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Maria Segura Kwon
Parent Perceptions of School Violence: A Replication Study

ABSTRACT

Although not the epidemic the media leads us to believe, incidents of school violence continue to be alarming in any school environment. The purpose of this study was to explore parents of school-aged children's perceptions' towards causes of, solutions for school violence, changes in parental behavior as a result of concerns of violence and opinions of firearms. This study was a partial replication of a study by Bliss et al., conducted in 1999 and published in 2006. Results of this study indicated that, generally, parents continue to believe that matters regarding causes of school violence are bound to issues in the child's home. Parental perceptions of solutions for school violence pointed toward mental health services for troubled children. Parents also indicated their thoughts on likelihood of their child obtaining a gun. Maintaining a dialogue about parents: with parents is important for the progress toward safer schools. With this in mind, results of this study were compared with Bliss et al.'s study conducted in 1999 in an effort to trace shifts in parental attitudes and behaviors.

Parent Perceptions of School Violence: A Replication Study

A project based upon an independent investigation,
submitted in partial fulfillment of the requirements
for the degree of Master of Social Work.

Maria Segura Kwon

2015

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I wish to thank Nancy Reinisch who first lead me to Smith College; my family for their support both logistically and emotionally; my dear husband for letting me sleep in after all nighters dedicated to this study; and lastly to my ever encouraging and poised thesis advisor, for all his knowledge and humor.

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CHAPTER I

INTRODUCTION

The purpose of this study was to investigate the perceptions of parents of school-aged children's towards causes of and solutions for school violence. By obtaining direct input from parents, this study examined reasons for school violence as identified by parents of school-aged children. This study intentionally replicated parts of the Bliss et al. study (2006) that relied on participant self-reported demographic information and opinions. This survey sought to address the following questions: 1) to what extent do parents feel that their child would be a victim of school violence 2) what do parents think are the greatest contributing factors to school violence 3) what do parents think are the greatest contributing solutions for school violence 4) have parents changed parenting behaviors in response to school violence 5) does gun ownership influence attitudes of firearms?

This chapter provides an introduction to key ideas related to the study at hand including inspiration for the topic, conceptualization for the study, the need for the study and possible benefits to the community at large. Prior conceptualization and empirical studies on the topic will also be outlined.

For many children, school can feel like a second home; a place that often offers opportunities beyond academic learning. When a major stressor such as school violence, be in small or large magnitude occurs at school, it can leave children feeling unsure, frightened and unfocused. While many researchers are interested in the reasons and interventions for school

violence, many have left out parental opinions on the matter. Which is a particularly interesting circumstance since many analysts believe the reasons for aggressive behavior in children is rooted in the home. Parents are often the source of blame for undesirable childhood behavior, yet little room is made for their voices in the discussion of the matter.

The inspiration for this study first came in December 2012, while pregnant with my first child driving into internship I heard the frightful details of the mass school shooting in Sandyhook, Connecticut. The next year, preparing to send a cousin off to the University of Santa Barbara came news of a mass shooting on the UCSB campus. It all felt too close to home and it occurred to me what a wide range of school going children and youth could potentially find themselves in a similar situation. As a new parent I became increasingly more interested in what the community of parents' thoughts are on the matter. As I began the literature review search it became clear that very little information regarding parental perceptions on school violence had been explored. The summary of the literature in the next chapter will reveal an evolution of terminology and what school violence has come to be, as we know it. Very few acts of school violence seem to have been recorded with a change in the 1970 as student demonstrations as violence was centered on political disappointment. Not until the 1990s was school violence made increasingly more public with an increase in media coverage. However, media coverage has given a skewed sense of the problem. Studies have asked teachers, students and the general public what they think is the source of school violence is. One study conducted in 1999 by Bliss et al. asked parents their perceptions and published findings in 2006.

This current study is a partial replication of the Bliss et al. (2006) study aimed at finding insight and furthering the conversation about parent perceptions regarding causes of and solutions for school violence. Demographic information about the parent participant and their

child was obtained and later analyzed in comparison with various factors as an effort to obtain any significant findings. The study also explored any possible changes to parental behavior either out of concern of their child's experience with school violence or actual school violence experienced by their child. Finally the study asked parents about their options regarding firearm safety. Data obtained from this study then compared data obtained by Bliss et al. in 1999 to evaluate any shifts in parental perceptions regarding the matter.

