

- Konecki, K. T. (2008). Triangulation and dealing with the realness of qualitative research. *Qualitative Sociology Review*, 4(3), 7–28.
- Mumm, A. M., & Bye, L. (2011). Certification of school social workers and curriculum content of programs offering training in school social work. *Children and Schools*, 33, 17–23.
- National Association of Social Workers. (2012). *NASW standards for school social work services*. Retrieved from <http://c.ymcdn.com/sites/www.sswaa.org/resource/resmgr/imported/naswschoolsocialworkstandards.pdf>
- Sabatino, C. A., Alvarez, M., & Anderson-Ketchmark, C. (2011). Highly qualified school social workers. *Children and Schools*, 33, 189–192.
- Sweifach, J., & LaPorte, H. H. (2013). Assessing use of the standards for social work practice with groups by school social workers: A national study. *Social Work Practice with Groups*, 36(2/3), 130–144.
- Wrightslaw. (2017). *Definitions of related services*. Retrieved from <http://www.wrightslaw.com/info/relsvcs.defs.htm>
- Zilberg, A., Anderson, R. D., Finney, S. J., & Marsh, K. R. (2013). American college students' attitudes toward institutional accountability testing: Developing measures. *Educational Assessment*, 18, 208–234.
- Zimmer-Loew, H. (2008). An audacious goal: Recruiting, preparing, and retaining high-quality language teachers in the 21st century. *Modern Language Journal*, 92, 625–628.

An Investigation of School Social Worker Perceptions toward School Security Personnel

Matthew J. Cuellar, Susan E. Elswick, and Matthew T. Theriot

School social workers and school security personnel are increasingly being integrated into U.S. schools; however, there is little available literature concerning the interactions between school social workers and school security personnel. This article will report descriptive findings of a study that investigated school social workers' interactions with and perceptions of school security personnel in one Southeastern state. Data were collected from sixty-seven practicing school workers. Quantitative and qualitative results will be discussed within the context of school social work practice. The purpose of this article is to provide timely implications for school social work and to offer recommendations for social work practice, education, and research in light of increased use of school security personnel in U.S. schools.

Keywords: school police, school resource officers, school social work, school security

School social workers provide a number of student- and system-focused interventions designed to address the needs of students using a person-in-environment perspective. They are a critical component of the school-home-community relationship, facilitating student success through resourcefulness (Allen-Mearns, 2015; Dupper, 2003; Frey et al., 2013; Kelly, Berzin et al., 2010a). In response to recent federal legislation

Matthew J. Cuellar, MSW, PhD, is assistant professor and assistant director of the PhD program in the Wurzweller School of Social Work, Yeshiva University, New York, NY. Susan E. Elswick, MSW, PhD, is director of field placement and assistant professor in the Department of Social Work, University of Memphis, TN. Matthew T. Theriot, PhD, is interim vice provost for faculty affairs, associate provost for teaching and learning innovation, and professor in the College of Social Work, University of Tennessee, Knoxville.

and a push to implement evidence-based mental health services in U.S. schools, school social work has seen tremendous growth over the past two decades (Franklin, Kim, & Tripodi, 2009). This subspecialty of social work is expected to see continued growth in the coming years (Bureau of Labor Statistics, 2015).

Another growing trend in U.S. schools is the deployment of school police or other security personnel to patrol schools. Although such programs have existed for more than fifty years, federal incentives offered in the aftermath of several high-profile incidences of lethal school violence during the past twenty years have led to unprecedented growth in the number of school police officers (Addington, 2009; Now Is the Time, 2013; Weiler & Cray, 2011). These investments have led to approximately twenty thousand school police officers being deployed in American schools now compared to about thirteen thousand officers in 1997 (Childress, 2016).

Despite an increase in the use of school social workers and school security personnel in U.S. schools, current research on school social work fails to paint a picture of how school social workers interact with and perceive school security personnel within their schools. This study aims to contribute to filling this gap in the literature by exploring survey responses from a statewide sample of school social workers. The purpose of this article is to provide timely implications and recommendations for school social work as the practice of school policing becomes more prevalent in today's schools.

