can better inform efforts to move the national discussion forward.

Part II of the book examines existing and emerging scholarly research on the practice of lockdown drills. In chapter 5, we consider the different impacts that participating in lockdown drills have on students, the largest population in any school setting. Similarly, in chapter 6, we explore perceptions of these practices among the individuals who are charged with keeping students safe—schools' faculty, staff, and administration. Finally, in chapter 7, we move beyond the research on perceptions of these practices to try to discern whether participating in lockdown drills improves how accurately or effectively individuals respond to a potential threat.

Part III ties all these considerations together to understand the broader implications for policymakers who are implementing such practices. In chapter 8, we explore existing best practices issued by different organizations, including the National Association of School Psychologists and the National Association of School Resource Officers, that may help minimize the potential for trauma among participants when lockdown drills are implemented as part of an emergency preparedness plan. In chapter 9, we consider lockdown

drills as one piece of a nearly \$3 billion per year school safety and security industry, and what role these practices have in creating a layered approach to emergency preparedness, particularly in light of the US Department of Education's focal points for school safety.

Finally, in chapter 10, we consider the future of lockdown drills and other emergency preparedness practices. In this concluding chapter, we offer key takeaways to reflect on when thinking about lockdown drills moving forward, including how to increase buy-in, the importance of practice, and the role of drills in empowering students, faculty, and staff to stay safe. Though there is no one-size-fits-all solution to address the emergencies that our nation's schools face, these lessons can help students, educators, and policymakers work toward the goals of mitigating injuries and reducing loss of life in the gravest of emergencies.

As one reads through this book, it is important to keep in mind that drills, of which lockdowns are one type, are just one part of a complex school safety puzzle. Ensuring that schools are safe places for students and their educators requires a layered approach that begins long before a crisis happens with preventive measures and continues through the days, weeks, and years of recovery after one occurs. Comprehensive school safety plans should include measures related to prevention to avoid a crisis, such as having threat assessment teams in place. Protection involves taking action against potential threats (e.g., violence, disasters), such as by implementing physical security measures. Mitigation and response measures are designed to reduce the impact of the crisis, such as through the use of emergency protocols, and focus on saving lives, protecting

property, reunifying students with their families, and meeting basic needs after an incident. Recovery emphasizes helping schools and communities rebuild and restore resources and services to affected individuals. Instituting appropriate policies and procedures for each phase of the crisis continuum will help schools ensure the most efficient response possible.

ACKNOWLEDGMENTS

Thank you to our research assistants, Hannah Grossman and Kirsten Klingaman, for their help with this project. Thank you to Tom Ristoff, Mike Thompson, and D.J. Brewster of Syracuse City School District (SCSD) for their support and continued partnership in conducting research related to the practices discussed. Thank you to the many research assistants from SUNY Oswego who assisted with data collection for our project, and to the administration, faculty, staff, students, and families of SCSD for their participation in several of the studies presented in this book. Finally, to our editor, Susan Buckley: thank you for believing in our vision and helping this book become a reality.



HOW DID WE GET HERE?



1

LOCKDOWN DRILLS AS A SCHOOL SAFETY PHENOMENON

Key Takeaways

- News headlines of “drills gone wrong” have led to calls to end these practices in schools.
- Among the concerns about drills is their potential impact on students’ mental health and well-being.
- Lockdowns and active shooter drills are not the same thing, but they often are discussed as though they are.
- Responses to human-caused disasters such as an active shooting situation can draw inspiration from how we prepare for natural disasters.
- Practicing responding to human-caused disasters such as an active shooting situation is an important part of comprehensive school safety planning.

Each school day in America, it is likely that students in some part of the nation are participating in a lockdown drill. Although the requirements for these practices vary by state and sometimes even by school district within a state, the general steps often are the same. When the drill call is initiated, teachers lock their classroom doors, turn off the lights, and usher students out of sight of any interior windows (this

area of the room is sometimes called a “hard corner”). Teachers and students remain silent as school safety teams and administrators check the building for compliance. Eventually the drill is released and the normal school day resumes.

For many, the thought of children and their educators practicing for a threat at school such as an active shooter is horrifying. It conjures up images of fearful children cowering in the corner, wondering whether they will ever go home again. It reminds us of educators at Sandy Hook Elementary School in Newtown, Connecticut, shielding their students with their bodies during the 2012 attack, making the ultimate sacrifice and giving their lives to protect others. It leads to imagining schools as war zones or fortresses. These thoughts are not entirely unfounded, a result of the images repeatedly featured in news coverage of high-profile school shootings. Few can forget the pictures and video clips of students with their hands in the air being led away from Columbine High School in Jefferson County, Colorado, by police, imagery that has been looped into news accounts of other attacks in the years since the 1999 events took place.

Not only are there differences between districts in the frequency with which these practices are conducted, there also are significant disparities in *how* they are carried out, with some schools going to extreme lengths to prepare students and teachers for emergencies. For instance, during one active shooter drill in Monticello, Indiana, teachers were shot with simunition, a type of nonlethal training ammunition, leaving them with physical injuries and emotional scars.¹ In Dayton, Ohio, students were exposed to the sound of simulated gunfire during drills.² Students also have been transformed into

crisis actors, made up to look like shooting victims covered in fake blood or subjected to people (even including school administrators) dressed up as mock shooters and brandishing fake weapons to add a sense of realism to the drill.³ Some schools have gone so far as to incorporate film footage taken during actual shootings into the drills to show students what they can expect in a real event.⁴

It is not surprising that stories of this sort make the headlines. Yet it is likely that they are the exception rather than the rule. If they were the latter, we would expect many more stories of “drills gone wrong,” particularly since approximately 95 percent of public schools across the nation conduct lockdown drills each year.⁵ This high prevalence of drills does not make these stories any less concerning, but it does highlight the need for a better understanding of the what, why, and how of lockdown drills.

END THE PRACTICE?

Stories about drills carried out in the manner just described have led to calls to end their use in schools, even though these practices have become increasingly more commonplace since Columbine. During the 2020 presidential campaign, for example, candidate Andrew Yang campaigned on a platform that included ending active shooter drills. In the same year, Everytown for Gun Safety, a prominent gun control organization started by former New York City mayor Michael Bloomberg, joined two of the nation’s top teachers’ unions—the National Education Association (NEA) and the American Federation of Teachers (AFT)—in publishing a white paper calling for an end to active shooter drills specifically (though

lockdown drills often are incorrectly discussed interchangeably with active shooter drills).⁶ At the core of these calls is the belief that participating in such drills is traumatizing students without making them safer. Parents across the nation share similar concerns. Proponents of ending active shooter drills suggest they lead to a range of negative outcomes, from anxiety, depression, and posttraumatic stress disorder (PTSD) to impaired academic performance and behavioral, emotional, and social problems.⁷

The concerns over the well-being of students are understandable in light of the prevalence of mental health-related diagnoses among children and adolescents. According to research compiled by the Centers for Disease Control and Prevention (CDC), among US youth ages three to seventeen, roughly 4.5 million, or 7.4 percent of this population, have been diagnosed with a behavioral problem.⁸ Similarly, 4.4 million (7.1 percent) have been diagnosed with anxiety and 1.9 million (3.2 percent) with depression.⁹ Additionally, these diagnoses are not made in isolation: approximately three out of every four children who have been diagnosed with depression also have a diagnosis of anxiety, and one-third of diagnoses of either anxiety or behavioral problems are accompanied by a diagnosis of depression.

Whether participating in lockdown or active shooter drills is contributing to these figures is unknown. Despite the widespread use of these practices in US primary and secondary schools, the research on their effects is alarmingly sparse. Although researchers have begun to collect the data and information necessary to better understand the impact of drills on those who participate in them, there is a long way to go. As such, much of the conversation about lockdown drills

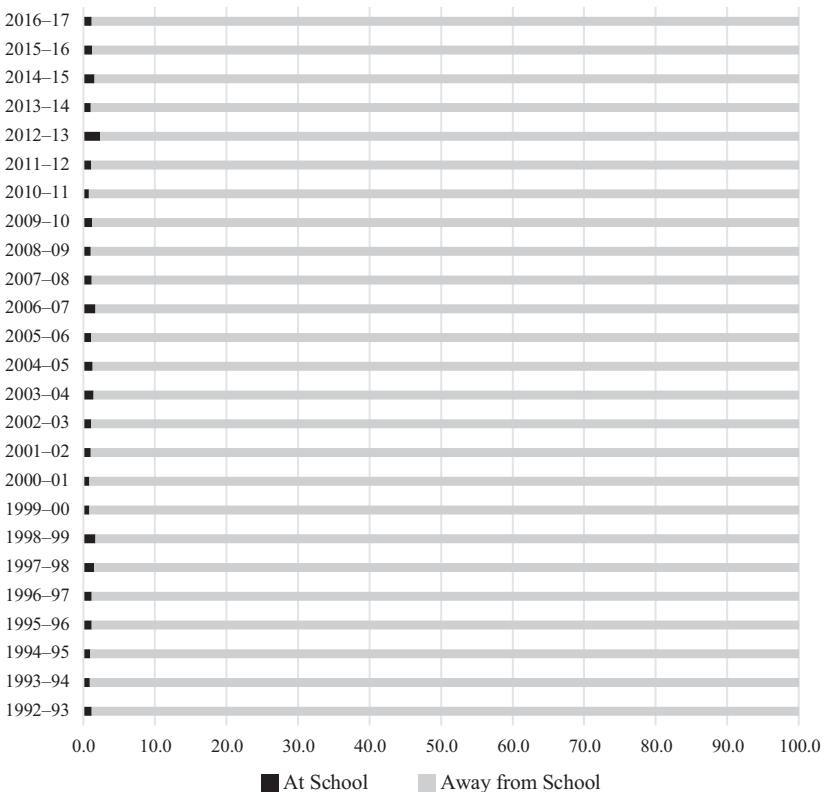
is rooted in emotion and anecdotes rather than evidence—but it is evidence that is needed to drive the policy decisions related to these practices. This book aims to be a cornerstone in building the foundation needed to help guide the conversation.

WHY DOES IT MATTER?

The stories we hear of students writing good-bye notes to their families, texting their parents begging for help, and even drafting wills indicating how they want their most treasured possessions divided if they do not come home are gut-wrenching. At the same time, these stories are born out of specific situations—actual lockdowns that are the result of a danger near or in the school for which action must be taken, or drills that are not called such. An investigation by the *Washington Post*, for example, found that on a typical day, more than six thousand real-world lockdowns occurred each day during the 2017–2018 school year, ultimately affecting over four million students—and that was just in the school districts located in the nation’s thirty-one largest cities.¹⁰ Additionally, in the more than twenty years since Columbine, over 187,000 students have been exposed to a shooting during their school day.¹¹ Although not every school shooting and threat that triggers a lockdown will rise to the level of a Columbine, they nevertheless highlight the need to be prepared in the event that the worst day happens.

These events are, however, quite rare, despite media portrayals that have fed public misperceptions about school shootings. In the context of crimes known to law enforcement, for example, homicide accounts for 0.1 percent of all

offenses. Mass shootings represent a fraction of all homicides, with those incidents that take place at schools accounting for about one out of every four such attacks.¹² Youth homicides at schools are particularly rare, accounting for just 2 percent of all murders of individuals between the ages of five and eighteen (see figure 1.1, which contrasts the proportion



1.1 Proportion of homicides of children ages five to eighteen at and away from school. *Source:* Data from the School-Associated Violent Death Surveillance System (SAVD-SS).

of youth homicides occurring each academic year that happen at school versus away from schools).¹³ The loss of one life at school, however, is one too many, and any steps that can be taken to save lives should be.

The rarity of homicide in schools highlights an important distinction that is often lost in the conversation about safety drills in schools—the difference between practices for active shooters and those for lockdowns. Active shooter drills, sometimes also called active attacker or active assailant drills, focus on a single type of event in which a person is engaged in trying to harm others inside the school building. Conversely, lockdown drills are used to prepare for *any* threat inside a building. While such threats may include those posed by active assailants, a lockdown drill can also be used to practice for situations involving an angry parent, a dangerous animal, or another internal threat that a school may be more likely to encounter. Recognizing and understanding this distinction can help people better understand the concerns surrounding these practices and the debate over whether or not they should be conducted.