Since experiences of school violence occur across the country, this study aimed to obtain a nation wide participatory pool by making the survey available online. Parents from 17 states participated with the largest proportion from California. By providing a survey online, via Survey Monkey, parents could make their options known regarding the topic. While outreach efforts to various organizations to recruit for the survey turned unfruitful, the survey was made public on my social media pages. Parents of school-aged children that came across the survey were asked to participate and forward the survey to any parents of school aged children that they know.

Results of this study would likely benefit school administrators, social workers both in and outside of school and parents of school-aged children. The above-mentioned parties could take the information from this study and apply the insights to crisis planning, intervention treatment and parenting issues pertaining to the topic.

This study contributes to the bleak discourse surrounding parental perceptions and involvement when discussing school violence. With the wave of increased media coverage that misrepresents the issue comes a compelling basis to obtain information from meaningful parties that could assist with significant and beneficial solutions. Obtaining direct input from parents works towards fulfilling a more inclusive representation of the issue.

Continued exploration of this topic connects with social work values by addressing social problems. Additionally the conversation contributes to the importance of human relationships, particularly in this study, fortifying the need to improve the relationships between parents and children. As a soon to be clinical social worker, this study represents an opportunity to contribute toward a progressive modification when approaching issues surrounding school violence and ways to address solutions.

The next chapter provides an overview of the literature with key ideas related to school violence. It will also address the media's influence on the topic and the ways coverage has exaggerated the issue to warp public reaction. The chapter will provide an examination of where teachers, students and parents feel the problem of childhood aggression lies. Lastly, the chapter will outline the need for continued study of the matter.

CHAPTER II

LITERATURE REVIEW

The purpose of this study was to investigate the perceptions of parents of school-aged children about causes of and solutions for school violence. By obtaining direct input from parents, this study examined reasons for school violence as identified by parents of school-aged children. This partially replicated study relied on participant self-reported demographic information and opinions. This survey sought to address the following questions: 1) to what extent do parents feel that their child would be a victim of school violence 2) what do parents think are the greatest contributing factors to school violence 3) what do parents think are the greatest contributing solutions for school violence 4) have parents changed parenting behaviors in response to school violence and 5) does gun ownership influence attitudes of firearms?

This chapter will review a selection of literature based on key ideas related to school violence, highlighting the evolution of terminology and a chronology of experiences of school violence in the United States. Additionally, a review of empirical studies at understanding rational for school violence, prior conceptualization and reasoning for interest in continuing the discussion around causes and solutions for school violence as perceived by parents will also be addressed.

School Violence As We Know It

The term 'school violence' has evolved the last 20 years to become a phrase integrated into American society's language and consciousness. To show the extent of this evolution, the term 'school violence' was used 179 times in five major national newspapers prior to 1992. Between 1992 and 2000 the term has been used 601 times in the same five newspapers

(Furlong & Morrison, 2000). 'School violence' has come to mean a general conceptualized notion of crime, aggression and harm that impacts child development and learning as well as impacting 'school climate' (Furlong & Morrison, 2000). 'School climate' is also an important term to define as the wide range of school philosophies and modes of discipline used when confronted with an experience of school violence. In the late 1980s and early 90s, acts of violence at schools were viewed as a law enforcement issue; educators were not included in discussions. Eventually school administrators took responsibility for school violence; however administrators focused on disciplinary policies, bullying and mobs. In the late 1980s, the California State Attorney's office placed responsibility on schools by requiring all schools to report each crime to the state. Educators felt that they were being pushed into a law enforcement role, and the program discontinued after media began dedicating much time to identifying 'high crime' schools and settings (Furlong & Morrison, 2000).