Literature Review: School Social Work Today

Traditionally, school social workers have been utilized in the educational setting to perform a number of functions that aim at positively affecting student academic and behavioral outcomes. Trained with an ecological framework as a diagnostician, assessor, and group facilitator, as well as performing as a systems change agent, an agent for bridging home and school environments, and an individual and family counselor, a school social worker is equipped to fulfill these roles (Blitz, 2013; Joseph-Goldfarb, 2014; Kelly, Frey, et al., 2016; Lee, 2007; Pardeck, 2015). Based on research by Usaj, Shine, & Mandlawitz (2012), many social workers assist with the following activities, depending on school district expectations and funding sources:

- Early intervention programming
- Ongoing progress monitoring

- Comprehensive formal and informal ecological assessments including academic, social-emotional and mental health, and adaptive functioning and family and community interactions
- Development of Positive Behavioral Interventions and Supports (PBIS)
- Development and monitoring of behavioral intervention plans (BIPs)
- Comprehensive family services
- Individual and small group counseling
- Community liaison work
- Development and maintenance of students' personal, social, and academic competencies
- Consultation for and with educators to ensure understanding and support of struggling learners
- Crisis response for students in critical need

Based on the *NASW Standards for School Social Work Services* (National Association of Social Workers, 2012), school social workers also have a responsibility to participate in promoting and improving positive school climate. School social workers are trained to work with the entire educational constellation of teachers, students, parents, and related others. The concept of interdisciplinary collaboration is at the heart of effective school social work practice, but one such collaboration that is often lacking is collaborations with school-based safety personnel. Historically, these school resource officers (SROs) have been directly linked to school administrators and have taken on a liaison role between school social workers and school counselors for referrals, but interdisciplinary collaborations among these professionals are rarely seen (Thurau & Wald, 2010).

In recent years, researchers and the media at large have paid closer attention to violence and maladaptive school behaviors within U.S. schools. This increased attention is in part attributed to perceived increases in incidents of school violence and severe student disobedience. Researchers have indicated that severe misbehavior negatively affects the well-being of both students who display maladaptive behavior and student bystanders—students who are exposed to the violence and maladaptive behaviors but are unable to respond in ways that will stop the violence (Loukas, 2007). Maladaptive student behaviors also affect attendance rates; graduation rates; overall academic outcomes; and the perception of safety by students, staff, parents, and community (Loukas, 2007; Milam, Furr-Holden, & Leaf, 2010; Patton, Woolley, & Hong,

2011). As a result, school districts and policy makers have attempted to address school safety in a number of ways.

Research has shown that the use of metal detectors, security cameras, and/or guards in schools is not effective in preventing school violence (Addington, 2009; Borum, Cornell, Modzeleski, & Jimerson, 2010; Casella, 2006; Garcia, 2003). In fact, research has indicated the contrary—that the presence of metal detectors, cameras, and even guards in school settings negatively affects students' perceptions of safety and tends to increase perceived fear among some students, staff, and parents (Bachman, Randolph, & Brown, 2011; Schreck & Miller, 2003). In addition, studies suggest that restrictive school security measures have the potential to harm school learning environments because of the climate they project (Bachman et al., 2011; Beger, 2003; Schreck & Miller, 2003).

It has been noted that school personnel can earn the cooperation of students when they use relationship-building practices and work collaboratively as a team to solve student needs (Gregory & Ripski, 2008; Nickerson & Spears, 2007). Research supports this collaborative approach to discipline, as indicated by student perceptions of staff as trustworthy authority figures, and its correlation with increased cooperative behaviors and decreased maladaptive behaviors (Gregory & Ripski, 2008). From violence prevention programs and increased security presence on campus to zero tolerance policies, districts attempt to choose strategies and processes that will improve school safety, climate, and overall academic outcomes. Recent research suggests that a focus on more proactive approaches to student behavior and use of interdisciplinary supportive programming on campuses result in better results for all students (Bradshaw, Mitchell, & Leaf, 2011).

The guiding principles of the school social work standards (NASW, 2012) outline the responsibility of school social workers not only to provide direct services to children, but also to take a leadership role in prevention efforts aimed at supporting families, school staff, and community agencies in order to promote a collaborative effort that facilitates student success. In addition, interdisciplinary leadership and collaboration is a key standard for practice as social workers are tasked with the responsibility of promoting a positive school climate. Although school social workers are charged with assisting in the improvement of school safety and climate, it makes sense that there must be an interdisciplinary collaboration between school safety personnel and school social workers. Effective school social workers are able to collaborate with general and special educators, administrators, and other school personnel to develop comprehensive behavioral interventions for students with behavioral

needs (Casey, Powers, Elswick, & Neimeyer, 2011; Frey & George-Nichols, 2003; Pardeck, 2015). A collaborative relationship with school security personnel would be consistent with best practices in education.

School Security Personnel

One of the most prominent strategies used by school districts in recent years is the incorporation of law enforcement officers within schools (Coon & Travis, 2012). Since the inception of law enforcement presence on campuses, these officers have taken on a variety of roles and duties that vary based on school expectations and the roles and qualifications of the school security personnel (Clark, 2011; Coon & Travis, 2012). There are many types of school security and safety personnel available to schools including SROs, school-based law enforcement, and school security personnel. Because there are so many types of personnel and differing roles and expectations, researchers Rich and Finn (2001) urge schools to institute a clear distinction between SROs and other sworn officers within the school building.