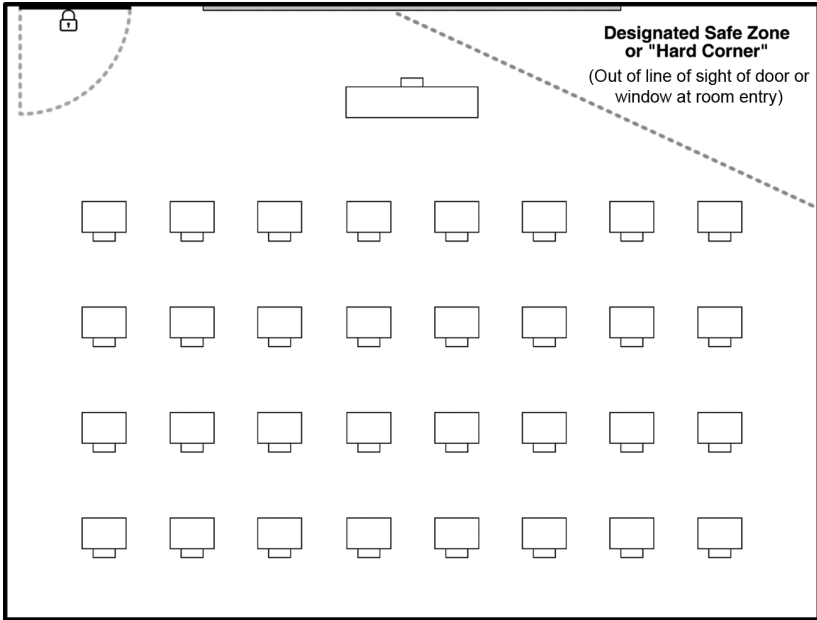
THE PARKLAND EXAMPLE

One event in particular highlights what can happen when people lack preparation for the very worst day—the shooting at Marjory Stoneman Douglas High School in Parkland, Florida.¹⁴ Prior to the February 14, 2018, shooting, the school did not have an established active attacker or lockdown policy. Teachers had received little training in how to respond to an active attacker at the school. Students had received no instruction in this area, and no drills had been conducted at

the school in the year prior that would have allowed faculty, staff, students, and administrators to practice their responses and build up the necessary muscle memory—a term used to describe the body’s ability to engage in specific actions it has been trained in even when cognitive processing is impaired by stress or other factors.¹⁵

When the shooting erupted in one of the school’s buildings just after 2:21 p.m. local time, many occupants did not know how to respond. On the first floor, where eleven individuals were killed, many did not have time to respond as the shooting unfolded very quickly; others were hindered by furniture that prevented them from taking cover in the rooms’ “hard corners.” Hard corners provide protection because they allow individuals to be out of the line of sight from a threat inside the building. Figure 1.2 illustrates where a hard corner may be located in a classroom setting. These corners typically are located farthest from the door into the classroom and along the same wall, which reduces the angle of vision from the hallway window.

The building’s fire alarm was activated almost immediately, triggered by dust falling as a result of the reverberations of the gun shooting. As teachers and students sought shelter on the second floor (no one was injured or killed on that level), students on the third floor had begun evacuating in a manner consistent with a fire drill. Although they had heard the faint sounds of gunfire, they could not fully make out the noises and therefore responded to the alarm as they had been trained to. By the time they realized what was going on mid-evacuation, it was too late for some. When the perpetrator made his way up to the third floor, he opened fire, killing



1.2 Example of a classroom with the hard corner designated. *Source:* Authors' rendering; lock icon licensed under Creative Commons (Attribution 3.0 Unported).

six of the seventeen people murdered that day and injuring four others before dropping the gun and fleeing the school.

Would being trained in how to respond to an active shooter before the attack took place have changed the outcome? Possibly, particularly for the victims on the third floor, but we will never know for certain. The lack of training and practice also was not the only failure that day. There were other issues related to the failure to call a Code Red (the school's designation for an immediate threat, which was further compounded

by the lack of a formal policy concerning how and when such a call should be made), classroom doors that could be locked only from the exterior (in the hallway), the lack of public address speakers in the hallways to alert the building occupants to what was taking place, and more. Events like the Parkland shooting, much like their responses, represent perfect storms, an alignment of numerous discrete factors that results in a horrific outcome. That is why it is important for schools to take an all-hazards approach to safety and emergency preparedness, of which lockdowns are one important component.

KEEPING IT IN CONTEXT

One way to approach thinking about lockdown drills as a necessary component of a comprehensive school safety plan is to view human-caused disasters as similar to natural disasters. It is hard to imagine schools in the Midwest, for example, without a plan for tornadoes, just as it is hard to imagine schools along the West Coast not being prepared for earthquakes. These events are unpredictable and can happen with little to no warning, so over the years, schools and communities have established and implemented plans to keep themselves safe. They practice these plans to make sure everyone knows how to respond before the emergency happens, and then they adhere to the protocol if it does.

Responses to human-caused disasters require the same commitment to preparation because they are often similarly unpredictable. Much as natural disasters require communities worldwide to adapt to new and emerging threats resulting from climate change, responses to human-caused disasters

also need to be flexible. Although today in US schools it seems almost impossible to imagine a world without active shooter or lockdown drills, such practices were not common for students who attended K–12 schools before Columbine. Students in the 1960s, for example, faced a different threat as America found itself embroiled in the Cold War and preparing for the possibility of a Soviet nuclear attack. Similarly, future generations likely will face entirely different threats for which emergency response plans have yet to be designed.

NOTES

CHAPTER 1

1. Arika Herron, “‘It Hurt So Bad’: Indiana Teachers Shot with Plastic Pellets during Active Shooter Training,” *IndyStar*, March 22, 2019, <https://www.indystar.com/story/news/politics/2019/03/21/active-shooter-training-for-schools-teachers-shot-with-plastic-pellets/3231103002>; Karen Zraick, “Indiana Teachers Were Shot with Pellets during Active-Shooter Drill, Union Says,” *New York Times*, March 22, 2019, <https://www.nytimes.com/2019/03/22/us/indiana-teachers-shot.html>.
2. Ed Richter, “Shotgun Blanks to Be Shot Inside School Today as Part of Drill,” *Dayton Daily News*, October 1, 2019, <https://www.daytondailynews.com/news/shotgun-blanks-shot-inside-school-today-part-drill/YzcCV3bXeJA3tM35oZyIHL>.
3. George Pierpoint, “US School Shootings: Have Drills Gone Too Far?,” *BBC News*, March 31, 2019, <https://www.bbc.com/news/uk-47711020>; Scott Poland, “Keep Schools Safe: Planning Plays a Key Role in Preventing School Violence,” *American School Board Journal* 203, no. 4 (2016): 24–25, <https://psychology.nova.edu/news-events/SchoolBoardJournalKeepingSchoolsSafe.pdf>.
4. Evie Blad and Madeline Will, “Some Left ‘Traumatized’ by Training Tactics,” *Education Week*, March 24, 2019, <https://www.edweek.org/ew/articles/2019/03/24/i-felt-more-traumatized-than-trained-active-shooter.html>.
5. Lauren Musu, Anlan Zhang, Ke Wang, Jizhi Zhang, and Barbara A. Oudekerk, “Indicators of School Crime Safety: 2018” (US Department

of Education and US Department of Justice, 2019), <https://nces.ed.gov/pubs2019/2019047.pdf>.

6. Everytown for Gun Safety, “The Impact of School Safety Drills for Active Shootings” (2020), <https://everytownresearch.org/school-safety-drills>.

7. Lauren Rygg, “School Shooting Simulations: At What Point Does Preparation Become More Harmful Than Helpful?,” *Children’s Legal Rights Journal*, 35, no. 3 (2015): 215–228.

8. Centers for Disease Control and Prevention, “Data and Statistics on Children’s Mental Health,” 2020, <https://www.cdc.gov/childrensmentalhealth/data.html>.

9. Reem M. Ghandour, Laura J. Sherman, Catherine J. Vladutiu, Mir M. Ali, Sean E. Lynch, Rebecca H. Bitsko, and Stephen J. Blumberg, “Prevalence and Treatment of Depression, Anxiety, and Conduct Problems in US Children,” *Journal of Pediatrics* 206 (2019): 256–267, <https://doi.org/10.1016/j.jpeds.2018.09.021>.

10. Steven Rich and John Woodrow Cox, “‘What If Someone Was Shooting?’” *Washington Post*, December 26, 2018, <https://www.washingtonpost.com/graphics/2018/local/school-lockdowns-in-america>.

11. Steven Rich and John Woodrow Cox, “Scarred by School Shootings,” *Washington Post*, March 25, 2018, <https://www.washingtonpost.com/graphics/2018/local/us-school-shootings-history>.

12. Jaclyn Schildkraut, Margaret K. Formica, and Jim Malatras. “Can Mass Shootings Be Stopped? To Address the Problem, We Must Better Understand the Phenomenon,” policy brief (Rockefeller Institute of Government, 2018), <http://rockinst.org/wp-content/uploads/2018/05/5-22-18-Mass-Shootings-Brief.pdf>.

13. Kristin M. Holland, Jeffrey E. Hall, Jing Wang, Elizabeth M. Gaylor, Linda L. Johnson, Daniel Shelby, Thomas R. Simon, and School-Associated Violent Deaths Study Group, “Characteristics of School-Associated Youth Homicides—United States, 1994–2018,” *Morbidity and Mortality Weekly Report* 68, no. 3 (2019): 53–60, <https://doi.org/10.15585/mmwr.mm6803a1>.

14. Marjory Stoneman Douglas High School Public Safety Commission, “Initial Report Submitted to the Governor, Speaker of the House

of Representatives, and Senate President” (2019), <https://www.fdle.state.fl.us/MSDHS/CommissionReport.pdf>.

15. Paula M. Di Nota and Juha-Matti Huhta, “Complex Motor Learning and Police Training: Applied, Cognitive, and Clinical Perspectives,” *Frontiers in Psychology* 10 (2019): 1–20, <https://doi.org/10.3389/fpsyg.2019.01797>; Richard Shusterman, “Muscle Memory and the Somaesthetic Pathologies of Everyday Life,” *Human Movement* 12, no. 1 (2011): 4–15, <https://doi.org/10.2478/v10038-011-0001-2>.

CHAPTER 2

1. Lauren Musu, Anlan Zhang, Ke Wang, Jizhi Zhang, and Barbara A. Oudekerk, “Indicators of School Crime Safety: 2018” (US Department of Education and US Department of Justice, 2019), <https://nces.ed.gov/pubs2019/2019047.pdf>.

2. Steven Rich and John Woodrow Cox, “‘What If Someone Was Shooting?’” *Washington Post*, December 26, 2018, <https://www.washingtonpost.com/graphics/2018/local/school-lockdowns-in-america>.

3. David McCullough, *Truman* (Simon & Schuster, 1992).

4. Richard Rhodes, *Arsenals of Folly: The Making of the Nuclear Arms Race* (Vintage Books, 2007).

5. JoAnne Brown, “‘A Is for Atom, B Is for Bomb’: Civil Defense in American Public Education, 1948–1963,” *Journal of American History* 75, no. 1 (1988): 68–90, <https://doi.org/10.2307/1889655>.

6. The video (9 minutes and 15 seconds) can be viewed at <https://archive.org/details/DuckandC1951>.

7. Jessica Carella, “When the Angels Came Calling,” *NFPA Journal* (2008), <https://www.nfpa.org/News-and-Research/Publications-and-media/NFPA-Journal/2008/July-August-2008/Features/When-the-Angels-Came-Calling>.

8. Sarah Crosswy, “The Collinwood School Disaster Influenced Fire Safety Protocols” (National Museum of American History, 2016), <https://americanhistory.si.edu/blog/collinwood-disaster-fire-safety>; Carter Jones, “The Cleveland School Fire of 1923” (South Carolina State Firefighter’s Association, 2015), <https://scfirefighters.org/the-cleveland-school-fire-of-1923>.