There is a lack of integration in the scholarly field to explain school shootings, because outside of the common thread of guns, there is no single cause sufficient to explain the occurrence of a school shooting; rather there are multiple contributing factors (Muschert, 2007). There are studies that attempt to understand rampage school shootings. In 2012, Rocque provided a history of school violence with research on what we know about rampage school shooters. Rocque explained that before 1900s, American schools were informal and unsystematic. In the 20th century, more student-organized protests and riots occurred with isolated acts of multi-victim violence. For example, in 1927, a male shooter walked into a Michigan primary school and killed 38 children and 7 adults. Before 1950, few schools had a security presence on campus. That changed by 1970 as active student political involvement increased, particularly focused on racial segregation and US foreign military engagement

(Rocque, 2012). In the 1990s, there appeared an increase of media reporting with attention to multi-victim attacks, inevitably expanding media coverage and making way for an increase in research. Interestingly as media coverage began to rise, incidents of school violence actually appeared to drop 70% between 1994 and 2007 (Rocque, 2012).

Rocque (2012) also created a differentiation between a mass shooter profile and a single victim school violence perpetrator. Rocque identifies that almost all mass shooters are middle to lower class white males. Additionally the shootings tend to occur in suburban or rural locations, which are usually notable for a lack of crime overall. Characteristics of these shooters are similar to all violent juvenile offenders in that a majority are male, victims of harassment and diagnosed with mental illness. Mass shooters are different in that their revenge tends to be focused on a "statement" target and not necessary particular people (Rocque, 2012, p. 306). "Statement" target refers to the revenge being more symbolic in nature than particular revenge on a certain person. This type of violence differs from inner-city school violence where offenders and their crimes are focused on disputes toward particular people (Rocque, 2012).

The Media's Influence

The media has played a large role in creating contrived and mislead public concern and even panic about school shootings. Continued and unnecessary media reporting of school shootings have lead to the "sensationalizing" of this issue (Burns & Crawford, 1999). Such sensationalizing not only influences the public's sense of reality about the issue, but also provides politicians a hot topic to discuss, thus producing an exaggerated or false sense of legitimacy to the issue. The media-induced panic has the potential to result in misled policy and legislation responding to short-term concerns (Burns & Crawford 1999). For example, although there are more recorded targeted shootings with only one victim; multiple victim school

shootings get more media coverage (Flannery, Modzeleski, & Kretschmar, 2013). The media can also shift the focus of public discourse. For example, the increase of media coverage about perpetrator mental health issues have focused on the shooter while the mental health needs of the victims and their families get less attention. The long-term effects of school shootings are often overlooked particularly with regard to mental health (Flannery, Modzeleski, & Kretschmar, 2013).

Speculation on the Sources of the Issue

Exposure to different forms of community violence may impact youths differently. However, researchers do not uniformly measure community violence, and rarely do they compare the effects of different types of exposure on outcomes. In general, exposure to community violence commonly refers to parent or child reports of violent events personally experienced by youth outside of their homes (Lynch, 2003; Richters & Martinez, 1993).

In 1994, Evert and Price asked 726 public school students in grades 7 through 12 throughout the United States why they thought students were committing acts of violence. Thirty five percent attributed the reason related to gang membership violence and a lack of parental supervision. In 1999 a Gallop poll of 1,025 American adults were surveyed regarding school violence and asked about perceived reasons for school violence. The highest attributed reason was the “breakdown of the American Family" (Gallop Poll, 1999, p. 1) with a 76% response. The term “American Family” as defined by Popenoe in 1993 is “a relatively small domestic group of kin (or people in a kin-like relationship) consisting of at least one adult and one dependent person" (Popenoe, 1993, p. 529). However the phrase is also meant to include the notion of “togetherness,” stability, “traditional nuclear family,” ideas, role expectations child-centeredness and cultural value centered on the family (Popenoe, 1993, p. 530).

Teacher's perceptions of school violence have also been found to place a significant causal attribute of school violence on parents. In 2003, Fisher and Kettl asked 536 elementary, middle and high school teachers what they believed to be the cause of school violence. Ninety six percent of teachers responded that a lack of parental supervision was the cause. Two other frequently identified causes were drug and alcohol use by students and parents and gang affiliation (Fisher & Kettl, 2003). Those same teachers felt that solutions to reducing school violence include having a 'zero tolerance' policy that includes automatic removal of student perpetrators of violence, teaching programs to parents and problem-solving programs for students (Fisher & Kettl, 2003).

