

Short and Long-term Impacts of School Safety Drills: Student and Family Perspectives

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Abstract

In the United States, school shootings have become more prevalent over the past 40 years. In response, legislators and schools have added various policies and expectations for various safety drills, often named "active shooter" or "code red" drills, to their existing weather-related safety drills. While some research exists regarding how active shooter drills impact students, there is little understanding how active shooter drills impact children and their families, let alone creating student- and family-centered practices. This paper presents perspectives of students and their families on their experiences with these drills.

Keywords: Trauma, School Safety, Student perspectives, family perspectives, school shootings

In the 2020-2021 school year there were 41 school deaths which included 20 homicides and 17 suicides. From 2000-2022, 131 school students were killed and 197 injured in active shooter incidents. In those 22 years, only 5 years saw zero active shooter incidents. Two of those years saw 5-6 active shooter incidents in schools.

Drill History

In 1999, high school students murdered 12 students and one teacher, with the gunmen dying by suicide. This event is frequently noted as the "watershed" moment that made legislators realize school safety laws were required (evolution of state school safety). Subsequently, numerous other school shootings have occurred, and legislators have passed regulations, and statues to attempt to prevent further school shootings. Most of the current school safety laws are reactive strategies rather than preventative strategies. One response strategy that is not normalized in U.S. schools are school shooter or "code red" drills during normal school days and throughout the school year. While active shooter preparedness is one important component to these far-too normal tragedies, the federal Departments of Education, Health and Human Services, Justice, and Homeland Security identify six other practices that should be equally focused on to prevent future school shootings (evolution document): character development and connectedness specifically mentioning multitiered systems of support (MTSS) and positive behavior interventions and supports (PBIS), preventing cyberbullying, mental health services, reporting and threat assessment systems, educator training, and security of buildings. According to Child Trends and EMT Associates Analysis of state statues May 2019- in evolution document), multi-hazard drills as mentioned above, and active shooter drills are encouraged or required in numerous states. The trend for both has increased over time with 42 states requiring training for hazards as of 2019 and 37 states requiring active shooter drills as of 2024. Oftentimes active shooter drill training frequency and procedures are decided on by individual school districts and sometimes in cooperation with their local law enforcement department. It has been recommended that local officers receive a minimum of eight hours of specific school active shooter training that pair with already required trainings for students and teachers. Gaps in consistent, systematic local law enforcement training put the oneness of active shooter preparation back on educators and students.

What are Active Shooter Drills?

First, it is important to note that there are various safety drills and terms for safety drills used in schools that are often conflated with one another [1]. Some of these terms include active shooter drills, lockdown or emergency lockdown drills, armed assailant training [1], live exercises, and school preparedness drills. The National Association of school Psychologist (NASP) and the National Association of school Resource Officers (NASRO) (2017) note that the term "active shooter drills" has "become an unhelpful catch all" for "very different types of drills," including: "options-based drills" where students are taught to run, hide, or fight; simulation drills where there are "sensorial components" such as sounds and actors playing roles; and lockdown drills where students shelter in place (p. 2). Yet,

because students, schools, and the literature base widely use these terms interchangeably [2] we do not distinguish a difference in these drills. We define "active shooter drill" to mean a planned set of school activities that are organized by school leadership and faculty/staff, such as teachers and school counselors, who mimic the possible scenario and safety procedures in the event of an active assailant on or near a school campus.

Concerns about Active Shooter Drills

Though active shooter drills in their various forms have been implemented for many years in American public schools [1] there are many concerns about these drills including: a) the blurring student and faculty roles and responsibilities during drills, b) their overall effectiveness to promote/increase student safety, and c) leading to cause additional stress or trauma for students and staff.

Blurring Student and Faculty Roles and Responsibilities

One concern about active shooter drills is that students and are being saddled with the responsibility to act as a defense for themselves and their classmates in danger, especially students who may or may not have the development understanding or ability to do so [3]. Guidance from the National Association of School Psychologists, the National Association of School Resource Officers, and Safe and Sound Schools emphasize that "at no point should students be given the instruction or impression that they are expected to act as heroes (i.e., fight, defend, counter) in a life-threatening situation" (p. 7). Additionally, one of the weak modes of implementation observed in the practice of school lockdown drills is the failure to provide accurate orientation for the students and their parents by the school authorities and the use of school counselors against their primary role towards the students [3].