School resource officers, also known as school police officers or school liaison officers, are most often employed by a local law enforcement agency and assigned to work in schools. They typically perform traditional law enforcement functions that can include but are not limited to patrolling school buildings, investigating criminal and behavioral complaints, handling students who violate school rules or laws, and trying to minimize disruptions at school that negatively affect the learning environment (Lawrence, 2007). School resource officers are also expected to participate in and facilitate educational programming within the school setting aimed at violence prevention and providing mentoring opportunities for students (Cowan, Vaillancourt, Rossen, & Pollitt, 2013; Rich & Finn, 2001). Therefore, the job functions of SROs may overlap with those of school social workers and other school-based professionals.

Although SROs are more common within the educational system, another type of law enforcement service known as school-based law enforcement (SBLE) is starting to become more prevalent. These officers are different from SROs in that they are considered peace officers who are directly employed by the school district (McKenna, Martinez-Prather, & Bowman, 2016). They are typically a school-based and internal school police department and are not affiliated with an external local or county law enforcement agency (McKenna et al., 2016). Their roles are similar to those of the SRO, and these two types of professionals are often difficult to distinguish in practice.

School Social Work and School Security Personnel

School social workers and school security personnel are charged with similar roles as they relate to improving school climate and creating safe environments for children in schools. Although there are common standards of practice among the two fields, there is very little extant literature that describes collaborative efforts and interactions or how those potential interactions might be facilitated and fostered. Moreover, there is a clear gap in research that evaluates school social workers' perceptions of working with school security personnel. The current research study aims to fill this gap in the literature.

The Present Study

The purpose of the present study is to provide an understanding of how school social workers in the state of Tennessee interact with and perceive school security personnel by answering the following research questions:

- RQ1: Do school social workers perceive school security personnel as helpful in carrying out various professional tasks?
- RQ2: Do data from this sample support construct validity of items designed to operationalize school social workers' perception of the helpfulness of school security personnel?
- RQ3: What factors influence school social workers' collaboration, satisfaction, and perception that their school security personnel are helpful?

Additionally, participants were asked the following question: "What recommendations do you have for improving the communication between school social workers and school security personnel?" Qualitative responses to this prompt were examined to identify practitioner recommendations for improving their communication with their school security personnel and used to complement quantitative findings.

Methods

Sample

Non-probability convenience sampling was used to collect data from school social workers across the state of Tennessee. All participants were members of the Tennessee Association of School Social Workers (TASSW), a statewide organization with approximately 120 active members at the time of this study. Participants were invited to participate in

the study via two e-mails sent out by the state representative of TASSW in July and August of 2015. All aspects of the study protocol were approved through the authors' university institutional review boards before data collection.

Data Collection

Cross-sectional data were collected using an anonymous online survey questionnaire. The survey consisted of eighty questions that aimed to quantitatively capture the following information:(a) demographic information for the school social workers and the type of school security personnel used in their schools, (b) school social workers' perception of the helpfulness of the school security personnel whom they work with the most, and (c) school social workers' satisfaction with their security personnel. All items on the survey were prompted by the statement "Thinking only of the school in which you have spent most of your time at as a school social worker over the 2014–15 school year, please answer the following questions." In addition, the survey included a qualitative open-ended question about how the school social workers thought their interactions with school security personnel could be improved.

Variables

Demographic variables. Demographic variables included information on the school social workers' gender (male or female), race (American Indian or Alaskan Native, black or African American, Asian, Native Hawaiian or Pacific Islander, white or Caucasian, or other), education level (BSW, MSW, DSW, PhD, or other), professional licensure, and type of organization for which they worked (public, private, or other).

School security personnel characteristics. This category consisted of four variables:

1. The type of school security personnel used in the school (SRO, other sworn law enforcement officer, school security officer, or no school security personnel)
2. Whether the school security personnel were visibly armed (yes or no)
3. The amount of time that the school social worker spent with the school security personnel (0–19%, 20–39%, 40–59%, 60–79%, or 80–100%)
4. Whether there was observable overlap in the job duties of the school social workers and school security personnel (yes or no)

Despite a considerable percentage of participants reporting overlap in their job duties with those of school security personnel (46.3%), the majority spent less than 20 percent of their time interacting with school security personnel. Although 36.5 percent of school social workers were generally satisfied with the overall ability of school security personnel employed in their schools, more than 33 percent of participants reported being somewhat satisfied with their school security personnel. Almost 16 percent of participants reported being either dissatisfied or very dissatisfied with their school security personnel.