How Race Plays a Role

A note about the way race plays into causes for violence: In a 2013 published study by Chen, Purdie-Vaughns, Phelan, Yu and Yang, racial and mental illness stereotypes and discrimination were examined within the context of three vignettes. The three vignettes were based on the Columbine shooting and the Virginia Tech shooting with varying causal attributes of race and mental illness. The vignettes presented were based on mass school shootings. Four hundred and two white Americans responses were studied in regards to how their attitudes toward a shooter's race changed with the given vignette. While Korean American men were generally perceived as less dangerous than white men, results demonstrated that white respondents that concluded that a Korean shooter's racial background was responsible for the shooting were also more prone to uphold negative beliefs of Korean American men. However, the same negative racial beliefs did not stand for white American men. In the vignette that provided race as a causal attribute for white American men, respondents did not hold negative racial beliefs of the whole group of white American men. These results are perhaps because of

the respondents' beliefs about in-group heterogeneity (Chen et al., 2013). Thus respondents did not hold the actions of one member of a group as indicative of the larger group from which that one member belongs.

The Need for Additional Studies of Parent's Perceptions

Furlong and Morrison (2000, p. 73) propose that researchers should further study "the complex persecutors of violent-aggressive behavior occurring at schools, how to prevent it and how to reduce its impact when it occurs." The common theme of parental involvement, or lack thereof, demonstrates that the parental relationship should be closely examined. In 2003, Henrich, Brookmeyer and Shahar examined adolescent exposure to weapon violence as it relates to committing violence and the ways in which student self reported parent and school connectedness act as a buffer to the cycle of adolescent violence. This study did not find effects of student self reported parent connectedness, or the notion of being emotionally attached to their parent, as a defense against the cycle of violence committed by adolescents (Henrich et al., 2003). However, parent and school connectedness did act as protective counterbalances to the risk for exposure to and of committing weapon violence, namely positive adolescent adjustment (Henrich et al., 2003). Based on data from a study examining family influences on delinquency and drug use of 18,512 students in 6th, 8th, 10th and 12th grade across seven states, authors Fagan, Horn, Antaramian and Hawkins (2011) asked questions relating to possible variation of parental practices according to sex and grade. The authors discuss that although the majority of intervention programs focus on parents of elementary and middle school, family risk factors increase for high school students. Ultimately, parenting practices are related to offending behaviors (Fagan et al., 2011). The findings suggested that the parenting practices most contributing to family risk are: family management, family conflict and parental acceptance of

delinquency and drug use. The above named factors reportedly held more weight than child reported parental attachment (Fagan et al., 2011).

When working with aggressive adolescents, the need to address the parents is important since parents' perceptions are key agents and by-products of aggressive behavior in their children (Bradshaw et al., 2006). Bradshaw et al. (2006) also note that their findings "highlight the importance of addressing the parents' emotional needs when attempting to enhance adolescent-parent relationships" (p. 261). There are a number of factors that need to be considered when addressing the issue of parent roles in relation to violence in children. Among several factors, environmental poverty and economically disadvantaged families are correlated with less supportive parenting and contribute to increased stress for children (Krenichyn et al., 2001). Additionally, supportive parenting results in a calming effect amongst the family and produces positive adjustment in children (Krenichyn et al., 2001).

Prior Studies on Parents' Perceptions

Wallace and May (2005) also found parental attributions to have an impact on their children's fear of crime victimization, particularly at school. The authors note that although the greatest factor that increases the fear of crime victimization is prior experience with victimization, they further examined students' parental attachment using a five-item index measure and feelings of isolation using a six-item index measure. Wallace and May (2005) concluded that students with self-reported greater levels of attachment to their parents resulted in less fear of criminal victimization. Yet, they only found that statement to be true among males (Wallace & May, 2005). The females in their study who reported greater levels of attachment to their parents had inconsistent fears of criminal victimization. Among all genders, feelings of isolation were positively correlated with greater levels of fear of criminal victimization in school

(Wallace & May, 2005). Wallace and May (2005) also note that the policy implications of their study suggest the need for increased interaction with community members and parents.