Overall Effectiveness to Promote Student Safety

Current research shows mixed effectiveness of active shooter drills for student safety [1] [2]. In fact, 2021 study [4] on the impact of school shooters drills on the psychological well-being of American K-12 schools and communities with the use of machine learning and interrupted time series analysis which filtered 54 million social media posts, in 114 schools, spanning 33 states shows a 39-42% increase in the level of anxiety, stress and depression in the school communities. The mental well-being of the American K-12 school students is perceived to be threatened by the popular acceptance and implementation of school shooters drills. The drill is carried out by school administrators to prepare the school population which includes, the students, teachers and other school officials and staffs against random shooting. Students report an 39-42% increase in the level of anxiety, stress and depression around active shooter drills.

Causing Additional Stress or Trauma for Students and Staff

One of the biggest concerns about active shooter drills is the potential for these drills to cause emotional stress and trauma such as fear, anxiety, and worry from students, parents and counselors [1] [2]. Teachers can and should help students understand how to respond to an emergency situation without causing undue emotional stress; in fact, there are numerous steps that have been suggested to teach students of various ages and developmental levels about drills without students actively having to engage in a typical active shooter drill. The National Association of school Psychologist (NASP) and the National Association of school Resource Officers (NASRO) (2017) hold the view that schools who are implementing the lockdown drill as a safety measure should consider the psychological effect the drill might have on students by putting into the realization of their plans an effective precautionary measures and emotional care. In fact, it has been noted that if these drills are "not implemented correctly, they can cause (psychological) harm" to students and teachers (2021, p. 1).

Purpose

While the field works to prevent school shootings, it is clear that active shooter preparation is still required for U. S. teachers and students in addition to local law enforcement. However, less is known about the balance of effectiveness and harm done with students participating in active shooter drills as they are currently implemented in the U.S. Thus, our purpose of the current study is to better understand the perceptions of students and families participating in multi-hazard and active shooter drills, their



impacts, and potential lessons to learn to reduce harm while ensuring effectiveness. This is a single district case study that examines both qualitative and quantitative data from students and caregivers. This multi-informant, multi-method study provides a comprehensive glance of problems, perceptions, and strategies for improvement.

Method

Because of the limited prior research on student and parent perceptions of school safety and experiences with school safety drills, we used a constructivist perspective rooted in grounded theory (Charmaz 2006; 2014). This perspective allowed us to conduct an inductive analysis to discover patterns in participant perspectives and insights of school safety drills and overall school safety. This allowed us to view patterns in the data without implementing pre-determined categories onto the data, which allowed findings to emerge inductively from the data sets.

Setting

We conducted this study from a southeastern state that has seen increases in weapons in K-12 campuses, including 144 incidents of students possessing and/or using a gun (of any type) on school grounds during the 2022-2023 school year. We conducted the study with parents and students from midwest and southeastern states with various cultural and political values regarding gun control and use. Additionally, participants varied in their own exposure to or experience with the use of guns and/or gun violence in their schools and private lives. Though some participants may have disclosed opinions and values on guns and gun culture in the online survey or during interviews, the investigators did not specifically ask questions about the parent, student, or family's personal views on the matter because the study was focused on school safety and active shooter drills rather than personal and cultural views on guns and gun control.

Participants

We recruited parents and/or caregivers (e.g., foster parents, custodial grandparents) of Pre-K through 8th grade students who participated in at least one active shooter/school safety drill during the 2023-2024 school year. In December of 2023, we began recruitment through social media posts for the study, as well as through snowball sampling via these posts being shared and others referred to the study from public shares of the original post(s) online (Johnson, 2014). Parents/caregivers were directed to an online consent form and online survey to complete, where the initial survey included an option for the parent/caregiver to express interest in participating in a follow-up interview with researchers, either alone or as a dyad with their child(ren). The online survey and interviews were administered from spring of 2024 through the end of 2024. A total of fifty-five participants agreed to the online consent and at least partially completed the online survey. Sixteen participants (eleven parents and five students) consented to and completed an online interview. We did not have a set number of desired participants, but rather we consulted the data as interviews were conducted, and stopped seeking participants when we concluded there was a point of saturation with the data and data analysis (Saunders et al., 2017).