Research Question 1: Perception of School Security Personnel Support

Table 1 describes school social workers' perceptions of the helpfulness of school security personnel. The percentage of responses to each prompt and the response means and standard deviations are reported. More than half of the participants reported that security personnel were influential in their performance of only three professional tasks: (1) creating a positive school climate (32.8%), (2) improving students' feelings of safety (24.6%), and (3) improving students' feelings of connectedness (49.2%). A considerable percentage of school social workers reported that their school security personnel made it somewhat difficult for them to create a positive school climate (8.2%).

Table 1. School social workers' perception of the helpfulness of school security personnel

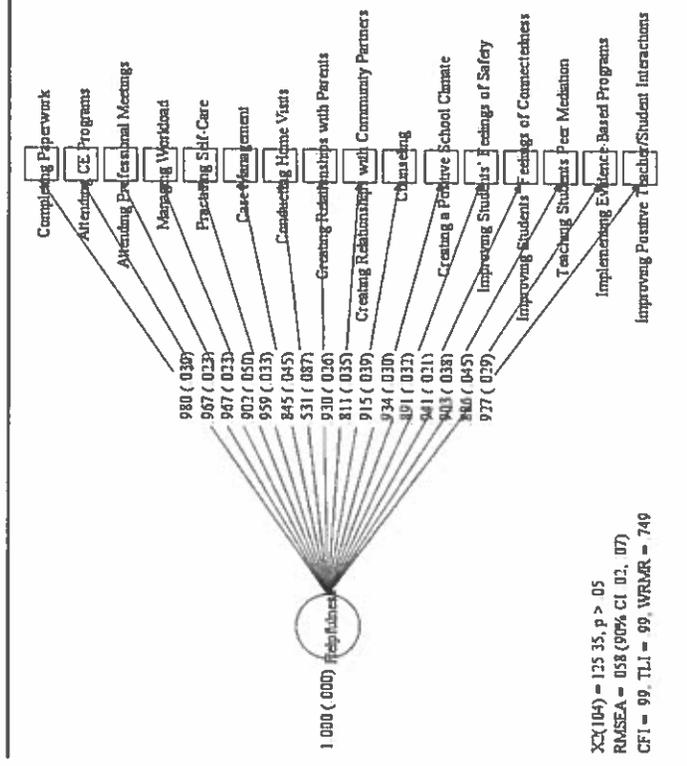
	N (%)	M (SD)
Completing paperwork	61 (91.0)	.13 (.46)
Attending continuing education programs	61 (91.0)	.16 (.45)
Attending professional meetings	61 (91.0)	.16 (.45)
Managing workload	60 (89.5)	.16 (.45)
Practicing self-care	60 (89.5)	.20 (.51)
Case management	61 (91.0)	.39 (.66)
Conducting home visits	61 (91.0)	.51 (.83)
Creating relationships with parents	61 (91.0)	.45 (.74)
Creating relationships with community partners	59 (88.1)	.38 (.66)
Counseling	61 (91.0)	.27 (.63)
Creating a positive school climate	61 (91.0)	.65 (.94)
Improving students' feelings of safety	61 (91.0)	.98 (.88)
Improving students' feelings of connectedness	61 (91.0)	.55 (.86)
Teaching student peer mediation	61 (91.0)	.32 (.62)
Implementing evidence-based programs	60 (89.5)	.20 (.54)
Encouraging positive teacher/student interactions	60 (89.5)	.41 (.71)

Note. Valid percentages reported.

Research Question 2: Support for Construct Validity of Items Designed to Operationalize School Social Workers' Perception of the Helpfulness of School Security Personnel

Figure 1 provides the standardized estimates and standard errors from the estimates in the confirmatory factor analysis. The model revealed that the sixteen items developed to operationalize participants' perception of the helpfulness of their security personnel measured the construct (perceived helpfulness) to an acceptable degree [$\chi^2(104) = 125.35, p > .05$; RMSEA = .058 (90% CI .02, .07); CFI = .99; TLI = .99; WRMR = .749]. These findings suggest that, based on the data from this sample, these items did exhibit construct validity for the perceived helpfulness construct under examination. Model fit was assessed by examining the comparative fit index (CFI), the Tucker-Lewis index (TLI), and the root mean-square error of approximation (RMSEA). For the CFI and TLI

Figure 1. Confirmatory factor analysis results for items concerning perceived helpfulness of school security personnel



a value of 0.90 or higher is considered an acceptable fit (Bentler & Bonett, 1980), with values closer to 0.95 considered to characterize a well-fitting model. For RMSEA, a fit of 0.06 or less indicates good fit (Hu & Bentler, 1999). All items had a standardized factor loading greater than .40, suggesting that each item adequately loaded on the construct under examination (Costello & Osborne, 2005).