This study will work from the foundation of a study conducted by Bliss, Emshoff, Buck and Cook conducted in 1999 and published in 2006 in which the authors investigated ways in which parents perceive school violence, firearms and how parenting behaviors changed as a result of known acts of violence. Bliss et al. sampled 202 parents in 1999 from a metropolitan Atlanta area following two school shootings. The authors trained student interviewers to conduct telephonic surveys at evening hours (Bliss et al., 2006). The sample of parents included the following make up: 80% Caucasian, 12% African American, 3% Latino/a, 1.5% Asian, 1.5% Multi-racial, and .5% Native American (Bliss et al., 2006). The authors noted unintentional over-representation of Caucasian parents due to a 72% census report of Caucasian population of the area. The study was designed based on "current media reports, school violence literature, and the opinions of experts in juvenile delinquency, violence, adolescence, and prevention research" (Bliss et al., 2006, p. 268). At the time of the Bliss et al. survey, the authors reported a lack of published instruments that provided research questions for the specific measure (Bliss et al., 2006). There continues to be lack of published instruments surrounding parental perceptions today.

Mason (2012) notes "although the study data Bliss et al. (2006) describe is somewhat dated…surprisingly, I could not find a similar study conducted more recently. We certainly need more information directly from parents" (p. 84). As noted by Mason (2012), there continues to be a shortfall of information directly from parents in regards to their perspectives of school violence.

Bliss et al. (2006) explored parent perceptions of parents via random telephone surveys conducted in 1999 after a nationally publicized school shooting in Atlanta, Georgia. Participants were recruited by telephone after obtaining home numbers from a marketing database of one area code. After obtaining consent, interviewers verbally asked participants a series of demographic questions, presented 19 potential causes of school violence, 20 potential solutions for school violence and asked parents for Likert scale ratings of presented causes and solutions. Parents were also asked about any changes in their parenting behaviors, opinions of firearms and if they were registered voters.

The Bliss et al. (2006) article presented much strength worthy of replication. For one, information was presented to parents in a clear and well-structured manner. Additionally, the authors provided a sufficient amount of content for the participant to rate. A limitation to use of the study is the lack of diversity; interviewing parents in one area code. An additional limitation is the now dated results. Nonetheless, Bliss et al. (2006) provided a solid foundational study for replication.

Conclusion

Conclusions drawn from this literature review led to recognition on the importance of conducting this study in order to further the current research on the topic of parental attitudes toward causes of and solutions for school violence. It is consequential to continue this research in an effort to examine how parents' perceptions are influenced by historical effects in an effort to support further and specific interventions with parents. The literature reinforces the need to further our understanding of where the problem and sources of school violence lie in an effort to begin producing effectual services to families. The broader understanding will hopefully address

and alleviate the psychological and physical negative consequences of children exposed to school violence.

CHAPTER III

METHODOLOGY

The purpose of this study was to investigate the perceptions of parents of school-aged children about causes of and solutions for school violence. By obtaining direct input from parents, this study examined reasons for school violence as identified by parents of school-aged children. This partially replicated study relied on participant self-reported demographic information and opinions. This survey sought to address the following questions: 1) to what extent do parents feel that their child would be a victim of school violence 2) what do parents think are the greatest contributing factors to school violence 3) what do parents think are the greatest contributing solutions for school violence 4) have parents changed parenting behaviors in response to school violence and 5) does gun ownership influence attitudes of firearms?

This chapter will provide a summary of this study's research design, why the specific design was chosen. Methods of data collection and analysis will be described. Steps taken to ensure the informed choice of participants are detailed.

Research Design

This study uses a descriptive research design to investigate and further understand what influences parents of school-aged children in their perceptions towards causes of and solutions for the phenomenon of school violence. By obtaining direct input by parents, this study examined reasons for school violence as identified by parents of school-aged children. This study relied on participant self-reported demographic information and opinions. This quantitative survey sought to address the following questions: 1) to what extent do parents feel that their child would be a victim of school violence 2) what do parents think are the greatest

contributing factors to school violence 3) what do parents think are the greatest contributing solutions for school violence 4) have parents changed parenting behaviors in response to school violence 5) does gun ownership influence attitudes of firearms? This study was conducted via online survey in December 2014 and January 2015.

This study drew upon an existing published study conducted in 1999 by the researchers: Bliss, Emshoff and Cook titled: Parent's Perceptions of Causes of and Solutions for School Violence: Implications for Policy published in 2006. Parents were asked demographic questions and presented with possible causes of and solutions for gun violence. Parent participants were asked to identify any changes in parent behavior in response to knowledge or concern about school violence. Parent participants were also asked about gun ownership and thoughts on firearm legislation at gun shows.