Data Collection

In this study we used two primary forms of data collection: an online survey and individual/dyad interviews. The online survey incorporated open-ended and short answer questions to provide a way to collect descriptive data from the participants, including basic demographic information and their experiences with, and related thoughts and feelings about, active shooter drills (Creswell & Poth, 2018; Patton, 2015). The interview protocol was developed in a semi-structured manner with predetermined guiding questions to further explore the perspective of parents and students individually or in dyads on active shooter drills in schools. An example of the interview protocol can be viewed in Appendix 2. Again, we did not have a set number of desired interviews, but rather we consulted the data as interviews were conducted, and stopped seeking participants when we concluded there was a point of saturation with the iterative data analysis.

Data Analysis Plan

Because the goal of this project was to capture participant perceptions, we used inductive analysis with multiple, iterative rounds of reading through and coding the data. Throughout the data analysis process, we used a collaborative, constant comparative analysis approach to identify patterns in the interview data. First, we acquainted ourselves with the data by reading through a few of the interview transcripts. We then used In Vivo coding with the participants' own words and phrases used to generate potential main codes and sub-codes from the interview transcripts. When the first round of coding was complete, we met as a team to review these codes and resolve any disagreements or questions about the codes created. We created a codebook that included the main codes, subcodes, and examples of these codes. Next, we reviewed the data with these main codes and sub-codes in mind, and repeated the process of meeting and resolving any disagreements or questions from the second round of coding to reach consensus on the coding processes. Additionally, the team read through the survey data and coded the data with the existing main codes and sub-codes. Because the survey data was less in-depth, the interview transcripts were used as the main source of data, with the surveys used as supplements to the interview transcripts.

Researcher Reflexivity

We recognize that research is not neutral, and our collective backgrounds and experiences informed how we approached this study. The first author has a counseling and art education background. The second author has a background in early childhood special education, and had reservations about how 'active threat' drills were conducted both as a preschool teacher and as a parent. The third researcher is a parent of children who have experienced school safety drills and focuses their research on the social, emotional, behavioral wellbeing of teachers and students.

Findings

We identified key themes corresponding to each research question. Each theme is described in the following sections. All participants are assigned numbers.

Student Perceptions of Safety Drills

For the most part, students largely expressed ambivalent feelings towards fire and tornado drills. They described being familiar with the routines and procedures. Despite the variance in participant ages and locations, these types of drills were described almost identically across students, e.g., having to leave the classroom for a fire drill, having to bend down and protect their heads for a tornado drill, teachers doing a 'head count.' Some children did note that they did not like the noise associated with fire drills, for example, P4 shared "It scares me sometimes, because the alarms are so loud." There was much more variance in how students described 'safety' or 'code red' drills, and expressed more of a sense of being afraid during these types of drills, such as P5: "I feel scared...I don't like dark...your teacher would like put black paper over the window on your door." P2 described having to hide:

We have to get down and be very, very quiet...and we have to hide in a corner. We get behind some desks...but [he] could still see us because he would just look, I think he would just look over the tables...the bad guy, if he had a gun, he would just shoot us.

P4 described how procedures were different according to gender:

Code red they lock your door, turn off the lights, shut the screen. The girls get to go in the closet, and they lock it. The boys have to hide under the desks and like barricade the door. The teacher has a golf club and waits by the door.

Parent Perceptions of Safety Drills

Overall, parents expressed a general sense of their children's safety while at school. For example, P1 shared, "They've never been wronged by anybody at school. So, they're still trusting and believe that the adults at school will take care of them." Parents had a general sense of how drills were conducted, especially fire and tornado, which follow similar procedures to when parents themselves were students. However, they described not having to experience 'school safety' drills as children themselves, and this being a new experience. Parents mostly described learning about 'school safety' drills from their children, rather than from school communication. For example, P3 shared how 10 yearold explained these drills: "I started asking him questions. He was like, 'oh yeah, they're really scary. And you get shot. And you have to stay super quiet, so that the person with the gun doesn't know where

you are.” Another parent shared how these drills have contributed to her daughter’s fears at school when coming across an unfamiliar adult: “She didn’t know this person, it was an adult male, later found out it was a student teacher and it was totally fine and safe..., but she came home and told me about this and said ‘I was so scared he was gonna have a gun.’” Other parents also described their children being scared after the drills, such as P9:

I think she’s really just rattled...once that happens, she’s kinda like, ‘this is all I can think about’, and I think the difference for them is a fire drill or a tornado feels like an an active...beyond anyone’s control. And so she doesn’t get as nervous for those, those feel more like ‘ok here’s the process. This is how we can stay most safe’. Where as the active shooter drills feels like they know it’s going to be someone that’s known to the school in some form or fashion...and she’s kind of freaked out. She comes home talking about it. You could tell she’s jittery.