Research Question 3: Factors Influencing School Social Workers' Collaboration, Satisfaction with, and Positive Perception of School Security Personnel

Table 2 shows the results of a multivariate regression model in which three outcomes—time spent with school security personnel, overall satisfaction with school security personnel, and perceived effectiveness of school security personnel—regressed on several predictors. Slope estimates (the average change in the dependent variable for a one-point increase in the independent variable), their respective 95-percent confidence intervals, and standardized estimates were reported. Results of the model suggest that practitioners who spend more time at their school tend to spend more time with their school's security personnel, and those who spend more time with their security personnel perceive them as

Table 2. Multivariate regression analysis with indicators of school security personnel ($N = 67$)

	Estimate	95% CI	STDYX
Time spent with school security personnel <i>ON</i>			
Time at school	.33*	.00, .67	.38
Observable job overlap	.23	-.53, .10	.10
School resource officer	.02	-.02, .07	.14
Overall satisfaction with school security personnel <i>ON</i>			
Time spent with school security personnel	.57**	.19, .94	.48
Observable job overlap	-1.00	-.93, .73	-.03
School resource officer	1.32*	.27, 2.3	.44
Perceived effectiveness of school security personnel <i>ON</i>			
Time spent with school security personnel	3.08***	.93, 5.07	.48
Overall satisfaction with school security personnel	1.09	-.79, 2.98	.20
Observable job overlap	.68	-3.68, 5.05	.05
School resource officer	1.36	-4.32, 6.13	.08

* $p < .05$, ** $p < .01$; *** $p < .001$.

more effective in their duties. Moreover, time spent with school security personnel predicted higher satisfaction with their work within the school, and school social workers in schools that employ SROs were more satisfied with their school security personnel than those in schools that did not employ SROs.

Qualitative Responses

Participants were asked what they recommend for improving their communication with their school security personnel. Forty-three participants (64.1%) responded to the prompt. Of these, nine participants (20.9%) responded "none" or "N/A," leaving thirty-four usable responses (50.7%). All responses to this question will be discussed below.

Of the thirty-four usable responses, eight (23.5%) mentioned a need to inform school security personnel about what school social workers do. For example, one response noted the need "for school security personnel to recognize and utilize school social workers' value and collaborate more often." Eleven participants (32.3%) mentioned the need for more collaboration or meetings. For example, one participant recommended "having regular treatment team meetings." Similarly, another participant highlighted the need for supervisors or school administrators to facilitate collaboration between school security personnel and school social workers: "The supervisors of both groups need to meet and discuss ways to collaborate more effectively." Two other participants suggested that collaboration and communication between school security personnel and school social workers could be improved through interdisciplinary meetings. For example, one of these participants stated that "it would be beneficial for SROs, guidance counselors, administrators, and school social workers to have an in-service at the start to discuss job duties and expectations." Although many responses included a mention of multiple areas in which communication could be improved, six participants (17.6%) mentioned the need for combined trainings, whereas four (11.7%) mentioned the need for more communication. Four (11.7%) also noted a need for more school security personnel training (e.g., mental health training).

Discussion

Findings suggest that steps must be taken to improve communication and collaboration between school social workers and school security personnel. Ideally, such collaboration can help both professionals understand how they can benefit from one another to provide high-quality

interventions for their students (Frey et al., 2013). Results suggest that, when school social workers spend more time with their schools' security personnel, through communication, training, or collaboration, they are more satisfied with security personnel's engagement with students and perceive them as more helpful in their practice. Thus, it is likely that, with increased collaboration and training, both professionals can provide more effective services to students. School social workers might benefit from promoting collaboration and communication with their school security personnel. Additionally, this study highlights the need for school administrators to ensure that the roles of their school social workers and security personnel are clearly defined and that both parties prioritize the need for communication and collaboration. Implications call for school administrators to facilitate and improve communication between these professionals, making such collaboration an essential component of training at regular intervals throughout the school year.