In the article by Bliss et al. (2006, p. 268) the authors noted:

> At the time of data collection, we were unable to locate published instruments that addressed the research questions with sufficient specification. Therefore, we designed the instruments used in this study based on current media reports, school violence literature, and the opinions of experts in juvenile delinquency, violence, adolescence, and prevention research.

On October 6, 2014, an introductory email was sent to the first author Dr. Emshoff, addressed to the email address on the study: jemshoff@gsu.edu. The introductory email requested input, advice or ideas regarding future study on parent perceptions of school violence. On October 11, 2014, Dr. Emshoff responded, offering help but unsure of how he could help. On October 14, 2014, in a response email to Dr. Emshoff, I asked for permission to replicate the study in the article: "Parent Perceptions of Causes of and Solutions for School Violence:

Implications for Policy." In the event of permission granted, this researcher also requested a copy of the questions and order of questions presented to participants. On October 20, 2014, Dr. Bliss responded in approving the replication, thanking this researcher for interest in the article and stating that the authors were in the process of finding the survey questions. On November 13, 2014, Dr. Bliss sent an email apologizing that the authors were unable to find the survey, due to the length of time from administration of the study; 15 years ago. I decided to move forward on attempts to replicate the Bliss et al. (2006) survey based on the factors listed in the existing published article. An effort to keep the questions similar was intended to measure any change in parent opinions to the same prompts.

Ethics and Safeguards

In an effort to maintain privacy, confidentiality and anonymity an exclusively online survey tool was used. In this case the online survey tool: Survey Monkey was used due to the web site's capacity for secure encryption, data back up and inability to trace participation to personal identity. Survey participants were asked not to provide identifying information that would lead the researcher to the participant.

Instrument

An online quantitative survey, along with some participant opportunity to respond with limited 'other' options, was chosen in an effort to contrast current parent perceptions with that of Bliss et al. in 1999. The Likert scale used to collect quantitative data listed factors that were almost identical to the Bliss et al. study from 2006. The parent participants were asked to measure 20 listed factors by how much they felt each item contributed to school violence and asked to measure 20 listed factors by how much they felt each item contributed to the helpfulness of preventing school violence. Parents were also allowed an optional 'other' response to possible

contributors to school violence and helpful solutions in preventing school violence. This gave the parents the opportunity to state any unnamed factors they found to be influential, not listed on the Likert scale presented to them. Parents were also asked how their behavior had changed in response to a known act of violence or concern about violence in their child's school. Lastly, parents were asked about their perceived opinions of firearms and the ease of their child attaining a gun. A copy of the complete survey is provided in the appendix section of this study (Appendix A).

Sample

This study was designed to obtain a large sample size to expand on the generalizability of the data. A national sample was potentially made available through the online survey format. Participants that clicked on the study link were selected by means of self-reported eligibility. Participants were first asked if they are the parent of a child in any grade between kindergarten through college, and if they were willing to participate in a survey about school violence. The grade level was selected due to national media school violence reports across campuses with ranging academic levels of study. The potential participants were directed out of the survey if they selected "no" for either of the above questions. There were no other exclusion criteria. If the participants selected yes to both being parents of school aged children and willing to participate, they were then presented with the consent portion, demographic questions and the study. Overall, a total of 107 parental responses were collected and analyzed for this study.

The open-ended questions were formed based on exploratory reasoning. The data collected was analyzed line by line, and themes were documented as they became present.

In an effort to assess the potential for generalization from this survey a non-probability, convenience and snowball sampling was used (Engel & Schutt, 2012). Due to variability in

school climate recruitment from varying school settings, geographical locations and living environments was attempted to allow for a diverse sample in an effort to obtain nation wide commonalities and differences.