P10 noted how she tried to assuage her child’s fears, describing:

You know, they did have a suicide in their school last year. You know, he lost a close classmate and friend, and that was very upsetting to him. But even before that, he’s always felt very uneasy when those drills come up, and it kind of reminds him that someone in his kind of peer group could actually be the aggressor, and that, again, the activities, I think, can make him feel more vulnerable than any might otherwise, right? And again, as a parent, we’ve tried to explain to him is like, look, this really is in your best interest. We hope this event never occurs. You need to be prepared for this eventuality, just like a fire, just like a a tornado drill. But again, while those are natural effects, this is, you know, kind of a result of, you know, perhaps a peer, perhaps a member of the community you know, in, you know, coming in to do harm indiscriminately. And I think it’s the unknowing nature of that that upsets him.

Desired Changes

When asked what if anything they would change about drill procedures at their child’s school, many parents mentioned improved communication, such as P2:

I wish that we would get notifications beforehand, about the drills. We don’t get notifications about fire or tornado drills, but after they’ve had an active shooter or lockdown drill, then we get the notification. And I sometimes feel like... It’s only because they feel obligated because somebody said something about it. It doesn’t seem like it’s a routine thing. That they tell us about and, every time we do get the notice, it seems reactionary, like. You know, it wasn’t... It was in response to a parent who’s been upset or their kid has been upset. Um, so I wish that we would just at least just know that, hey you know, hey, we’re going to do this. And you know, even if they ask us not to say anything to our children about it, at least when they come home and they talk to us about it, we know how to appropriately respond. Or if, you know, if they did let us know that we could talk to them about it, you know, we could also just remind them how they need to behave or how they need to respond in these situations. So that they know that they don’t need to be afraid, that it’s just practice...I mean, I know what a fire drill sounds like, but you know, as a child, that’s scary and you don’t know what’s going on. So if you got a heads up beforehand, either from your parents or for your premier teacher. I think that could ease, some of the you know, the nervousness and the anxiety that they might experience when it’s actually comes time to have this...And I am a huge fan of educating yourself about things, you know you know, your surroundings and things that could happen, but I certainly don’t want to live in fear and I don’t want my children to live in fear, so I think being able to have an active open conversation about it with my children, but also with the educators and the school system you know just so that we know how to address it...we’re putting our trust in these educators to make sure that they teach our kids what they need to know, let us help you here. Let us try to...I don’t know, do our part as parents to ease this. So they understand that, you know, we’re not trying, no one’s trying to scare you on purpose. No one is trying to make this so that you’re afraid of everything. We just want you to be aware. And so I think, you know, together parents and educators, group effort is better, a better approach anyway.

P3 expressed similar feelings:

Well, the other thing I think, that I probably would have said under I would change is, I think, that parents should be notified before they have these drills. It doesn’t even have to be like today at nine o’clock we’re gonna do X. But I think it could be helpful to say, especially for kids who are high anxiety like, I can imagine, I mean, this wasn’t really an issue with my older son because we weren’t doing this comes to drills then. But, um, if he were in elementary school now, I think he’d have a lot more anxiety about it. I think it could be helpful to preface that even just like on

Monday morning, you know, a note from the principal- "sometime this week we're gonna have a drill." So it can still be a surprise if that's beneficial, I guess. But, um, where you can talk to your kids about it. Um, I mean, we do this for this the special needs teachers-They know when those drills are coming and they prep those students. And so, um, we just assume that the rest of the student body doesn't also need that. But, um, and if, the if the faculty feels that there's some benefit to it kind of being sprung on you. I mean, okay, I'm not. That's not a hill I'm gonna die on. But also I think that there's no reason that we can't say like within the next week, so that parents can kind of prep their kids and talk to them about it. And you know, just kind of get them in a better place. So I mean, if you haven't heard about this drill, if they do, if they truly do it once for a semester. You haven't heard about it since September. It's, it's November, you mean. That's going to be pretty overwhelming. So that's the only other thing I think that. I bring up the community communication around it is pretty abysmal, honestly.