9. A. E. Winship, "Fire Drills in Chicago," *Journal of Education* 102, no. 16 (1925): 431–433, <https://www.jstor.org/stable/42831988>.
10. Melissa Allen Heath, Katherine Ryan, Brenda Dean, and Rebecka Bingham, "History of School Safety and Psychological First Aid for Children," *Brief Treatment and Crisis Intervention* 7, no. 3 (2007): 206–223, <http://dx.doi.org/10.1093/brief-treatment/mhm011>.
11. US Department of Education, "Safety: 5 Ways to Learn about Fire Safety" (2015), <https://www2.ed.gov/free/features/fire-safety.html>.
12. National Fire Protection Association, "US School Fires, Grades K–12, with 10 or More Deaths" (n.d.), <https://www.nfpa.org/News-and-Research/Data-research-and-tools/Building-and-Life-Safety/Structure-fires-in-schools/US-school-fires-with-ten-or-more-deaths>.
13. Richard Campbell, "Structure Fires in Schools" (National Fire Protection Association, 2020), <https://www.nfpa.org/-/media/Files/News-and-Research/Fire-statistics-and-reports/Building-and-life-safety/osSchools.pdf>.
14. Ke Wang, Yongqiu Chen, Jizhi Zhang, and Barbara A. Oudekerk, "Indicators of School Crime and Safety: 2019" (National Center for Education Statistics, 2020), <https://nces.ed.gov/pubs2020/2020063.pdf>.
15. "I Love U Guys" Foundation, "The Standard Response Protocol K–12: Operational Guidance for Implementing the Standard Response Protocol in a K–12 Environment" (2020), <https://iloveuguy.org/The-Standard-Response-Protocol.html>.
16. Kathleen B. Asparanti, Taylor K. Pelchar, Daniel F. McCleary, Sherry K. Bain, and Lisa N. Foster, "Development and Reliability of the Comprehensive Crisis Plan Checklist," *Psychology in the Schools* 48, no. 2 (2011): 146–155, <https://doi.org/10.1002/pits.20533>; Bob Hull, "Changing Realities in School Safety and Preparedness," *Journal of Business Continuity & Emergency Planning* 5, no. 1 (2011): 440–451.
17. US Department of Education, "Natural Disaster Resources" (n.d.), <https://www.ed.gov/disasterrelief>.
18. National Severe Storms Laboratory, "Learning Resources: for Students" (n.d.), <https://www.nssl.noaa.gov/education/students>; National Weather Service, "Severe Weather Preparation Guidance for Schools" (n.d.), <https://www.weather.gov/grb/schools>; Federal Emergency Management Agency, "Protecting School Children from Tornadoes: State

of Kansas School Shelter Initiative" (2002), https://www.fema.gov/sites/default/files/2020-08/protecting_school_children_tornadoes_ks_ssi.pdf.

19. Jaclyn Schildkraut and Glenn W. Muschert, *Columbine, 20 Years Later and Beyond: Lessons from Tragedy* (Praeger, 2019).

20. Columbine Review Commission, "The Report of Governor Bill Owens' Columbine Review Commission," (State of Colorado, 2001), 116, <http://hermes.cde.state.co.us/drupal/islandora/object/co:2067/datastream/OBJ/view>.

21. National Center for Education Statistics, *Report on Indicators of School Crime and Safety*, <https://nces.ed.gov/programs/crimeindicators>.

22. US Government Accountability Office, "Most School Districts Have Developed Emergency Management Plans, but Would Benefit from Additional Federal Guidance" (2007), <https://www.gao.gov/assets/270/261878.pdf>.

23. Navigate 360, "About ALICE: Active Shooter Training & Preparedness Solutions with ALICE" (2021), <https://www.alicetraining.com/about-us>.

24. Advanced Law Enforcement Rapid Response Training Center, "Avoid Deny Defend" (n.d.), <https://www.avoiddenydefend.org>.

25. "I Love U Guys" Foundation, "About" (n.d.), <https://iloveugys.org/About.html>.

26. US Department of Homeland Security, *Active Shooter: How to Respond* (2008), https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf.

27. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-quality School Emergency Operations Plans* (2013), https://mk0edsources0y23p672y.kinstacdn.com/wp-content/uploads/old/REMS_K-12_Guide_508.pdf.

28. J. Pete Blair, Terry Nichols, David Burns, and John R. Curnutt, *Active Shooter: Events and Responses* (CRC Press, 2013).

29. Sandy Hook Advisory Commission, "Final Report of the Sandy Hook Advisory Commission" (Hartford, CT: SHAC, 2015), https://portal.ct.gov/-/media/Malloy-Archive/Sandy-Hook-Advisory-Commission/SHAC_Final_Report_3-6-2015.pdf.

30. Chuck Haga, "Woman Lives with Horrors of 2005 Red Lake Shootings, Brought Back by New Tragedy," *Grand Forks Herald*, December 17, 2012, <https://www.grandforksherald.com/news/2185456-woman-lives-horrors-2005-red-lake-shootings-brought-back-new-tragedy>; "10 Years after Red Lake Shootings, Memories Still Haunt," *Twin Cities Pioneer Press*, March 17, 2015, <https://www.twincities.com/2015/03/17/10-years-after-red-lake-shootings-memories-still-haunt>.
31. Park County Office of Emergency Management. "Platte Canyon High School Shooting: After Action Report" (Park County, CO, 2006).
32. Terry Spencer, "Investigators: School Design Contributed to Parkland Massacre," *Florida Today*, April 24, 2018, <https://www.floridatoday.com/story/news/2018/04/24/investigators-school-design-contributed-parkland-massacre/546961002>; Kyle Swenson, and Samantha Schmidt, "'I'm Not Really Shocked': Florida High School Prepared for the Worst. Then It Happened," *Washington Post*, February 15, 2018, <https://www.washingtonpost.com/news/morning-mix/wp/2018/02/15/im-not-really-shocked-florida-high-school-prepared-for-the-worst-then-it-happened>.
33. School Safety Infrastructure Council, "Report of the School Safety Infrastructure Council: Revised and Updated to June 27, 2014 (Danbury, CT: SSIC, 2014), <https://business.ct.gov/-/media/DAS/Communications/SSIC-Report-Nov-19-2015.pdf>; National School Shield Task Force, "The Report of the National School Shield Task Force" (National Rifle Association, 2013), <https://www.nraschoolshield.org/media/1844/summary-report-of-the-national-school-shield-task-force.pdf>. See also M. Hunter Martaindale, William L. Sandel, and J. Pete Blair, "Active-Shooter Events in the Workplace: Findings and Policy Implications," *Journal of Business Continuity & Emergency Planning* 11, no. 1 (2017): 6–20.
34. John Preston, *Disaster Education: "Race," Equity, and Pedagogy* (Sense Publishers, 2012); Victoria A. Johnson, Kevin R. Ronan, David M. Johnston, and Robin Peace, "Evaluations of Disaster Education Programs for Children: A Methodological Review," *International Journal of Disaster Risk Reduction* 9 (2014): 107–123, <http://dx.doi.org/10.1016/j.ijdr.2014.04.001>.
35. United Nations Specialized Conferences, "Hyogo Framework for Action 2005–2015: Building the Resilience of Nations and Communities to Disasters" (2005), 9, <https://www.refworld.org/docid/42b98a704.html>.

36. Farah Mulyasari, Yukiko Takeuchi, and Rajib Shaw, "Implementation tools for Disaster Education," in *Disaster Education*, ed. Rajib Shaw, Kolchi Shiwaku, and Yukiko Takeuchi (Emerald Group Publishing, 2011), 137–151, [https://doi.org/10.1108/S2040-7262\(2011\)0000007013](https://doi.org/10.1108/S2040-7262(2011)0000007013).
37. Paula M. Di Nota, and Juha-Matti Huhta, "Complex Motor Learning and Police Training: Applied, Cognitive, and Clinical Perspectives," *Frontiers in Psychology* 10 (2019): 1–20, <https://doi.org/10.3389/fpsyg.2019.01797>; Richard Shusterman, "Muscle Memory and the Somaesthetic Pathologies of Everyday Life," *Human Movement* 12, no. 1 (2011): 4–15, <https://doi.org/10.2478/v10038-011-0001-2>.
38. Jaclyn Schildkraut and Amanda B. Nickerson, "Ready to Respond: Effects of Lockdown Drills and Training on School Emergency Preparedness," *Victims & Offenders* 15, no. 5 (2020): 619–638, <https://doi.org/10.1080/15564886.2020.1749199>.
39. John D. Vitek and Susan M. Berta, "Improving Perception of and Response to Natural Hazards: The Need for Local Education," *Journal of Geography* 81, no. 6 (1982): 225–228, <https://doi.org/10.1080/00221348208980740>.
40. Qiangyu Deng, Yipeng Lv, Fangjie Zhao, Wenya Yu, Junqiang Dong, and Lulu Zhang, "Factors Associated with Injuries among Tornado Victims in Yancheng and Chifeng, China," *BMC Public Health* 19 (2019): 1–9, <https://doi.org/10.1186/s12889-019-7887-6>.

CHAPTER 3

1. US Department of Homeland Security, Federal Emergency Management Agency, "Homeland Security Exercise and Evaluation Program (HSEEP)" (2020), <https://training.fema.gov/programs/hseep>.
2. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, "Guide for Developing High-Quality School Emergency Operations Plans" (2013), https://mk0edsources0y23p672y.kinstacdn.com/wp-content/uploads/old/REMS_K-12_Guide_508.pdf.
3. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, "Guide for Developing High-Quality School Emergency Operations Plans."
4. "I Love U Guys" Foundation, "The Standard Response Protocol K–12" (2021), <https://iloveguys.org/The-Standard-Response-Protocol.html>.

5. "I Love U Guys" Foundation, "The Standard Response Protocol K-12," 6.
6. Cheryl Lero Jonson, Melissa M. Moon, and Joseph A. Hendry, "One Size Does Not Fit All: Traditional Lockdown versus Multioption Responses to School Shootings," *Journal of School Violence* 19, no. 2 (2020): 154–166, <https://doi.org/10.1080/15388220.2018.1553719>.
7. US Department of Justice, Federal Bureau of Investigation, and the Advanced Law Enforcement Rapid Response Training Center at Texas State University, "Active Shooter Incidents in the United States in 2018" (2019), 2, <https://www.fbi.gov/file-repository/active-shooter-incidents-in-the-us-2018-041019.pdf>.
8. National Association of School Psychologists, National Association of School Resource Officers, and Safe and Sound Schools, *Best Practice Considerations for Armed Assailant Drills in Schools* (2021), <https://www.nasponline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/Armed-Assailant-Guide-FINAL.pdf>.
9. US Department of Homeland Security, *Active Shooter: How to Respond* (2008), https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf.
10. US Department of Homeland Security, Federal Emergency Management Agency, "Be Prepared for an Active Shooter" (2018), https://www.fema.gov/media-library-data/1523561958719-f1eff6bc841d56b7873e018f73a4e024/ActiveShooter_508.pdf.
11. Navigate 360, "About ALICE: Active Shooter Training & Preparedness Solutions with ALICE" (2021), <https://www.alicetraining.com/about-us>; Advanced Law Enforcement Rapid Response Training Center, "Avoid Deny Defend" (Texas State University, n.d.), <https://www.avoiddenydefend.org>.
12. US Department of Homeland Security, Federal Emergency Management Agency, "FEMA—Emergency Management Institute (EMI) Course IS-362.A: Multi-Hazard Emergency Planning for Schools" (2020), <https://training.fema.gov/is/courseoverview.aspx?code=IS-362.a>; National Association of School Psychologists, "Conducting Crisis Exercises and Drills: Guidelines for Schools" (2013), <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/conducting>

-crisis-exercises-and-drills; US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Supportive Schools, "The Role of Districts in Developing High-Quality School Emergency Operations Plans" (2019), <https://www.ed.gov/school-safety/?src=feature>.

13. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, "Guide for Developing High-Quality School Emergency Operations Plans"; Stephen E. Brock, Amanda B. Nickerson, Melissa A. Reeves, Christina N. Conolly, Shane R. Jimerson, Rosario C. Pesce, and Brian R. Lazzaro, *School Crisis Prevention and Intervention: The PREPaRE Model*, 2nd ed. (Bethesda, MD: National Association of School Psychologists, 2016); "I Love U Guys" Foundation, "The Standard Response Protocol K-12"; Brock et al., *School Crisis Prevention and Intervention*; Dusty Columbia Embury, Laura S. Clarke, and Kim Weber, "Keeping Our Students Safe during Crisis," *Physical Disabilities: Education and Related Services* 38, no. 1 (2019): 1-9, doi: 10.14434/pders.v38i1.27970.

14. US Department of Homeland Security, Federal Emergency Management Agency, "Homeland Security Exercise and Evaluation Program (HSEEP)."

15. National Association of School Psychologists, National Association of School Resource Officers, and Safe and Sound Schools, *Best Practice Considerations for Armed Assailant Drills in Schools*.

16. National Association of School Psychologists, "Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills"; David J. Schonfeld, Marlene Melzer-Lange, Andrew N. Hashikawa, Peter A. Gorski, and American Academy of Pediatrics Council on Children and Disasters, Council on Injury, Violence, and Poison Prevention, Council on School Health, "Participation of Children and Adolescents in Live Crisis Drills and Exercises," *Pediatrics* 146, no. 3 (2020), e2020015503, <https://doi.org/10.1542/peds.2020-015503>.

17. "I Love U Guys" Foundation, "The Standard Response Protocol K-12"; Schonfeld et al., "Participation of Children and Adolescents in Live Crisis Drills and Exercises"; Partner Alliance for Safer Schools, "Safety and Security Guidelines for K-12 Schools" (2020), <https://passk12.org/guidelines-resources/pass-school-security-guidelines>.