One potential process for improving communication and collaboration between these professions would be to propose an addendum to current school policy in U.S. schools. For example, in the state from which the sample was drawn, the Tennessee Safe Schools Act of 2014 includes (1) innovation of violence prevention programs, (2) use of SROs, (3) improvement of conflict resolution in schools, (4) behavior management for disruptive behaviors, (5) improved school security, (6) peer mediation processes, and (7) employee trainings for staff in identifying possible perpetrators to violence. In the future, including collaboration between mental health professionals and SROs would enhance the effectiveness of the Safe Schools Act and similar legislation in other states. As outlined by this act and by Lawrence (2007), SROs and other specially trained law enforcement officers in schools are equipped to work with students outside of the crime control perspective. As a result of increased training and preparedness, including programs designed specifically to address school-specific needs, school-based security personnel are more attentive to the mental health needs of youth. Therefore, it is not surprising that school social workers find SROs more effective than other school-based security personnel in their assistance with student issues. Nonetheless, more comprehensive policies aimed at advocating for and improving the interprofessional collaboration between the mental health field and the school-based security officers would move current federal, state, and local policies toward best practices in schools.

Both quantitative and qualitative findings suggest that time spent with school security personnel may help school social workers understand the role that security personnel can play in professional social work

responsibilities. Qualitative responses demonstrate that social workers may not spend enough time with their security personnel to effectively collaborate to provide services for students, which is potentially problematic and may affect the quality and types of interventions provided. Collaboration may be facilitated by programs or practices put in place by school administrators with the goal of informing both school social workers and school security personnel about how their roles within the school context can complement each other.

School social workers should also consider taking a leadership role in facilitating communication and collaboration with their school security personnel, particularly in schools that employ non-sworn or unofficial security personnel. Effective school social workers must be able to collaborate with school personnel to develop comprehensive and holistic behavioral interventions for their students. Therefore, school social workers might consider regularly communicating with their school security personnel and engaging with them in in-service dates and meetings that involve school personnel throughout the school year.

Social work education can also play a role in improving communication between these professionals in today's schools. For example, course materials that provide future practitioners with insight into the potential effect of the school security environment on students and school personnel can contribute to their preparedness for working in schools that employ school security personnel. Schools of social work should consider how such training is relevant to future practitioners in their state and region and prepare students to work in schools that utilize school policing and other forms of school safety. Such preparedness can include review of up-to-date federal, state, and local policy concerning school policing and field practicum revision for school social workers to address the needed collaboration between school social workers and security personnel.

Limitations

Some limitations should be noted. Although the authors found that the majority of school social workers perceive that their school security personnel have no effect on their practices, only specific practices were examined in this study. School social workers are versatile professionals and their practices may incorporate activities not explored in this study. Future research should examine how school security personnel might affect school social work practitioners in specific practice contexts.

A second limitation concerns the confirmatory factor analysis. This analysis was performed to determine if a summed scale operationalizing

perceived helpfulness could be created to identify predictors of social workers' positive perceptions of school security personnel. However, this study had a participant to item ratio that was lower than is typically acceptable for the confirmatory factor analysis, which can result in biased estimates (Bentler & Chou, 1987). Researchers should consider replicating this study with a larger, more representative sample of practitioners. A final limitation concerns the external validity of the study. Because non-probability sampling was employed within a single state, the findings may not generalize outside of the state of Tennessee where this study was conducted. Interpretation of findings should give consideration to these limitations. Regardless of these limitations, this research takes an initial step toward understanding how school social workers interact with and perceive school security personnel in a state in which school security personnel are common.

Conclusion

In light of media attention to school violence and the recent implementation of federal, state, and local legislation, school security personnel and school social workers will continue to play a role in establishing a safe and nurturing educational environment conducive to student learning and development. Therefore, research must take additional steps to understand the interactions between school security personnel and various school-based professionals, particularly school mental health professionals, within larger samples of schools across the United States. This study used exploratory approaches to examine interaction between school social work and school security and how these interactions may affect school security effectiveness from the perception of the school social worker. This study provides insight into the types of security personnel who work with social workers in schools, as well as social worker perceptions of their helpfulness and satisfaction with their work within their educational environment. Further research is needed to better understand the collaboration between these professionals and how this collaboration may improve student academic performance and behavior.

References

- Addington, L. A. (2009). Cops and cameras: Public school security as a policy response to Columbine. *American Behavioral Scientist*, 52, 1424-1446.