P6:

They don't communicate. I, I never know if they have a drill or not. Which we...(Crosstalk) In kindergarten was, I did, I did call and complain, and I didn't seem to care, but when he had his first lockdown drill, when I picked him up he was in a mood. And I was like, Okay. Got home and I'm like what happened. And he started to cry like what, what happened? He's like "we had this lockdown drill, and we all had a huddle together like at the corner of the classroom, and we thought bad guys were coming, and..." I was like, Oh, wow! And was like, "well, that was just practice, and it's okay." And, but I was, I called because I'm like, could you like next time, like, maybe give warning to parents. I understand they need to be a surprise...Or like right after send us...You send us emails all day long for like pointless things I'm like, can you send us, like, the language you're using to talk to them so we can kind of make it less scary and be on the same page, and it didn't happen this year.

Questioning the Utility of Drills

As they considered what they might change or do differently regarding school safety drills, parents also questioned the utility of these drills given the adverse impact, such as P7 who shared "These things are happening without any consideration of like, how it makes the kids feel." P3 noted:

I think that research tells us that kids aren't overly... well, the very limited research that is out there, aren't safer necessarily because of these drills. And so is there really any utility in like banging on doors and yelling out, um, for kids? I mean, I think that if we're gonna do that we could do that without students present. Like teachers could practice that like like, there's a teacher in every situation, anyway.

A couple of parents shared that their children would not follow the drill procedures in the event of a real emergency, such as T11:

Their safety policies actually put them in danger. And I have told them. And I'm not gonna lie. I have told them not to listen to anybody. I said, you hear a gunshot. You run as fast as you can out. And I know that they're trying to prevent chaos, but it also causes them to be sitting ducks, and it's not working, it's just not working. So I told him, 'Run as fast as you can as far as you can, and then call me, and I will come pick you up.

Other parents shared how their children felt the drills were not effective, such as P9:

My daughter, who's in high school, came home sort of saying, "This is BS, mom. If, if I know that there's a shooter, if there's some kid that graduated who's coming back to shoot us, I am not staying in the room, there's no way that's happening." So she kind of took it as like, "I'm not listening to my teachers in that moment. I'm gonna do what I think is best."

P12 shared, "Oh, it goes through their heads. They're smart, they're not. you know. We don't always, as adults give the kids the credit that they deserve. But they're smart. And the boys know, my son's like 'they're useless.'

Finally, one parent suggested that these types of drills be stopped:

I guess honestly, I feel like they should stop doing the active shooter drills. Um, I think the fire drills, and for us, tornado drills, are, are fairly important.. Again, and, and maybe this is my own bias, and that's why my kids feel the same way, but it's like, if there's a fire, they need to know how to get out. Just like they'd need to know how to get out of the house...Like they need to know how to get out of the house if there's really something, you know, they need to know what we're doing as a family. Same thing with the tornado, like they know, like we've had tornado watches and warnings. There's been touchdowns near us, and so they know, we've, you know we take our food, we go down to the basement. We kind of huddle in the basement. They kind

of know what those are about. I don't do, for example, in my house, I don't do, "Hey, if someone breaks into our house, this is what you do," like...We just don't do that, and maybe it's a... (Pause) maybe that's a shortcoming, I don't know, of our family, but it's like, we talk to them a lot about how to stay safe when they're out in public, and things like that. We talk to them about those types of things. But I've never felt the need to scare them about, "What if someone breaks into our house with a gun," you know? (Laughs) And that's a very real possibility. I mean, I live in Chicago. It's a real possibility, um...but we just don't do that. We've never felt the need, so honestly, I wish that we would stop doing the active shooter drills. I also think that they're... an active, an active shooter situation is so volatile that, and it's so different depending on is there one person shooting? Is there multiple kinds of gun? Do they have like... And, and...I don't know. I guess it is gonna be what it's gonna be, do you know what I'm saying? I'm not sure that there's any drill that is going to prepare people for if someone really comes in the school with a gun, I think we can do a better job monitoring our front doors and making sure that people are checking in with the...You know the front desk, whoever is kind of responsible for manning the doors and schools. I don't think we should be saddling our students and our teachers with it. Um.. Well, certainly, our students, our teachers, need to know, you know again, how do they stay safe and how do they do the best job they can, keeping our kids safe, I'm just not sure we need to bescaring kids, multiple times a year about this. So, I guess that's the thing that you know when we think about this, like, if our job is as adults, is to provide a safe environment for our students, um, and our teachers and our staff members, then that is where the responsibility lies. And so there should be other things happening at the school to take all precautions necessary to prevent someone coming in and shooting the school up. Not to plan extensive reactive measures for the inevitable. You know what I mean? It's like this shouldn't be the inevitable.