Recruitment Procedures

Once Human Subjects Review approval was obtained on December 15, 2014 (Appendix B), the survey for this study became available on the online survey tool, Survey Monkey. This researcher posted an online flyer on Facebook and Twitter requesting volunteer participation by parents of children in grades kindergarten through college in the United States. All participants were either first degree or various degree social media acquaintances to this researcher. This researcher's social medial pages on Facebook and twitter were set to private. That is to say that only 'friends' of this researcher's Facebook page are able to see this researcher's 'page' context. This researcher also requested on her social media page that parents spread the word by also posting the study on their social media pages in an attempt to obtain more responses. Therefore participates for this survey either saw the survey flyer on this researcher's page or participants saw the flyer on the social media pages belonging to an acquaintance of this researcher. A copy of the recruitment flyer and survey link provided to potential participants can be found in Appendix C.

This researcher also attempted to obtain participants by means of various parent organizations across the nation. The organizations requested were: The National Parent teachers Association (PTA), http://www.pta.org/about/content.cfm?ItemNumber=1458, The National Parenting Center http://www.tnpc.com/ and Parents Anonymous http://parentsanonymous.org/ requesting assistance with distribution of the letter. This researcher also requested to post a flyer at the following facilities: Echo Parenting http://www.echoparenting.org/, Community

Counseling Center of Chicago http://www.c4chicago.org/educate/parenting-classes and Families First http://www.familiesfirst.org/programs/T16-healthy-families-amp-relationships. This researcher received response emails from two organizations: The National Parenting Center and from Community Counseling Centers of Chicago. Both organizations stated that they were unable to meet the participation outreach requests. The four other organizations did not respond.

Risks of Participation

Risks of participation in this study included the possibility that parents would feel new worries triggered or old concerns renewed. In an effort to address this potential risk, at the end of the survey parents were provided with links/resources to address ways of coping. The resources included 1) The National Child Traumatic Stress Network's Community Violence Resources http://www.nctsn.org/trauma-types/community-violence, 2) National Institute of Mental Health's Helping Children and Adolescents Cope with Violence and Disasters: What Parents Can Do? Online at http://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-parents-trifold/index.shtml and 3) Mental Health.gov's Mental Health Resource search page online at http://www.mentalhealth.gov.

Benefits of Participation

Participants may have benefited from taking part in the survey by having an opportunity to share their opinions and feelings about school violence as it relates to their child. They may also have benefited by feeling that they participated in a study intended to further inform the field of mental health as it relates to school violence.

This project was reviewed by the Smith College School for Social Work IRB. The full application form is found in Appendix D.

Data Collection

Participants of this survey completed it at their desired time while the survey was open. Data was collected by means of the online survey tool Survey Monkey. The data was quantitative. Descriptive statistics were used to analyze the results of this data in an effort to "describe the distribution of and relationship among variables" (Engel & Shutt, 2012, p. 1,269). In line with Engel and Shutt's instruction for research in social work; social theory and the results of the Bliss et al. survey guided the selection of this survey method. Survey results were exported to Microsoft Excel and frequencies were run for demographics including: age of participant's child, gender of child, gender of participant, race/ethnicity of child, race/ethnicity of participant, child's grade, participant employment type, child school type, household income, state participant resides in and living environment (suburban, urban, rural).

Data Analysis

Likert-type responses were used due to this survey to obtain information regarding the extent to which participants agree or disagree with factors contributing to causes of and solutions for school violence. The Likert scale responses to address factors that contribute to school violence were divided into the following categories: does not contribute, somewhat contributes, moderately contributes and majorly contributes. The Likert scale responses to address factors that contribute to the helpfulness in preventing school violence were divided into the following categories: very harmful, somewhat harmful, not harmful, not helpful, somewhat helpful and very helpful. "Other" responses were analyzed for additional categorical similarities. The responses to changes in behaviors as a result of known violence or concern about violence in their child's school were: yes and no. Similar to Bliss et al. (2006) study, the responses for this survey's mean scores for the four point Likert scale responses (causes) were multiplied by three.

Six point Likert scale responses (solutions) mean scores were multiplied by two. This was done in an effort to compare responses on a common quantitative point of reference. This was also done to compare this study's responses with Bliss et all 1999 responses.

Some chi-square and t-tests were run to determine if there were difference by demographic group on key parental perceptions. Statistical analysis was facilitated by a faculty member of Smith College School for Social Work. SPSS was used to calculate the descriptive and inferential statistics.