CHAPTER 4

1. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, “Guide for Developing High-Quality School Emergency Operations Plans” (2013), https://mk0edsources0y23p672y.kinstacdn.com/wp-content/uploads/old/REMS_K-12_Guide_508.pdf.
2. Safe Havens International, “Know the Drill—Safe and Effective School Emergency Operations Exercises” (n.d.), <https://safehavensinternational.org/services/presentations/school-crisis-response-plans/know-the-drill-safe-and-effective-school-emergency-operations-exercises>.
3. John-Michael Keyes, “The Standard Reunification Method,” presentation at the Winter Briefings, “I Love U Guys” Foundation, Wheat Ridge, Colo., February 2020.
4. National Association of School Psychologists, “Conducting Crisis Exercises and Drills: Guidelines for Schools” (2013), <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/conducting-crisis-exercises-and-drills>.
5. Kenneth S. Trump, “School Safety in a Post-Sandy Hook World” (Education Commission of the States, 2014), ERIC No. ED561912, <https://eric.ed.gov/?id=ED561912>.
6. US Department of Homeland Security, Federal Emergency Management Agency, *Homeland Security Exercise and Evaluation Program (HSEEP)* (2020), <https://training.fema.gov/programs/hseep>.
7. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, “Guide for Developing High-Quality School Emergency Operations Plans”; US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Supportive Schools, “The Role of Districts in Developing High-Quality School Emergency Operations Plans” (2019), <https://www.ed.gov/school-safety/?src=featurel>.
8. Readiness and Emergency Management for Schools Technical Assistance Center, “Mitigation for Schools and School Districts” (2017), https://rems.ed.gov/Docs/Mitigation_Fact_Sheet_508C.pdf.
9. US Department of Education, “Final Report of the U.S. Federal Commission on School Safety” (2018), <https://www2.ed.gov/documents/schoolsafety/school-safety-report.pdf>.

10. Victoria A. Johnson, Kevin R. Ronan, David M. Johnston, and Robin Peace, "Evaluations of Disaster Education Programs for Children: A Methodological Review," *International Journal of Disaster Risk Reduction* 9 (2014): 107–123, <http://dx.doi.org/10.1016/j.ijdr.2014.04.001>.
11. Yechiel Soffer, Avishay Goldberg, Galit Avisar-Shohat, Robert Cohen, and Yaron Bar-Dayana, "The Effect of Different Educational Interventions on Schoolchildren's Knowledge of Earthquake Protective Behaviour in Israel," *Disasters* 34, no. 1 (2010): 205–213, doi: 10.1111/j.1467-7717.2009.01125.x.
12. Amanda B. Nickerson and Jaclyn Schildkraut, "State Anxiety Prior to and after Participating in Lockdown Drills among Students in a Rural High School," *School Psychology Review* (2021), <https://doi.org/10.1080/2372966X.2021.1875790>; Jaclyn Schildkraut and Amanda B. Nickerson, "Ready to Respond: Effects of Lockdown Drills and Training on School Emergency Preparedness," *Victims and Offenders* 15, no. 5 (2020): 619–638, <https://doi.org/10.1080/15564886.2020.1749199>; Jaclyn Schildkraut, Amanda B. Nickerson, and Thomas Ristoff, "Locks, Lights, Out of Sight: Assessing Students' Perceptions of Emergency Preparedness across Multiple Lockdown Drills," *Journal of School Violence* 19, no. 1 (2020), 93–106, <https://doi.org/10.1080/15388220.2019.1703720>.
13. Donna L. Floyd, Steven Prentice-Dunn, and Ronald W. Rogers, "A Meta-Analysis of Research on Protection Motivation Theory," *Journal of Applied Social Psychology* 30, no. 2 (2000): 407–429, <https://doi.org/10.1111/j.1559-1816.2000.tb02323.x>.
14. Schildkraut and Nickerson, "Ready to Respond"; Schildkraut, Nickerson, and Ristoff, "Locks, Lights, Out of Sight."
15. US Department of Homeland Security, *Active Shooter: How to Respond* (2008), https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf.
16. Sandy Hook Advisory Commission, "Final Report of the Sandy Hook Advisory Commission" (Hartford, CT: SHAC, 2015), https://portal.ct.gov/-/media/Malloy-Archive/Sandy-Hook-Advisory-Commission/SHAC_Final_Report_3-6-2015.pdf.
17. Melissa Martin, "No More Sitting Ducks," *The Post*, September 29, 2013, https://www.thepostnewspapers.com/brunswick/local_news/no-more-sitting-ducks/article_2d9c4e7f-4297-5562-a47e-a7e924131f2f.html.

18. Cheryl Lero Jonson, Melissa M. Moon, and Joseph A. Hendry, "One Size Does Not Fit All: Traditional Lockdown versus Multi-option Responses to School Shootings," *Journal of School Violence* 19, no. 2 (2020): 154–166, <https://doi.org/10.1080/15388220.2018.1553719>.
19. US Department of Homeland Security, *Active Shooter: How to Respond*.
20. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, "Guide for Developing High-Quality School Emergency Operations Plans."
21. Jonson, Moon and Hendry, "One Size Does Not Fit All."
22. Michael Dorn, "Dangers of Active Shooter Training Programs" (2018), <https://higherlogicdownload.s3.amazonaws.com/NBOA/UploadedImages/c781eb1f-9fca-4408-b2f8-9bceec57f0af/NetAssets/2018/10/Dorn-SS-SO18.pdf>.
23. Cheryl Lero Jonson, Melissa M. Moon, and Brooke Miller Giapopoulos, "Are Students Scared or Prepared? Psychological Impacts of a Multi-option Active Assailant Protocol Compared to Other Crisis/emergency Preparedness Practices," *Victims & Offenders* 15, no. 5 (2020): 639–662, <https://doi.org/10.1080/15564886.2020.1753871>.
24. National Association of School Psychologists, "NASP and NASRO Urge Accuracy with Regard to Lockdown versus Other types of Armed Assailant Drills" (February 16, 2020), <https://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-and-nasro-urge-accuracy-with-regard-to-lockdown-versus-other-types-of-armed-assailant-drills>.
25. Everytown for Gun Safety Support Fund, American Federation of Teachers, and National Education Association, "Keeping Our Schools Safe: A Plan to Stop Mass Shootings and End All Gun Violence in American Schools" (2020), <https://everytownresearch.org/school-safety-plan>.
26. Mahita Gajanan, "Alaska's Students Will Be Taught How to Evade a School Shooter," *Time*, August 28, 2016, <https://time.com/4469968/alaskas-alice-student-school-shooter-evade>; Sylvia Varnham O'Regan, "The Company behind America's Scariest School Shooter Drills," *The Trace*, December 13, 2019, <https://www.thetrace.org/2019/12/alice-active-shooter-training-school-safety>.

27. "I Love U Guys" Foundation, "The Standard Response Protocol K-12" (2021), <https://iloveguys.org/programs/standard-response-protocol-for-k-12>.
28. Everytown for Gun Safety, "The Impact of School Safety Drills for Active Shootings" (2020), <https://everytownresearch.org/school-safety-drills>; David J. Schonfeld, Marlene Melzer-Lange, Andrew N. Hashikawa, Peter A. Gorski, and American Academy of Pediatrics Council on Children and Disasters, Council on Injury, Violence, and Poison Prevention, Council on School Health, "Participation of Children and Adolescents in Live Crisis Drills and Exercises," *Pediatrics* 146, no. 3 (2020), e2020015503, <https://doi.org/10.1542/peds.2020-015503>.
29. Erika Christakis, "Active-Shooter Drills Are Tragically Misguided," *Atlantic*, March 13, 2019. www.theatlantic.com/magazine/archive/2019/03/active-shooter-drills-erikachristakis/580426.
30. George Pierpoint, "US School Shootings: Have Drills Gone Too Far?," *BBC News*, March 31, 2019, <https://www.bbc.com/news/uk-47711020>.
31. Dewey Cornell, "Our Schools Are Safe: Challenging the Misperception That Schools Are Dangerous Places," *American Journal of Orthopsychiatry* 85, no. 3 (2015): 217–220, <https://doi.org/10.1037/ort0000064>; Dorn, Dangers of Active Shooter Training Programs."
32. Everytown for Gun Safety Support Fund, American Federation of Teachers, and National Education Association, "Keeping Our Schools Safe"; Andrew Yang, "End Active Shooter Drills—Yang2020—Andrew Yang for President" (n.d.), <https://www.yang2020.com/policies/end-active-shooter-drills>.
33. National Association of School Psychologists, National Association of School Resource Officers, and Safe and Sound Schools, *Best Practice Considerations for Armed Assailant Drills in Schools* (2021), <https://www.nasponline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/Armed-Assailant-Guide-FINAL.pdf>; Schonfeld et al., "Participation of Children and Adolescents in Live Crisis Drills and Exercises."
34. Schonfeld et al., "Participation of Children and Adolescents in Live Crisis Drills and Exercises."

CHAPTER 5

1. Richard Luscombe, "Generation Columbine: How Mass Shootings Changed America's Schools," *Guardian*, April 19, 2019. <https://www>

.theguardian.com/us-news/2019/apr/19/columbine-parkland-how-mass-shootings-changed-us-schools; Greg Toppo, "'Generation Columbine' Has Never Known a World without School Shootings," *USA Today*, February 22, 2018, <https://www.usatoday.com/story/news/2018/02/22/generation-columbine-has-never-known-world-without-school-shootings/361656002>.

2. Jaclyn Schildkraut, "Can Mass Shootings Be Stopped? To Address the Problem, We Must Better Understand the Phenomenon," policy brief (Rockefeller Institute of Government, 2021), <https://rockinst.org/issue-area/2021-can-mass-shootings-be-stopped>.

3. Everytown for Gun Safety, American Federation of Teachers, and National Education Association, "Keeping Our Schools Safe: A Plan for Preventing Mass Shootings and Ending All Gun Violence in American Schools" (2020), <https://everytownresearch.org/report/a-plan-for-preventing-mass-shootings-and-ending-all-gun-violence-in-american-schools>.

4. Evie Blad and Madeline Will, "'I Felt More Traumatized Than Trained': Active-Shooter Drills Take Toll on Teachers," *Education Week*, March 24, 2019, <https://www.edweek.org/ew/articles/2019/03/24/i-felt-more-traumatized-thantrained-active-shooter.html>; Rhitu Chatterjee, "A Look at the Impact of Active Shooter Drills," National Public Radio, June 5, 2019, <https://www.npr.org/2019/06/05/730057542/a-look-at-the-impact-of-active-shooter-drills>; Steven Rich and John Woodrow Cox, "'What If Someone Was Shooting?'" *Washington Post*, December 26, 2018, <https://www.washingtonpost.com/graphics/2018/local/school-lockdowns-in-america>; Lauren Rygg, "School Shooting Simulations: At What Point Does Preparation Become More Harmful Than Helpful?," *Children's Legal Rights Journal*, 35, no. 3 (2015): 215–228, <http://lawecommons.luc.edu/clrj/vol35/iss3/3>.

5. Joseph A. Simonetti, "Active Shooter Safety Drills and Students—Should We Take a Step Back?," *JAMA Pediatrics* 174, no. 11 (2020): 1021–1022, <https://doi.org/10.1001/jamapediatrics.2020.2592>.

6. Cheryl Lero Jonson, Melissa M. Moon, and Brooke Miller Gialopsos, "Are Students Scared or Prepared? Psychological Impacts of a Multi-Option Active Assailant Protocol Compared to Other Crisis/emergency Preparedness Practices," *Victims & Offenders* 15, no. 5 (2020): 639–662, <https://doi.org/10.1080/15564886.2020.1753871>.

