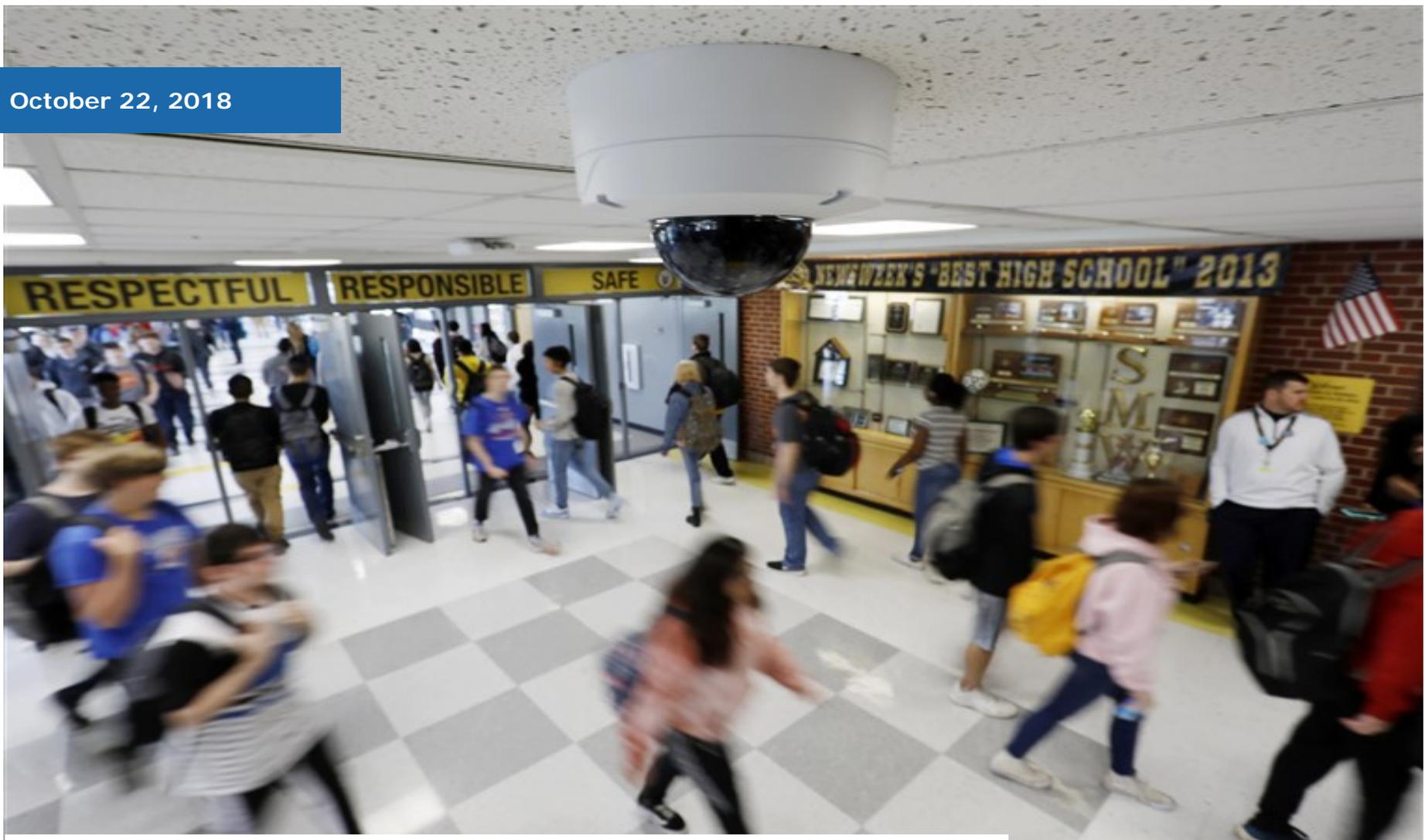


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Student Perceptions of School Security Measures

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Importance of Student Perceptions

- Positive school climate is associated with better behavioral and academic outcomes (Thapa, Cohen, Guffey & Higgens-D'Alessandro, 2013).
- When students feel safe at school, they are less likely to avoid school and are more receptive to learning (Milam, Furr-Holden, & Leaf, 2010; Schreck & Miller, 2003).
- Procedural justice theory suggests that when people believe they are being treated fairly by authority, they are more likely to comply (Tyler, 2003, 2017).
- When students have trusting relationships with school staff, they are more likely to report crime or other safety concerns (McDevitt & Panniello, 2005).



**What do we know about
student perceptions of
school security?**

What we know

Metal detectors, locked doors, restroom limits, supervised hallways and drug education were predictive of **increased worry** about being a victim of school crime.

The presence of security guards as well as visitor sign-in, locker checks, and hall passes had **no significant effect** on the students' worrying about crime.

Schreck & Miller (2003)

What we know

Majority of students indicated that the school police officers and security officers **help keep schools safe** and that drug-sniffing dogs **help reduce drugs in the schools.**

No clear consensus among the students on the issues of whether the video surveillance cameras increase safety or whether there should be more police and security officers in the schools.

Brown (2006)

What we know

Students in schools with non-police security forces (e.g., security guards) have **higher perceptions of fairness** regarding school rules than students in schools with police officers.

Kupchik & Ellis (2008)

What we know

School security measures, generally, did not **significantly reduce student perceptions of risk or fear of crime.**

However, metal detectors **did significantly reduce fear.**

Tillyer, Fisher, & Wilcox (2011)

What we know

Metal detectors were associated with **increased student fear** while at school for all students.

Security guards in schools **increased levels of fear** for White students, but not for African American students.

Bachman, Randolph & Brown (2011)

What we know

Students think security measures (e.g. metal detectors and ID badges) are an **unnecessary hassle**.

Known misbehavers **supported the idea of more school security measures**.

Bracy (2011)

What we know

Metal detectors and the number of *visible* security measures employed in school were **associated with a decrease in student reports of feeling safe.**

Video cameras and bars/locked doors had **no effect on the perception of student safety.**

Perumean-Chaney & Sutton (2013)

What we know

Greater use of security cameras inside the school was related to **lower perceptions of safety, equity, and support.**

A moderate level of security camera use outside the school was related to **higher student perceptions of support.**

Security officer presence was associated with **higher perceptions of safety.**

For black students, cameras were associated with **elevated perceptions of safety and support relative to white students.**

Johnson, Bottiani, Waasdorp, & Bradshaw (2018)

A blue-tinted photograph of a group of people in a room. In the foreground, a man in a dark jacket is leaning over a table, looking down at something on it. To his left, a young boy in a dark jacket with white stripes on the sleeves is sitting on the floor, looking towards the man. In the background, several other people are visible, including a woman standing near a doorway and another person sitting at a table. The room has a window with a white frame and a desk or counter in the background. The overall scene suggests a moment of interaction or learning in a community or educational setting.

**How do we make sense of
this?**

Recommendations from the literature

Studies on student perceptions of school security often conclude that schools should carefully consider whether, how much and/or which security measures to implement...

How should school administrators and other policy makers make sense of these results?

Discussion

Are these mixed results what we would expect?



What recommendations would we make to schools based on these findings?



What research questions do we still need to ask?



What methods should we be using?



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