Considerations when Planning Active Shooter Drills

There are several considerations for active shooter drills that are important to keep in mind in relation to practicing these drills in schools and the findings from this case study. First, it is important to note that the planning of active shooter drills must consider the impact of drills on the students, who are direct participants in the drills [1]. NASP emphasized that planning and preparation should be carried out before the lock down drill exercise occurs. One finding highlights the need for additional considerations for students with disabilities, prior trauma, communication issues, and health issues with specific considerations for those involved during the drill and after, as a measure to reduce the observable negative impact that the drill might cause to student's psychological well-being, and to maximize the benefit of safety in carrying out the drill. Also, proper preparation and planning should be carried out by school leadership in collaboration with parents, and teachers in accordance with the type of lockdown which can either be a full-scale lockdown (employed when the students' lives and the school is in imminent danger) or a secured perimeter/lockout (a mild observance of door and window locks). It also emphasized the orientation of students as a means of preparing for lockdown drills. And a reassurance of safety during lockdown with provision of mental health intervention after lockdown drill experiences. School psychologists and other mental health-trained service providers have a critical role in ensuring that the process of active shooting drill in schools is safe and carefully planned with the involvement of police officers as law enforcement agents, who are well educated on the likely danger and adverse effects shooting can have on students, parents, and school administrators; with school Psychologist; who are trained to understand the healthy emotional stability required for the smooth implementation of school active shooting and the school crisis team, can lead to a worst experience of shooting drill exercise. The trauma history of students, staff and schoolteachers is a factor to consider in the planning of school drill. This is because NASP have observed a positive relationship between school shooting drill and reoccurrence of trauma, not just as an immediate negative effect but an occurrence in the future. These negative outcomes of lockdown drills shows that necessary precaution, sensitization and awareness should be done as guideline for positive outcome.

Another important consideration in planning, implementing, and debriefing from active shooter drills are the students who have varying developmental and physical abilities and understanding of the drills. Schools carry the responsibility to not discriminate against a student based on the (dis)ability, age, national origin, or race of students, which includes when forming and implementing the policies and practices of school safety. These students may include students with "mobility challenges, communication, hearing or sight impairments, heightened sensory or distress reactions, or cognitive impairments may need additional support to fully participate in and benefit from drills," as well as English-

language learners. Schools should "not use simulation techniques with students, and exercises should be appropriate to the participants' developmental level and physical abilities". Not only is it important to consider students with clearly documented needs that are connected to disability or assistance, it is also important to consider students (and staff) who may have other needs, "such as previous exposure to trauma," violence, or other life stressors that may be unknown to the staff and/or administration.

Another consideration is the planning, implementation, and effectiveness of active shooter drills. Many schools spend considerable money and time on commercial programs designed as 'Crisis intervention program' to train and equip teachers on the best mode of response to prepare students ahead of crisis. Many of these intervention programs lack an empirical basis to ascertain the effectiveness of their contents. Additionally, researchers have found that the benefit of this drill is not fully determined as it has adverse effects on students' perception, causing emotional instability such as fear, a disturbing feeling of attack and lack of security (Zullig). This calls for the need to carry out evidence-based research to establish the best possible ways for schools to successfully implement lock down drill for maximum benefits while minimizing harm. To ensure that schools comply to the need to successfully implement evident based strategic lock down drill, interventions and organizations like Every town for Gun safety support funds, the American federation of Teachers and National Education Association provides useful information as guidelines to effective lock down drills. A recent publication from NASP highlights numerous strategies to help reduce harm during required active shooter drills including: (a) carefully planning, (b) preparation that includes announcing the drill and account for individual student trauma histories and instruct adults to monitor for stress and trauma responses, (c) during drills providing clear, calm direction with reassurance for students that this is a drill, and (d) after a drill notify families, monitor for stress symptoms, evaluate the lockdown and its impacts.

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