7. Guiherme V. Polanczyk, Giovanni A. Salum, Luisa S. Sugaya, Arthur Caye, and Luis A. Rohde, "Annual Research Review: A Meta-analysis of the Worldwide Prevalence of Mental Disorders in Children and Adolescents," *Journal of Child Psychology and Psychiatry* 56, no. 3 (2015): 345–365, <https://doi.org/10.1111/jcpp.12381>.
8. Reem M. Ghandour, Laura J. Sherman, Catherine J. Vladutiu, Mir M. Ali, Sean E. Lynch, Rebecca H. Bitsko, and Stephen J. Blumberg, "Prevalence and Treatment of Depression, Anxiety, and Conduct Problems in US Children," *Journal of Pediatrics* 206 (2019): 256–267, <https://doi.org/10.1016/j.jpeds.2018.09.021>.
9. Natalie Slopen, Garrett M. Fitzmaurice, David R. Williams, and Stephen E. Gilman, "Common Patterns of Violence Experiences and Depression and Anxiety among Adolescents," *Social Psychiatry and Psychiatric Epidemiology* 47, no. 10 (2012): 1591–1605, <https://doi.org/10.1007/s00127-011-0466-5>.
10. Wanda P. Fremont, "Childhood Reactions to Terrorism-induced Trauma: A Review of the Past 10 Years," *Journal of the American Academy of Child and Adolescent Psychiatry* 43, no. 4 (2004): 381–392, <https://doi.org/10.1097/00004583-200404000-00004>; Kevin R. Ronan, David M. Johnston, Michele Daly, and Raewyn Fairley, "School Children's Risk Perceptions and Preparedness: A Hazards Education Survey," *Australasian Journal of Disaster and Trauma Studies* (2001), no. 1, <http://trauma.massey.ac.nz/issues/2001-1/ronan.htm>.
11. Mary E. Woesner, "The Return of Duck and Cover and the Imminence of Death—What It Means for Physicians," *JAMA Pediatrics* 172, no. 6 (2018): 511–512, <https://doi.org/10.1001/jamapediatrics.2018.0120>.
12. David J. Schonfeld, Eric Rossen, and Diann Woodard, "Deception in Schools—When Crisis Preparedness Efforts Go Too Far," *JAMA Pediatrics* 171, no. 11 (2017): 1033–1034, <https://doi.org/10.1001/jamapediatrics.2017.2565>.
13. Evie Blad, "Do Schools' 'Active-Shooter' Drills Prepare or Frighten?," *Education Digest* 83, no. 6 (2018): 4–8; David J. Schonfeld, Marlene Melzer-Lange, Andrew N. Hashikawa, Peter A. Gorski, and American Academy of Pediatrics Council on Children and Disasters, Council on Injury, Violence, and Poison Prevention, Council on School Health, "Participation of Children and Adolescents in Live Crisis Drills and

Exercises," *Pediatrics* 146, no. 3 (2020), e2020015503, <https://doi.org/10.1542/peds.2020-015503>.

14. Elizabeth J. Zhe and Amanda B. Nickerson, "Effects of an Intruder Crisis Drill on Children's Knowledge, Anxiety, and Perceptions of School Safety," *School Psychology Review* 36, no. 3 (2007): 501–508, <https://doi.org/10.1080/02796015.2007.12087936>.

15. Charles D. Spielberger and Richard Gorsuch, *Manual for the State-trait Anxiety Inventory (Form Y)* (Consulting Psychologists Press, 1983).

16. Amanda B. Nickerson and Jaclyn Schildkraut, "State Anxiety Prior to and after Participating in Lockdown Drills among Students in a Rural High School," *School Psychology Review* (2021), <https://doi.org/10.1080/2372966X.2021.1875790>.

17. Patrick Sylvers, Scott O. Lilienfeld, and Jamie L. LaPrairie, "Differences between Trait Fear and Trait Anxiety: Implications for Psychopathology," *Clinical Psychology Review* 31, no. 1 (2011): 122–137, <https://doi.org/10.1016/j.cpr.2010.08.004>.

18. Kenneth F. Ferraro, *Fear of Crime: Interpreting Victimization Risk* (State University of New York Press, 1995).

19. Lynn A. Addington, "Students' Fear after Columbine: Findings from a Randomized Experiment," *Journal of Quantitative Criminology* 19, no. 4 (2003): 367–387, <https://doi.org/10.1023/B:JOQC.0000005440.11892.27>; Nancy D. Brener, Thomas R. Simon, Mark Anderson, Lisa C. Barrios, and Meg L. Small, "Effect of the Incident at Columbine on Students' Violence- and Suicide-Related Behaviors," *American Journal of Preventive Medicine* 22, no. 3 (2002): 146–150; R. K. Kaminski, B. A. Koons-Witt, N. S. Thompson, and D. Weiss, "The Impacts of the Virginia Tech and Northern Illinois University Shootings on Fear of Crime on Campus," *Journal of Criminal Justice* 38, no. 1 (2010): 88–98, <https://doi.org/10.1016/j.jcrimjus.2009.11.011>.

20. Ronet Bachman, Antonia Randolph, and Bethany L. Brown, "Predicting Perceptions of Fear at School and Going to and from School for African American and White Students: The Effect of School Security Measures," *Youth & Society* 43, no. 2 (2011): 705–726, <https://doi.org/10.1177/0044118X10366674>.

21. Michael G. Huskey and Nadine M. Connell, "Preparation or Provocation? Student Perceptions of Active Shooter Drills," *Criminal*

Justice Policy Review, 32, no. 1 (2021): 3–26, <https://doi.org/10.1177/0887403419900316>.

22. Jillian Peterson, Ellen Sackrison, and Angela Polland, “Training Students to Respond to Shootings on Campus: Is It Worth It?,” *Journal of Threat Assessment and Management* 2, no. 2 (2015): 127–138, <http://dx.doi.org/10.1037/tam0000042>.

23. Jonson, Moon and Gialopsos, “Are Students Scared or Prepared?”

24. Suzanne E. Perumean-Chaney and Lindsay M. Sutton, “Students and Perceived School Safety: School Security Measures,” *American Journal of Criminal Justice* 38, no. 4 (2013): 570–588. <https://doi.org/10.1007/s12103-012-9182-2>.

25. N’dea Moore-Petinak, Marika Waselewski, Blaire Alma Patterson, and Tammy Chang, “Active Shooter Drills in the United States: A National Study of Youth Experiences and Perceptions,” *Journal of Adolescent Health* 67, no. 4 (2020): 509–513, <https://doi.org/10.1016/j.jadohealth.2020.06.015>.

26. Jonson, Moon and Gialopsos, “Are Students Scared or Prepared?”

27. Zhe and Nickerson, “Effects of an Intruder Crisis Drill on Children’s Knowledge, Anxiety, and Perceptions of School Safety.”

28. Jaclyn Schildkraut, Amanda B. Nickerson, and Thomas Ristoff, “Locks, Lights, Out of Sight: Assessing Students’ Perceptions of Emergency Preparedness across Multiple Lockdown Drills,” *Journal of School Violence* 19, no. 1 (2020), 93–106. <https://doi.org/10.1080/15388220.2019.1703720>.

29. John H. Laub and Janet L. Lauritsen, “The Interdependence of School Violence with Neighborhood and Family Conditions,” in *Violence in American Schools: A New Perspective*, ed. Delbert S. Elliott, Beatrix A. Hamburg, and Kirk R. Williams (Cambridge University Press, 1998), 127–155.

30. Michael Gubiotti, “Opposing Viewpoints: Preparing Students, Teachers, and the Community for School Shootings: Saving Lives with Active Shooter Simulations,” *Children’s Legal Rights Journal* 35, no. 3 (2015): 254–255. <https://lawecommons.luc.edu/clrj/vol35/iss3/6>.

31. Moore-Petinak et al., “Active Shooter Drills in the United States.”

32. Peterson, Sackrison, and Polland, “Training Students to Respond to Shootings on Campus.”

33. Jonson, Moon and Gilopsos, "Are Students Scared or Prepared?"
34. Jaclyn Schildkraut and Amanda B. Nickerson, "Ready to Respond: Effects of Lockdown Drills and Training on School Emergency Preparedness," *Victims and Offenders* 15, no. 5 (2020): 619–638. <https://doi.org/10.1080/15564886.2020.1749199>; Schildkraut, Nickerson, and Ristoff, "Locks, Lights, Out of Sight."
35. Russell T. Jones and Jeff Randall, "Rehearsal-plus: Coping with Fire Emergencies and Reducing Fire-related Fears," *Fire Technology* 30, no. 4 (1994): 432–444, <https://doi.org/10.1007/BF01039942>.
36. Keith J. Zullig, "Active Shooter Drills: A Closer Look at Next Steps," *Journal of Adolescent Health* 67, no. 4 (2020): 465–466, <https://doi.org/10.1016/j.jadohealth.2020.07.028>.
37. Donna L. Floyd, Steven Prentice-Dunn, and Ronald W. Rogers, "A Meta-Analysis of Research on Protection Motivation Theory," *Journal of Applied Social Psychology* 30, no. 2 (2000): 407–429, <https://doi.org/10.1111/j.1559-1816.2000.tb02323.x>.
38. Schonfeld, Rossen, and Woodard, "Deception in Schools."

CHAPTER 6

1. Kris Bosworth, Lysbeth Ford, and Diley Hernandez, "School Climate Factors Contributing to Student and Faculty Perceptions of Safety in Select Arizona Schools," *Journal of School Health* 81, no. 4 (2011): 191–202, <https://doi.org/10.1111/j.1746-1561.2010.00579.x>.
2. Brandon J. Wood and Eric Hampton, "The Influence of School Resource Officer Presence on Teacher Perceptions of School Safety and Security," *School Psychology Review* (2021), <https://doi.org/10.1080/2372966X.2020.1844547>; Sarah J. Rippetoe, "Teachers' and Students' Perceptions about the Roles of School Resource Officers in Maintaining School Safety," PhD diss., East Tennessee State University, 2009.
3. Sondra G. Estep, "Crisis Planning: Building Enduring School-community Relationships," *International Journal for Professional Educators* 79, no. 3 (2013): 13–20, 13.
4. Jaclyn Schildkraut, Amanda B. Nickerson, and Kirsten R. Klingaman, "Reading, Writing, Responding: Educators' Perceptions of Safety, Preparedness, and Lockdown Drills," *Educational Policy* (2021), <https://doi.org/10.1177/08959048211015617>.

5. Carole Frances Rider, "Teachers' Perceptions of Their Ability to Respond to Active Shooter Incidents," PhD diss., University of Southern Mississippi, 2015.
6. International Association of Chiefs of Police, *Guide for Preventing and Responding to School Violence*, 2nd ed. (Alexandria, VA: International Association of Chiefs of Police, 2009), 4, https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/IACP_School_Violence.pdf.
7. Travis D. Embry-Martin, "Perceptions in Preparing for and Responding to an Active Shooter Incident: A Qualitative Study of K–12 Teachers' Self-Efficacy," PhD diss., Northcentral University, 2017; V. Worthington, "Active Shooter Protocols and Training: Effects on University Faculty and Staff," undergraduate thesis, Winthrop University, 2020.
8. James Graham, Steve Shirm, Rebecca Liggin, Mary E. Aitken, and Rhonda Dick, "Mass-Casualty Events at Schools: A National Preparedness Survey," *Pediatrics* 117, no. 1 (2006): 8–15, <https://doi.org/10.1542/peds.2005-0927>; M. Kano and L. B. Bourque, "Experiences with Preparedness for Emergencies and Disasters among Public Schools in California," *NASSP Bulletin* 91, no. 3 (2007): 201–218, <https://doi.org/10.1177/0192636507305102>.
9. Kevin R. Clark, Suzieann M. Bass, and Sonja K. Boiteaux, "Survey of Educators' Preparedness to Respond to Active Shooter Incidents," *Radiologic Technology* 90, no. 6 (2019): 541–551. <https://pubmed.ncbi.nlm.nih.gov/31270255>.
10. Min Liu, Isaac Blankson, and Laurel S. Brooks, "From Virginia Tech to Seattle Pacific U: An Exploratory Study Regarding Risk and Crisis Preparedness among University Employees," *Atlantic Journal of Communication* 23, no. 4 (2015): 211–224, <https://doi.org/10.1080/15456870.2015.1069683>.
11. Jane C. Perkins, "Preparing Teachers for School Tragedy: Reading, Writing, and Lockdown," *Journal of Higher Education Theory and Practice* 18, no. 1 (2018): 70–81, http://m.www.na-businesspress.com/JHETP/JHETP18-1/PerkinsJC_18_1.pdf.
12. Bethney Bergh, "A Qualitative Study of School Lockdown Procedures and Teachers' Ability to Conduct and Implement them at the Classroom Level," PhD diss., Western Michigan University, 2009.
13. Jaclyn Schildkraut and Amanda B. Nickerson, "Ready to Respond: Effects of Lockdown Drills and Training on School Emergency

Preparedness," *Victims and Offenders* 15, no. 5 (2020): 619–638, <https://doi.org/10.1080/15564886.2020.1749199>; Schildkraut, Nickerson, and Klingaman, "Reading, Writing, Responding."

14. "I Love U Guys" Foundation, "The Standard Response Protocol (SRP) for K–12 Schools" (n.d.), <https://iloveguys.org/The-Standard-Response-Protocol.html>.

15. Rider, "Teachers' Perceptions of Their Ability to Respond to Active Shooter Incidents,"

16. New York Education Law § 807, Fire and Emergency Drills (rev. 2019).

17. Monte Gagliardi, Marianne Neighbors, Caile Spears, Scott Byrd, and Jamin Snarr, "Emergencies in the School Setting: Are Public School Teachers Adequately Trained to Respond?," *Prehospital and Disaster Medicine* 9, no. 4 (1994): 222–225, <https://doi.org/10.1017/S1049023X00041431>.