- Allen-Meares, P. (1994). Social work services in schools: A national study of entry-level tasks. *Social Work*, 39, 560-565.
- Allen-Meares, P. (2015). *Social work services in schools* (7th ed.). London, UK: Pearson.
- Astor, A., Behre, W., Fravil, K., & Wallacc, J. (1997). Perceptions of school violence as a problem and reports of violent events: A national survey of school social workers. *Social Work*, 42, 55-68.
- Bachman, R., Randolph, A., & Brown, B. L. (2011). Predicting perceptions of fear at school and going to and from school for African American and white students: The effects of school security measures. *Youth and Society*, 43, 705-726.
- Beger, R. R. (2003). The "worst of both worlds": School security and the disappearing Fourth Amendment rights of students. *Criminal Justice Review*, 28, 336-354.
- Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88, 588-606.
- Bentler, P. M., & Chou, C. P. (1987). Practical issues in structural modeling. *Sociological Methods and Research*, 16, 78-117.
- Blitz, L. V. (2013). Prevention through collaboration: Family engagement with rural schools and families living in poverty. *Families in Society*, 94, 157-165.
- Borum, R., Cornell, D. G., Modzeleski, W., & Jimerson, S. R. (2010). What can be done about school shootings? A review of the evidence. *Educational Researcher*, 39, 27-37.
- Bradshaw, C., Mitchell, M., & Leaf, P. (2011). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148.
- Bureau of Labor Statistics. (2015). *Occupational outlook handbook: Social workers*. Retrieved from <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm>
- Casella, R. (2006). *Selling us the fortress: The promotion of techno-security equipment in schools*. New York, NY: Routledge.
- Casey, L. B., Powers, K. V., Elswick, S., & Neimeyer, K. (2011). Training teachers to implement components of a functional behavioral assessment in a rural school district: Taking steps toward a proactive classroom. *Delta Journal of Education*, 1, 24-44.

- Childress, S. (2016, May 4). Do cops in schools know how to police kids? *PBS Frontline*. Retrieved from <http://www.pbs.org/wgbh/frontline/article/do-cops-in-schools-know-how-to-police-kids>
- Clark, S. (2011). The role of law enforcement in schools: The Virginia experience—a practitioner report. *Directions for Youth Development*, 129, 89–101.
- Coon, J., & Travis, L. (2012). The role of police in public schools: A comparison of police and principal reports of activities in schools. *Police Practice and Research*, 13, 15–30.
- Costello, A. B., & Osborne, J. W. (2005). Best practices in exploratory factor analysis: Four recommendations for getting the most from your analysis. *Practical Assessment, Research and Evaluation*, 10(7), 1–9.
- Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). *A framework for safe and successful schools* [Brief]. Bethesda, MD: National Association of School Psychologists.
- Dupper, D. (2003). *School social work: Skills and interventions for effective practice*. Hoboken, NJ: Wiley.
- Franklin, C., Kim, J., & Tripodi, S. (2009). A meta-analysis of published school social work practice studies 1980–2007. *Research on Social Work Practice*, 19, 667–677.
- Frey, A. J., Alvarez, M. E., Dupper, D. R., Sabatino, C. A., Lindsey, B. C., Raines, J. C., . . . Norris, M. A. (2013). *School social work practice model*. Retrieved from <http://sswaa.org/displaycommon.cfm?an=1&subarticlenbr=459>
- Frey, A. J., & George-Nichols, N. (2003). Intervention practices for students with emotional and behavioral disorders: Using research to inform school social work practice. *Children and Schools*, 25, 97–104.
- Garcia, C. A. (2003). School safety technology in America: Current use and perceived effectiveness. *Criminal Justice Policy Review*, 14, 30–54.
- Gregory, A., & Ripiski, M. (2008). Adolescent trust in teachers: Implications for behavior in the high school classroom. *School Psychology Review*, 37, 337–353.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6, 1–55.
- Joseph-Goldfarb, N. (2014). Parent involvement in schools: Views from school social workers. *Master of Social Work Clinical Research*

- Papers* (Paper 344). Retrieved from http://sophia.stkate.edu/msw_papers/344
- Kelly, M. S., Berzin, S. C., Frey, A., Alvarez, M., Shaffer, G., & O'Brien, K. (2010a). School social work practice and response to intervention. *Children and Schools*, 32, 201–209.
- Kelly, M. S., Berzin, S. C., Frey, A., Alvarez, M., Shaffer, G., & O'Brien, K. (2010b). The state of school social work: Findings from the national survey on school social work. *School Mental Health*, 32, 132–141.
- Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Berzin, S. C. (2016). Assessing the national school social work practice model: Findings from the second national school social work survey. *Social Work*, 61, 17–28. doi:10.1093/sw/svw044
- Lawrence, R. (2007). *School crime and juvenile justice* (2nd ed.). New York, NY: Oxford University Press.
- Lee, W. (2007). The many facets in the role of a school social worker. In L. Bye & M. Alvarez, *School social work: Theory in practice*. Belmont, CA: Thompson Brooks/Cole.
- Little, R. J. (1988). Missing-data adjustments in large surveys. *Journal of Business and Economic Statistics*, 6, 287–296.
- Little, R. J., & Rubin, D. B. (1989). The analysis of social science data with missing values. *Sociological Methods and Research*, 18, 292–326.
- Loukas, A. (2007). What is school climate? High-quality is advantageous for all students and may be particularly beneficial for at-risk students. *Leadership Compass*, 5, 1–3.
- McKenna, J. M., Martinez-Prather, K., & Bowman, S. W. (2016). The roles of school-based law enforcement officers and how these roles are established. *Criminal Justice Policy Review*, 27, 420–443.
- Milam, A. J., Furr-Holder, C. D. M., & Leaf, P. J. (2010). Perceived school and neighborhood safety, neighborhood violence and academic achievement in urban school children. *Urban Review*, 42, 458–467.
- Muthén, L. K., & Muthén, B. O. (2012). *Mplus user's guide* (7th ed.). Los Angeles, CA: Author.
- National Association of Social Workers. (2012). *NASW Standards for School Social Work Services*. Washington, DC: Author. Retrieved from <http://c.ymcdn.com/sites/www.sswaa.org/resource/resmgr/imported/naswschoolsocialworkstandards.pdf>