18. Megumi Kano, Marizen Ramirez, William J. Ybarra, Gus Frias, and Linda B. Bourque, "Are Schools Prepared for Emergencies? A Baseline Assessment of Emergency Preparedness in Three Los Angeles County School Districts," *Education and Urban Society* 39, no. 3 (2007): 399–422, <https://doi.org/10.1177/0013124506298130>.

19. Department of Homeland Security, "Stop the Bleed" (July 14, 2020), <https://www.dhs.gov/stopthebleed>.

20. Allison R. Jones, Michelle R. Brown, Amanda Esslinger, Virginia S. Strickland, and Jeffrey D. Kerby, "Evaluation of 'Stop the Bleed' Training among K–12 Faculty and Staff in Alabama," *Public Health Nursing* 36, no. 5 (2019): 660–666, <https://doi.org/10.1111/phn.12638>; Roy Lei, Michael D. Swartz, John A. Harvin, Bryan A. Cotton, John B. Holcomb, Charles E. Wade, and Sasha D. Adams, "Stop the Bleed Training Empowers Learners to Act to Prevent Unnecessary Hemorrhagic Death," *American Journal of Surgery* 217, no. 2 (2019): 368–372, <https://doi.org/10.1016/j.amjsurg.2018.09.025>.

21. Perkins, "Preparing Teachers for School Tragedy."

22. Ke Wang, Yongqiu Chen, Jizhi Zhang, and Barbara A. Oudekerk, "Indicators of School Crime and Safety: 2019" (National Center for Education Statistics, 2020), <https://nces.ed.gov/pubs2020/2020063.pdf>.

23. Elisha Fieldstadt, "Teacher Sues Oregon School District for Traumatic Active-shooter Drill," *NBC News*, April 21, 2015, <https://www>

.nbcnews.com/news/us-news/teacher-sues-oregon-elementary-school-traumatic-active-shooter-drill-n345631.

24. Karen Zraick, "Indiana Teachers Were Shot with Pellets during Active-Shooter Drill, Union Says," *New York Times*, March 22, 2019, <https://www.nytimes.com/2019/03/22/us/indiana-teachers-shot.html>.

25. Melissa L. Ricketts, "K–12 Teachers' Perceptions of School Policy and Fear of School Violence," *Journal of School Violence* 6, no. 3 (2007): 45–67, https://doi.org/10.1300/J202v06n03_04.

26. National Association of School Psychologists, National Association of School Resource Officers, and Safe and Sound Schools, *Best Practice Considerations for Armed Assailant Drills in Schools* (2021), <https://www.nasponline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/Armed-Assailant-Guide-FINAL.pdf>.

27. Benjamin I. Bass, Konstantin P. Cigularov, Peter Y. Chen, Kimberly L. Henry, Rocco G. Tomazic, and Yiqiong Li, "The Effects of Student Violence against School Employees on Employee Burnout and Work Engagement: The Roles of Perceived School Unsafety and Transformational Leadership," *International Journal of Stress Management* 23, no. 3 (2016): 318–336, <https://psycnet.apa.org/doi/10.1037/str0000011>.

28. Sonali Rajan and Charles C. Branas, "Arming Schoolteachers: What Do We Know? Where Do We Go from Here?," *American Journal of Public Health* 108, no. 7 (2018): 860–862, <https://ajph.aphapublications.org/doi/10.2105/AJPH.2018.304464>.

CHAPTER 7

1. Richard Shusterman, "Muscle Memory and the Somaesthetic Pathologies of Everyday Life," *Human Movement* 12, no. 1 (2011): 4–15, <https://doi.org/10.2478/v10038-011-0001-2>.

2. Kristine M. Gebbie, Joan Valas, Jacqueline A. Merrill, and Stephen S. Morse, "Role of Exercises and Drills in the Evaluation of Public Health in Emergency Response," *Prehospital and Disaster Medicine* 21, no. 3 (2006): 173–182, <https://doi.org/10.1017/S1049023X00003642>.

3. Marizen Ramirez, Katrina Kubicek, Corinne Peek-Asa, and Marleen Wong, "Accountability and Assessment of Emergency Drill Performance

in Schools," *Family and Community Health* 32, no. 2 (2009), 105–114, <https://doi.org/10.1097/FCH.0b013e3181994662>.

4. David Johnston, Ruth Tarrant, Karlene Tipler, Maureen Coomer, Sandy Pedersen, and Ruth Garside, "Preparing Schools for Future Earthquakes in New Zealand: Lessons from an Evaluation of a Wellington School Exercise," *Australian Journal of Emergency Management* 26, no. 1 (2011): 24–30, <https://ajem.infoservices.com.au/items/AJEM-26-01-06>.

5. Kevin R. Ronan and David M. Johnston, *Promoting Community Resilience in Disasters: The Role for Schools, Youth and Families* (Springer, 2005); Kevin R. Ronan, Kylie Crellin, David M. Johnston, Kirsten Finnis, Douglas Paton, and Julia Becker, "Promoting Child and Family Resilience to Disasters: Effects, Interventions, and Prevention Effectiveness," *Children and Youth Environments* 18, no. 1 (2008): 332–353, <https://www.jstor.org/stable/10.7721/chilyoutenvi.18.1.0332>.

6. Travis D. Embry-Martin, "Perceptions in Preparing for and Responding to an Active Shooter Incident: A Qualitative Study of K–12 Teachers' Self-Efficacy," PhD diss., Northcentral University, 2017.

7. Karlene S. Tipler, Ruth A. Tarrant, David M. Johnston, and Keith F. Tuffin, "New Zealand ShakeOut Exercise: Lessons Learned by Schools," *Disaster Prevention and Management* 25, no. 4 (2016): 550–563, <https://doi.org/10.1108/DPM-01-2016-0018>.

8. Karlene Tipler, Ruth Tarrant, David Johnston, and Keith Tuffin, "Are You Ready? Emergency Preparedness in New Zealand Schools," *International Journal of Disaster Risk Reduction* 25 (2017): 324–333, <http://dx.doi.org/10.1016/j.ijdr.2017.09.035>.

9. Mahmood Hossieni and Yasamin O. Izadkhal, "Earthquake Disaster Risk Management Planning in Schools," *Disaster Prevention and Management* 15, no. 4 (2006): 649–661, <https://doi.org/10.1108/09653560610686595>; Victoria A. Johnson, Kevin R. Ronan, David M. Johnston, and Robin Peace, "Evaluations of Disaster Education Programs for Children: A Methodological Review," *International Journal of Disaster Risk Reduction* 9 (2014): 107–123, <http://dx.doi.org/10.1016/j.ijdr.2014.04.001>.

10. Steve Gwynne, Martyn Amos, Max Kinateder, Nouredine Béni-chou, Karen Boyce, C. Natalie van der Wal, and Enrico Ronchi, "The

Future of Evacuation Drills: Assessing and Enhancing Evacuee Performance," *Safety Science* 129 (2020), <https://doi.org/10.1016/j.ssci.2020.104767>.

11. Elizabeth J. Zhe and Amanda B. Nickerson, "Effects of an Intruder Crisis Drill on Children's Knowledge, Anxiety, and Perceptions of School Safety," *School Psychology Review* 36, no. 3 (2007): 501–508, <https://doi.org/10.1080/02796015.2007.12087936>.

12. Misty Jo Dickson and Kristina K. Vargo, "Training Kindergarten Students Lockdown Drill Procedures Using Behavioral Skills Training," *Journal of Applied Behavioral Analysis* 50, no. 2 (2017): 407–412, <https://doi.org/10.1002/jaba.369>.

13. Jaclyn Schildkraut and Amanda B. Nickerson, "Ready to Respond: Effects of Lockdown Drills and Training on School Emergency Preparedness," *Victims and Offenders* 15, no. 5 (2020): 619–638, <https://doi.org/10.1080/15564886.2020.1749199>.

14. Victoria A. Johnson, David M. Johnston, Kevin R. Ronan, and Robin Peace, "Evaluating Children's Learning of Adaptive Response Capacities from ShakeOut, an Earthquake and Tsunami Drill in Two Washington State School Districts," *Journal of Homeland Security & Emergency Management* 11, no. 3 (2014): 347–373, <https://doi.org/10.1515/jhsem-2014-0012>.

15. Yechiel Soffer, Avishay Goldberg, Galit Avisar-Shohat, Robert Cohen, and Yaron Bar-Dayana, "The Effect of Different Educational Interventions on Schoolchildren's Knowledge of Earthquake Protective Behaviour in Israel," *Disasters* 34, no. 1 (2010): 205–213, doi: 10.1111/j.1467-7717.2009.01125.x.

16. Da-Hye Yeon, Ji-Bum Chung, and Dong-Hyeon Im, "The Effects of Earthquake Experience on Disaster Education for Children and Teens," *International Journal of Environmental Research and Public Health* 17, no. 15 (2020), <https://doi.org/10.3390/ijerph17155347>.

17. Kevin R. Ronan, Kylie Crellin, and David Johnston, "Correlates of Hazards Education for Youth: A Replication Study," *Natural Hazards* 53, no. 3 (2010): 503–526, <https://doi.org/10.1007/s11069-009-9444-6>.

18. Cheryl Lero Jonson, Melissa M. Moon, and Brooke Miller Giaplosos, "Are Students Scared or Prepared? Psychological Impacts of

a Multi-option Active Assailant Protocol Compared to Other Crisis/Emergency Preparedness Practices," *Victims & Offenders* 15, no. 5 (2020): 639–662, <https://doi.org/10.1080/15564886.2020.1753871>; Readiness and Emergency Management for Schools Technical Assistance Center, "Integrating Drills and Exercises into overall School Emergency Management Planning," 2019, https://rems.ed.gov/docs/ExercisesWebinar_Presentation_508C.pdf; Kevin. R. Ronan and David M. Johnston, "Hazards Education for Youth: A Quasi-Experimental Investigation," *Risk Analysis* 23, no. 5(2003): 1009–1020, <https://doi.org/10.1111/1539-6924.00377>.

19. Amanda B. Nickerson, Michelle L. Serwacki, Stephen E. Brock, Todd A. Savage, Scott A. Woitaszewski, and Melissa A. Louvar Reeves, "Program Evaluation of the PREPaRE School Crisis Prevention and Intervention Training Curriculum," *Psychology in the Schools* 51, no. 5 (2014): 466–479, <https://doi.org/10.1002/pits.21757>.

20. Megumi Kano, Marizen Ramirez, William J. Ybarra, and Linda B. Bourque, "Are Schools Prepared for Emergencies? A Baseline Assessment of Emergency Preparedness at School Sites in Three Los Angeles County School Districts," *Education and Urban Society* 39, no. 3 (2007): 399–422, <https://doi.org/10.1177%2F0013124506298130>.

21. Eric Frau, Vittorio Midoro, and Gian M. Pedemonte, "Do Hypermedia Systems Really Enhance Learning? A Case Study in Earthquake Education," *Educational and Training Technology International* 29, no. 1 (1992): 42–51, <https://doi.org/10.1080/0954730920290106>.

22. Barbara A. Morrongiello, David C. Schwebel, Melissa Bell, Julia Stewart, and Aaron L. Davis, "An Evaluation of The Great Escape: Can an Interactive Computer Game Improve Young Children's Fire Safety Knowledge and Behaviors?," *Health Psychology* 31, no. 4 (2012): 496–502, <https://doi.org/10.1037/a0027779>; Meng-Han Tsai, Ming-Chang Wen, Yu-Lien Chang, and Shih-Chung Kang, "Game-Based Education for Disaster Prevention," *AI & Society* 30, no. 4 (2015): 463–475, <https://doi.org/10.1007/s00146-014-0562-7>.

23. Hamed Seddighi, Sepideh Yousefzadeh, Mónica López López, and Homeira Sajjadi, "Preparing Children for Climate-Related Disasters," *BMJ Paediatrics Open* 4, no. 1 (2020), <https://dx.doi.org/10.1136%2Fbmjpo-2020-000833>.

CHAPTER 8

1. Everytown for Gun Safety, *The Impact of School Safety Drills for Active Shootings* (2020), <https://everytownresearch.org/school-safety-drills>; “I Love U Guys” Foundation, “The Standard Response Protocol K–12” (2021), <https://iloveguys.org/The-Standard-Response-Protocol.html>; National Association of School Psychologists, National Association of School Resource Officers, and Safe and Sound Schools, *Best Practice Considerations for Armed Assailant Drills in Schools* (2021), <https://www.nasponline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/Armed-Assailant-Guide-FINAL.pdf>; US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, “Guide for Developing High-quality School Emergency Operations Plans” (2013), https://www.dhs.gov/sites/default/files/publications/REMS%20K-12%20Guide%20508_0.pdf.
2. David J. Schonfeld, Marlene Melzer-Lange, Andrew N. Hashikawa, Peter A. Gorski, and American Academy of Pediatrics Council on Children and Disasters, Council on Injury, Violence, and Poison Prevention, Council on School Health, “Participation of Children and Adolescents in Live Crisis Drills and Exercises,” *Pediatrics* 146, no. 3 (2020), e2020015503, <https://doi.org/10.1542/peds.2020-015503>.
3. Laura S. Clarke, Dusty C. Embury, Ruth E. Jones, and Nina Yssel, “Supporting Students with Disabilities during School Crises: A Teacher’s Guide,” *Teaching Exceptional Children* 46, no. 6 (2014): 169–178, <https://doi.org/10.1177/0040059914534616>.
4. Clarke et al., “Supporting Students with Disabilities during School Crises”; Dusty Columbia Embury, Laura S. Clarke, and Kimberly Weber, “Keeping Our Students Safe during Crisis,” *Physical Disabilities: Education and Related Services* 38, no. 1 (2019): 1–9, doi: 10.14434/pders.v38i1.27970, <https://doi.org/10.14434/pders.v38i1.27970>.
5. Stephen E. Brock, Amanda B. Nickerson, M.elissaA. Reeves, Christina Conolly, Shane R. Jimerson, Rosario C. Pesce, and Brian Lazzaro, *School Crisis Prevention and Intervention: The PREPaRE Model*, 2nd ed. (National Association of School Psychologists, 2016); see also Schonfeld et al., “Participation of Children and Adolescents in Live Crisis Drills.”
6. National Association of School Psychologists, “Mitigating Negative Psychological Effects of School Lockdown: Brief Guidance for

Schools" (2018), <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/mitigating-psychological-effects-of-lockdowns>.

7. US Department of Homeland Security, "Homeland Security Exercise and Evaluation Program (HSEEP)" (2020), <https://www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf>.

8. Partner Alliance for Safer Schools, "Safety and Security Guidelines for K–12 Schools" (2020), <https://passk12.org/guidelines-resources/pass-school-security-guidelines>; Schonfeld et al., "Participation of Children and Adolescents in Live Crisis Drills and Exercises."

9. "I Love U Guys" Foundation, "The Standard Response Protocol K–12"; US Department of Education, "Final Report of the U.S. Federal Commission on School Safety" (2018), <https://www2.ed.gov/documents/school-safety/school-safety-report.pdf>.

10. Schonfeld et al., "Participation of Children and Adolescents in Live Crisis Drills and Exercises."

11. "I Love U Guys" Foundation, "The Standard Response Protocol K–12"; National Association of School Psychologists, National Association of School Resource Officers, and Safe and Sound Schools, *Best Practice Considerations for Armed Assailant Drills in Schools*; National Child Traumatic Stress Network, "Creating School Active Shooter/Intruder Drills," brief (2018), https://www.nctsn.org/sites/default/files/resources/fact-sheet/creating_school_active_shooter_intruder_drills.pdf.

12. Kristine M. Gebbie, Joan Valas, Jacqueline A. Merrill, and Stephen S. Morse, "Role of Exercises and Drills in the Evaluation of Public Health in Emergency Response," *Prehospital and Disaster Medicine* 21, no. 3 (2006): 173–182, <https://doi.org/10.1017/S1049023X00003642>.

13. National Association of School Psychologists, National Association of School Resource Officers, and Safe and Sound Schools, *Best Practice Considerations for Armed Assailant Drills in Schools*; Safe and Sound Schools, "The Toolkits: Assess, Act, & Audit," n.d., <https://www.safeandsoundschools.org/resources/the-toolkits-assess-act-and-audit>.

14. US Department of Education Emergency Response and Crisis Management Technical Assistance Center, "Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis

Management Planning," *ERCM Express* 2, no. 1 (2006). https://rems.ed.gov/docs/disability_newsletterv211.pdf.

15. Clarke et al., "Supporting Students with Disabilities during School Crises"; Columbia Embury, Clarke, and Weber, "Keeping Our Students Safe during Crisis."

16. Terri A. Erbacher and Scott Poland, "School Psychologists Must Be Involved in Planning and Conducting Active Shooter Drills," *NASP Communique* 48, no. 1 (September 2019): 10–13. <https://static1.squarespace.com/static/5d63fedcb8c88e00011779a1/t/5d66b7892d18f0000121bda5/1567012749149/School+Psychologists+Must+Be+Involved+in+Planning+and+Conducting+Active+Shooter+Drills+PDF.pdf>; National Association of School Psychologists, "Mitigating Negative Psychological Effects of School Lockdown"; Schonfeld et al., "Participation of Children and Adolescents in Live Crisis Drills and Exercises."

17. Erbacher and Poland, "School Psychologists Must Be Involved in Planning and Conducting Active Shooter Drills."

18. Brock et al., *School Crisis Prevention and Intervention*"; "I Love U Guys" Foundation, "The Standard Response Protocol K–12,"

19. Jerry Nathan Moore, "Senate Bill 75: Active Shooter Intruder Response Training Perceptions of Building Leaders and Teachers from Southwest Missouri High Schools," PhD diss., Lindenwood University, 2015; Marizen Ramirez, Katrina Kubicek, Corinne Peek-Asa, and Marleen Wong, "Accountability and Assessment of Emergency Drill Performance at Schools," *Family & Community Health* 32, no. 2 (2009): 105–114, <https://doi.org/10.1097/FCH.0b013e3181994662>.

20. Karlene Tipler, Ruth Tarrant, Keith Tuffin, and David Johnston, "Learning from Experience: Emergency Response in Schools," *Natural Hazards* 90, no. 3 (2018): 1237–1257, <https://doi.org/10.1007/s11069-017-3094-x>.

21. Korrie Allen, Edward Lorek, and Nita Mensia-Joseph, "Conducting a School-Based Mock Drill: Lessons Learned from One Community," *Biosecurity and Bioterrorism: Biodefense Strategy, Practice, and Science* 6, no. 2 (2008), 191–201, <https://doi.org/10.1089/bsp.2007.0065>.

22. Riswan Septriayadi Sianturi, Adjie Pamungkas, Ita Elysiyah, Arna Ferrajuanie, Retno Indro Putri, and Muhammad Yusuf, "Investigating the Response of Students with Disabilities to Earthquakes: Preliminary

Results," *IOP Conference Series: Earth and Environmental Science* 562 (2020): 012010, <https://doi.org/10.1088/1755-1315/562/1/012010>.

23. Amanda B. Nickerson, Pauline M. Pagliocca, and Samantha Paladino, "Research and Evaluation Needs for Crisis Intervention," in *Best Practices in Crisis Prevention and Intervention in the Schools*, 2nd ed., ed. Stephen E. Brock and Shane R. Jimerson (National Association of School Psychologists, 2012), 701–730.

24. Jaclyn Schildkraut, Amanda B. Nickerson, and Thomas Ristoff, "Locks, Lights, Out of Sight: Assessing Students' Perceptions of Emergency Preparedness across Multiple Lockdown Drills," *Journal of School Violence* 19, no. 1 (2020), 93–106, <https://doi.org/10.1080/15388220.2019.1703720>.

CHAPTER 9

1. David L. Altheide, "The Columbine Shootings and the Discourse of Fear," *American Behavioral Scientist* 52, no. 10 (2009): 1354–1370, <https://doi.org/10.1177/0002764209332552>; Randy Borum, Dewey G. Cornell, William Modzeleski, and Shane R. Jimerson, "What Can Be Done about School Shootings? A Review of the Evidence," *Educational Researcher* 39, no. 1 (2010): 27–37, <https://doi.org/10.3102/0013189X09357620>.

2. Thomas A. Birkland and Regina G. Lawrence, "Media Framing and Policy Change after Columbine," *American Behavioral Scientist* 52, no. 10 (2009): 1405–1425, <https://doi.org/10.1177/0002764209332555>; M. Franci Crepeau-Hobson, MaryLynne Filaccio, and Linda Gottfried, "Violence Prevention after Columbine: A Survey of High School Mental Health Professionals," *Children and Schools* 27, no. 3 (2005): 157–165, <https://doi.org/10.1093/cs/27.3.157>; Aaron Kupchik, John J. Brent, and Thomas J. Mowen, "The Aftermath of Newtown: More of the Same," *British Journal of Criminology* 55, no. 6 (2015): 1115–1130, <https://doi.org/10.1093/bjc/azv049>.

3. Sasha Abramsky, "The School-security Industry Is Cashing in Big on Public Fears of Mass Shootings," *Nation*, August 9, 2016, <https://www.thenation.com/article/archive/the-school-security-industry-is-cashing-in-big-on-public-fears-of-mass-shootings>; Jim Dearing, "School Security Systems Industry—US Market Overview," IHS Markit, February 26, 2018, <https://omdia.tech.informa.com/OM002098/School-security-systems-industry---US-market-overview>; Adrian Ma, "Anxiety over Shootings

Bolsters \$2.7 Billion School Security Industry," *Marketplace*, May 8, 2018, <https://www.marketplace.org/2018/05/08/anxiety-over-shootings-bolsters-27-billion-school-security-industry>.

4. Ronnie Casella, "The False Allure of Security Technologies," *Social Justice* 30, no. 3 (2003): 82–93, <https://www.jstor.org/stable/29768210>.

5. Jennifer Hesterman, *Soft Target Hardening: Protecting People from Attack* (CRC Press, 2015).

6. Lynn A. Addington, "Cops and Cameras: Public School Security as a Policy Response to Columbine," *American Behavioral Scientist* 52, no. 10 (2009): 1426–1446, <https://doi.org/10.1177/0002764209332556>; Tyson Lewis, "The Surveillance Economy of Post-Columbine Schools," *Review of Education, Pedagogy, and Cultural Studies* 25, no. 4 (2003): 335–355, <https://doi.org/10.1080/10714410390251101>.

7. Ke Wang, Yongqiu Chen, Jizhi Zhang, and Barbara A. Oudekerk, "Indicators of School Crime and Safety: 2019" (National Center for Education Statistics, 2020), <https://nces.ed.gov/pubs2020/2020063.pdf>.

8. Brad Spicer, "11 Components of a Secure School Front Entrance," *Campus Safety Magazine*, October 23, 2013, <https://www.campus-safety-magazine.com/safety/11-components-of-a-secure-school-front-entrance>.

9. Rachel Armitage, "Crime Prevention through Environmental Design," in *Environmental Criminology and Crime Analysis*, 2nd ed., ed. Richard Wortley and Michael Townsley (Routledge, 2017), 259–285; Paul Cozens, "Crime Prevention through Environmental Design," in *Environmental Criminology and Crime Analysis*, ed. Richard Wortley and Lorraine Mazerolle (Routledge, 2011), 153–177; C. Ray Jeffery, *Crime Prevention through Environmental Design* (Sage, 1971); Oscar Newman, *Defensible Space: Crime Prevention through Urban Design* (Macmillan, 1972); Oscar Newman, *Defensible Space: People and Design in the Violent City* (Architectural Press, 1973).

10. Spencer C. Weiler, and Martha Cray, "Police at School: A Brief History and Current Status of School Resource Officers," *Clearing House: A Journal of Educational Strategies, Issues and Ideas* 84, no. 4 (2011): 160–163, <https://doi.org/10.1080/00098655.2011.564986>.

11. Jaana Juvonen, "School Violence: Prevalence, Fears, and Prevention" (RAND Corp., 2001), https://www.rand.org/content/dam/rand/pubs/issue_papers/2006/IP219.pdf.