- Nickerson, A. B., & Spears, W. H. (2007). Influences on authoritarian and educational/therapeutic approaches to school violence prevention. *Journal of School Violence, 6*(4), 3–31. doi:10.1300/J202v06n04_02.
- Now is the time: The president's plan to protect our children and our communities by reducing gun violence.* (2013, January 16). Retrieved from https://obamawhitehouse.archives.gov/sites/default/files/docs/wh_now_is_the_time_full.pdf
- Pardeck, J. T. (2015). An ecological approach for social work practice. *Journal of Sociology and Social Welfare, 15*, 135–138.
- Patton, D., Woolley, M., & Hong, J. (2011). Exposure to violence, student fear, and low academic achievement: African American males in the critical transition to high school. *Children and Youth Services Review, 34*, 388–395.
- Rich, T., & Finn, P. (2001). *School COP: A software package for enhancing school safety* (Final report). Cambridge, MA: Abt Associates.
- Schreck, C. J., & Miller, J. M. (2003). Sources of fear of crime at school: What is the relative contribution of disorder, individual characteristics and school security? *Journal of School Violence, 2*(4), 57–79.
- Thurau, L. H., & Wald, J. (2010). Controlling partners: When law enforcement meets discipline in public schools. *New York Law School Review, 54*, 977–1020.
- Usaj, K., Shine, J., & Mandlawitz, M. (2012, March). Response to intervention: New roles for school social workers. Paper presented at the 15th National School Social Work Conference, Boston, MA. Retrieved from http://www.wisconsinpbisnetwork.org/assets/files/2012%20Conference/Session%20Material/Roles_School_Social_Workers_RTI.pdf
- Weiler, S. C., & Cray, M. (2011). Police at school: A brief history and current status of school resource officers. *Clearing House, 84*, 160–163. doi:<http://dx.doi.org/10.1080/00098655.2011.564986>.

Exploring Urban Hassles, and Psychosocial Needs for Urban High Schoolers in a School-Wide Needs Assessment

Kristen L. A. Haddad, James P. Canfield, Dana Harley, and Lori Mangan

Urban hassles are daily stressors germane to urban environments. Stressors, being strong agents in the development and/or exacerbation of psychosocial issues, often overlap with academic success (Sanchez, Lambert, & Cooley-Strickland, 2013). This makes the presence of urban hassles a particular point of interest when serving at-risk adolescents in schools. The present study examines frequency of psychosocial needs coexisting with urban hassles among urban high schoolers, some of whom may be exposed to these stressors and experiencing subsequent difficulties in the school setting. This study employs data compiled from a 2014–15 school-wide needs assessment. The results indicated that each urban hassle shared at least one relationship with a psychosocial need, and that all psychosocial needs shared relationships with at least fifteen urban hassles. Additionally, although low-need groups did not perceive that they faced fewer hassles than their high-need counterparts, twenty-one hassles demonstrated differences between groups.

Keywords: environmental risk factors, high schoolers, mental health, psychosocial needs, stressors, urban hassles

Mental health research findings demonstrate greater prevalence of disorders among adolescents than either children or adults (National

Kristen L. A. Haddad, BS, BA, is a doctoral student in the College of Education, Criminal Justice, and Human Services, School of Education, at the University of Cincinnati, Cincinnati, OH. Also at the University of Cincinnati, James P. Canfield, PhD, is assistant professor, College of Allied Health Sciences, School of Social Work, and Dana Harley, PhD, is assistant professor in the School of Social Work. Lori Mangan, MSW, CSW, is residential therapist at the Children's Home of Northern Kentucky and GEAR UP Kentucky, Covington.