12. Marieke Brock, Norma Kriger, and Ramón Miró, "School Safety Policies and Programs Administered by the U.S. Federal Government: 1990–2016" (Office of Justice Programs, 2018), <https://www.ojp.gov/pdffiles1/nij/grants/251517.pdf>; Chelsea Connery, "The Prevalence and the Price of Police in Schools," policy brief (UConn Center for Education Policy Analysis, 2020), https://cepa.uconn.edu/wp-content/uploads/sites/399/2020/10/Issue-Brief-CEPA_C-Connery.pdf.
13. US Department of Justice, Office of Community Policing Services, "About the COPS Office" (n.d.), <https://cops.usdoj.gov/aboutcops>.
14. Cheryl Lero Jonson, Alexander L. Burton, Francis T. Cullen, Justin T. Pickett, and Velmer S. Burton, "An Apple in One Hand, a Gun in the Other: Public Support for Arming our Nation's Schools," *Criminology & Public Policy* (2021), <https://doi.org/10.1111/1745-9133.12538>.
15. Tess Owen, "Exclusive: How Parkland Created a Rush to Arm Teachers and School Staff across the Country," *Vice*, January 9, 2019, <https://www.vice.com/en/article/439z7q/exclusive-how-parkland-created-a-rush-to-arm-teachers-and-school-staff-across-the-country>; RAND Corp., "The Effects of Laws Allowing Armed Staff in K–12 Schools" (April 2020), <https://www.rand.org/research/gun-policy/analysis/laws-allowing-armed-staff-in-K12-schools.html>.
16. Edward W. Hill, "The Cost of Arming Schools: The Price of Stopping a Bad Guy with a Gun," faculty paper, Cleveland State University, 2013, https://engagedscholarship.csuohio.edu/urban_facpub/678.
17. US Department of Justice, Office of Community Policing Services, "Fact Sheet: 2017 COPS Hiring Program" (2017), https://cops.usdoj.gov/pdf/2017AwardDocs/chp/Post_Award_Fact_Sheet.pdf.
18. Todd A. DeMitchell and Christine C. Rath, "Armed and Dangerous—Teachers? A Policy Response to Security in our Public Schools," *Brigham Young University Education and Law Journal* 2019, no. 1 (2019): 63–93, <https://digitalcommons.law.byu.edu/elj/vol2019/iss1/4>; United Educators, "Increased Risks and Costs of Arming Educators," *EduRisk Solutions: Insights*, June 2020. <https://www.edurisksolutions.org/blogs/?Id=3763>.
19. Judith Lohman and Alan Shephard, "School Security Technologies" (Connecticut General Assembly, Office of Legislative Research, 2006), <https://www.cga.ct.gov/2006/rpt/2006-R-0668.htm>.

20. Ronet Bachman, Antonia Randolph, and Bethany L. Brown, "Predicting Perceptions of Fear at School and Going to and from School for African American and White Students: The Effect of School Security Measures," *Youth & Society* 43, no. 2 (2011): 705–726, <https://doi.org/10.1177/0044118X10366674>.
21. Suzanne E. Perumean-Chaney and Lindsay M. Sutton, "Students and Perceived School Safety: School Security Measures," *American Journal of Criminal Justice* 38, no. 4 (2013): 570–588, <https://doi.org/10.1007/s12103-012-9182-2>.
22. Christen Pentek and Marla E. Eisenberg, "School Resource Officers, Safety, and Discipline: Perceptions and Experiences across Racial/ethnic Groups in Minnesota Secondary Schools," *Children and Youth Services Review* 88 (2018): 141–148, <https://doi.org/10.1016/j.childyouth.2018.03.008>; Madina Toure, "Use of Metal Detectors in New York City Schools Under Scrutiny amid Parkland Shooting," *Observer*, March 9, 2018, <http://observer.com/2018/03/metal-detectors-nyc-public-schools>; Erica O. Turner and Abigail J. Beneke, "'Softening' School Resource Officers: The Extension of Police Presence in Schools in an Era of Black Lives Matter, School Shootings, and Rising Inequality," *Race Ethnicity and Education* 23, no. 2 (2020): 221–240, <https://doi.org/10.1080/13613324.2019.1679753>.
23. WNYC, "Metal Detectors in New York City High Schools" (n.d.), <https://project.wnyc.org/metal-detectors>.
24. National Association of School Resource Officers, "NASRO Opposes Arming Teachers," press release, February 22, 2018. <https://www.nasro.org/news/2018/02/22/news-releases/nasro-opposes-arming-teachers>; Sonali Rajan and Charles C. Branas, "Arming Schoolteachers: What Do We Know? Where Do We Go from Here?," *American Journal of Public Health* 108, no. 7 (2018): 860–862, <https://ajph.aphapublications.org/doi/10.2105/AJPH.2018.304464>; Danielle Weatherby, "Opening the Snake Pit: Arming Teachers in the War against School Violence and the Government-created Risk Doctrine," *Connecticut Law Review* 48, 1 (2015): 119–176, https://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1300&context=law_review.
25. WNYC, "Metal Detectors in New York City High Schools."
26. Zach Winn, "NYC School Safety Agents Find 328 Weapons in 3 Months," *Campus Safety Magazine*, October 4, 2017, <https://www>

.campussafetymagazine.com/safety/nyc-school-safety-agents-find-328-weapons-in-3-months.

27. White House, “Presidential Policy Directive/PPD-8: National Preparedness,” March 30, 2011, <https://www.hsdl.org/?view&did=7423>.

28. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, “Guide for Developing High-Quality School Emergency Operations Plans” (2013), https://www.dhs.gov/sites/default/files/publications/REMS%20K-12%20Guide%20508_0.pdf.

29. US Department of Education, Office of Elementary and Secondary Education, Office of Safe and Supportive Schools, “The Role of Districts in Developing High-quality School Emergency Operations Plans” (2019), https://rems.ed.gov/docs/District_Guide_508C.pdf.

30. Stephen E. Brock, Amanda B. Nickerson, Melissa A. Reeves, Christina Conolly, Shane R. Jimerson, Rosasrio C. Pesce, and Brian Lazzaro, *School Crisis Prevention and Intervention: The PREPaRE Model*, 2nd ed. (National Association of School Psychologists, 2016).

31. US Department of Homeland Security, Federal Emergency Management Agency, “National Incident Management System” (December 2008), http://www.fema.gov/pdf/emergency/nims/NIMS_core.pdf.

32. Amanda B. Nickerson, Stephen E. Brock, and Melissa A. Reeves, “School Crisis Teams within an Incident Command System,” *California School* 11 (2006): 51–60, <https://doi.org/10.1007/BF03341116>.

33. Katherine C. Cowan, Kelly Vaillancourt, Eric Rossen, and Kelly Pollitt, “A Framework for Safe and Successful Schools” (National Association of School Psychologists, 2013), https://www.nasonline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/Framework_for_Safe_and_Successful_School_Environments.pdf.

34. Tod Schneider, Hill Walker, and Jeffrey Sprague, *Safe School Design: A Handbook for Educational Leaders Applying the Principles of Crime Prevention through Environmental Design* (ERIC Clearinghouse on Educational Management, 2000), <https://eric.ed.gov/?id=ED449541>; Jeffrey R. Sprague and Hill M. Walker, *Safe and Healthy Schools: Practical Prevention Strategies* (Guilford Press, 2005).

35. Daniel Lamoreaux and Michael L. Sulkowski, “An Alternative to Fortified Schools: Using Crime Prevention through Environmental Design (CPTED) to Balance Student Safety and Psychological

Well-Being," *Psychology in the Schools* 57, no. 1 (2020): 152–165, <https://doi.org/10.1002/pits.22301>; Sarah Lindstrom Johnson, Tracy Evian Waasdorp, Anne Henry Cash, Katrina J. Debnam, Adam J. Milam, and Catherine P. Bradshaw, "Assessing the Association between observed School Disorganization and School Violence: Implications for School Climate Interventions," *Psychology of Violence* 7(2) (2017): 181–191, <https://doi.org/10.1037/vio0000045>.

36. Amanda B. Nickerson and Dewey Cornell, "Crisis Prevention, Response, and Recovery," in *School Safety and Violence Prevention: Science, Practice, and Policy Driving Change*, ed. Matthew J. Mayer and Shane R. Jimerson (American Psychological Association, 2019), 223–246.

CHAPTER 10

1. Joe Heim and Valerie Strauss, "In Capitol Riot, Some Hill Staffers Recall Their School-Shooting Drills," *Philadelphia Inquirer*, January 14, 2021, <https://www.inquirer.com/politics/nation/capitol-attack-insurrection-hill-staffers-remembered-school-shooting-drills-20210115.html>.

2. Children's Defense Fund, "School Shootings Spark Everyday Worries: Children and Parents Call for Safe Schools and Neighborhoods (2018)," <https://www.childrensdefense.org/wp-content/uploads/2018/09/YouGov-SafeSchools-Final-Sep-18-2018.pdf>; Nikki Graf, "A Majority of U.S. Teens Fear a Shooting Could Happen at their School, and Most Parents Share their Concern" (Pew Research Center, 2018), <https://www.pewresearch.org/fact-tank/2018/04/18/a-majority-of-u-s-teens-fear-a-shooting-could-happen-at-their-school-and-most-parents-share-their-concern>.

3. Jim Norman, "Four in 10 Teachers Say Their School Is Not Well Prepared," Gallup, March 22, 2018, <https://news.gallup.com/poll/230366/four-teachers-say-school-not-protected.aspx>.

4. Based on authors' data, available on request.

5. Bruria Adini, Avishay Goldberg, Robert Cohen, Daniel Laor, and Yaron Bar-Dayyan, "Evidence-Based Support for the All-Hazards Approach to Emergency Preparedness," *Israel Journal of Health Policy Research* 1 (2012): 40, <https://doi.org/10.1186/2045-4015-1-40>; Readiness and Emergency Management for Schools Technical Assistance Center, "Using an All-Hazards Approach When Planning for Emergency Incidents" (n.d.), https://rems.ed.gov/Resource_Plan_Basic_All_Hazard.aspx.

6. Kara M. Stephens, "All-Hazards Preparedness Guide" (Centers for Disease Control and Prevention, 2013), https://www.cdc.gov/cpr/documents/AHPG_FINAL_March_2013.pdf.
7. Ready.gov, "Disasters and Emergencies" (2021), <https://www.ready.gov/be-informed>.
8. Department of Homeland Security, "National Preparedness System," 2011, https://www.fema.gov/pdf/prepared/nps_description.pdf.
9. Readiness and Emergency Management for Schools Technical Assistance Center, "Threat- and Hazard-Specific Annexes" (n.d.), <https://rems.ed.gov/K12ThreatAndHSAnnex.aspx>; see also Readiness and Emergency Management for Schools Technical Assistance Center. "Using an All-Hazards Approach When Planning for Emergency Incidents."
10. National Association of School Psychologists, National Association of School Resource Officers, and Safe and Sound Schools, *Best Practice Considerations for Armed Assailant Drills in Schools* (2021), <https://www.nasponline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/Armed-Assailant-Guide-FINAL.pdf>.
11. James M. Kendra and Tricia Wachtendorf, "Creativity in Emergency Response to the World Trade Center Disaster," in *Beyond September 11th: An Account of Post-Disaster Research* (Natural Hazards Research and Information Center, 2003), <https://hazards.colorado.edu/archive/publications/sp/sp39/BeyondSeptember11th.pdf#page=132>.
12. Joachim Ahrens and Patrick M. Rudolph, "The Importance of Governance in Risk Reduction and Disaster Management," *Journal of Contingencies and Crisis Management* 14, no. 4 (2006): 207–220, <https://doi.org/10.1111/j.1468-5973.2006.00497.x>.
13. Kristin M. Holland, Jeffrey E. Hall, Jing Wang, Elizabeth M. Gaylor, Linda L. Johnson, Daniel Shelby, and Thomas R. Simon, and School-Associated Violent Deaths Study Group, "Characteristics of School-Associated Youth Homicides—United States, 1994–2018," *Morbidity and Mortality Weekly Report*, 68, no. 3 (2019): 53–60, <https://doi.org/10.15585/mmwr.mm6803a1>.
14. National Association of School Psychologists, "Preventing Youth Suicide: Brief Facts and Tips" (2015), <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/mental-health-resources/preventing-youth-suicide>.

15. Centers for Disease Control and Prevention, National Center for Health Statistics, "Wide-ranging OnLine Data for Epidemiologic Research (WONDER): Underlying Cause of Death 1999–2019," data set (2020), <http://wonder.cdc.gov/ucd-icd10.html>.
16. National Center for Education Statistics, "Student Reports of Bullying: Results from the 2017 School Crime Supplement to the National Crime Victimization Survey" (2019), <https://nces.ed.gov/pubs2019/2019054.pdf>.
17. National Association of School Psychologists, "Threat Assessment at School: Brief Facts and Tips" (2015), <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/threat-assessment-at-school>.
18. Bryan Vossekuil, Robert A. Fein, Marisa Reddy, Randy Borum, and William Modzeleski, "The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States" (US Secret Service and US Department of Education, 2004), <https://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf>.
19. Keith J. Zullig, "Active Shooter Drills: A Closer Look at Next Steps," *Journal of Adolescent Health* 67, no. 4 (2020): 465–466, <https://doi.org/10.1016/j.jadohealth.2020.07.028>.
20. US Department of Homeland Security, Federal Emergency Management Agency, US Fire Administration, "School Building Fires (2009–2011)" (National Fire Data Center, 2014), <https://www.usfa.fema.gov/downloads/pdf/statistics/v14i14.pdf>.