CHAPTER IV

RESULTS

This study investigated parents of school-aged children in their perceptions towards causes of and solutions for school violence. By obtaining direct input by parents, this study examined reasons for school violence as identified by parents of school-aged children. This study relied on participant self-reported demographic information and opinions. This survey sought to address the following questions: 1) to what extent do parents feel that their child would be a victim of school violence 2) what do parents think are the greatest contributing factors to school violence 3) what do parents think are the greatest contributing solutions for school violence 4) have parents changed parenting behaviors in response to school violence 5) does gun ownership influence attitudes of firearms?

This chapter will present demographics of the study using descriptive statistics, information regarding experience with school violence, causes, solutions and changes in parental behaviors as a result of concerns over school violence and lastly, opinions of firearms. Additionally, this chapter will provide some comparison results with the Bliss et al.'s (2006) study.

Demographics

A total of 107 participant responses were analyzed. Participants who did not indicate that they are the parent of school aged children, participants who did not check that they were willing to participate in the survey and those that left the consent blank were removed from analysis. In total, 40 cases were removed from study. Due to researcher error, 51 of the participants were not asked about race.

Participants identified their children ranging in grades kindergarten through junior year in college with the most frequent response (12 participants) identifying their child in kindergarten. Eighty eight percent of the parent participants identified as female. Twelve percent of the participants identified as male. Table 1 represents the racial make up of the 51 participants asked about race.

Table 1: Race Reported by Surveyed Participant and of their Child in Percentages

Race	Parent	Child
Native American	2%	2%
Asian	5.9%	3.9%
Other	2%	4%
African American/ Black	3.9%	7.8%
Hispanic/ Latino	15.8%	7.9%
Multi-racial	8%	19.9%
Caucasian/White	62.7%	54.9%

Parent participants were also asked to identify their child's type of school with 2.0% reported as home schooled, 2.0% reported in charter school, 13.7% in private school, 76.5 percent in public, 3.9% and identified their child in public college.

Participants from 17 states participated with the largest group from California. Table 2 represents the break up of participants by state.

Table 2: State Location of Participants

State	Percentages and Frequencies
California	31.4% (16)
Georgia	5.9% (3)
Massachusetts	13.7% (7)
Michigan	2% (1)
Missouri	2% (1)
North Carolina	2% (1)
New Jersey	2% (1)
New Hampshire	9.8% (5)
New York	2% (1)
Oklahoma	3.9% (2)
Pennsylvania	2% (1)
Tennessee	2% (1)
Texas	3.9% (2)
Vermont	2% (1)
Virginia	2% (1)
Washington	3.9% (2)
Wisconsin	9.8% (5)

Parent participants identified their employment as 2.0% as blue collar/manual labor, 5.9% as pink collar/customer interaction related field, 7.8% as unemployed, 21.6% identified as other and 62.7% as white collar/office environment. 'Other' responses to employment type included freelance photographer, homemaker, mental health professional, teacher and nurse.

This study asked participants to report their household incomes with the majority reporting a household income of $151,000 and above and respondents with the lowest level of income, at or below $15,000 in the minority. Table 3 represents the household incomes reported for this study.

Table 3: Household Incomes Reported in Percentages

Household incomes	Percentages
$0-15,000	4.7%
$16,000-30,000	8.5%
$31,000-60,000	12.30%
$61,000-90,000	18.9%
$91,000-120,000	20.80%
$121,000-150,000	8.5%
$151,000+	26.4%

Experience School with Violence

Of all analyzed parent responses, only one participant (.96%) stated that their child was threatened or injured on school property during the last twelve months. Table 4 represents the participants' known proximity to school violence.

Table 4: Percentages of Parents Reporting Known Proximity to School Violence

Known Proximity	Percentages
In my city	23.26%
In my county	19.77%
In my state	53.49%
In one of my communities	6.98%

Parent participants reported a higher likelihood that their child would be a victim of violence away from school (65.05%) than at school (34.95%). This is somewhat in accordance with the Center for Disease Control and Prevention that continues to report that most children will never experience lethal violence on school grounds. The CDC reports that between 1% and 2% of all homicides occur on school grounds or during school commute (CDC, 2014). In regards to concerns about sending their children to school, 68.93% of parents reported that they have no concerns compared with 31.07% of parents that report that they do have concerns.

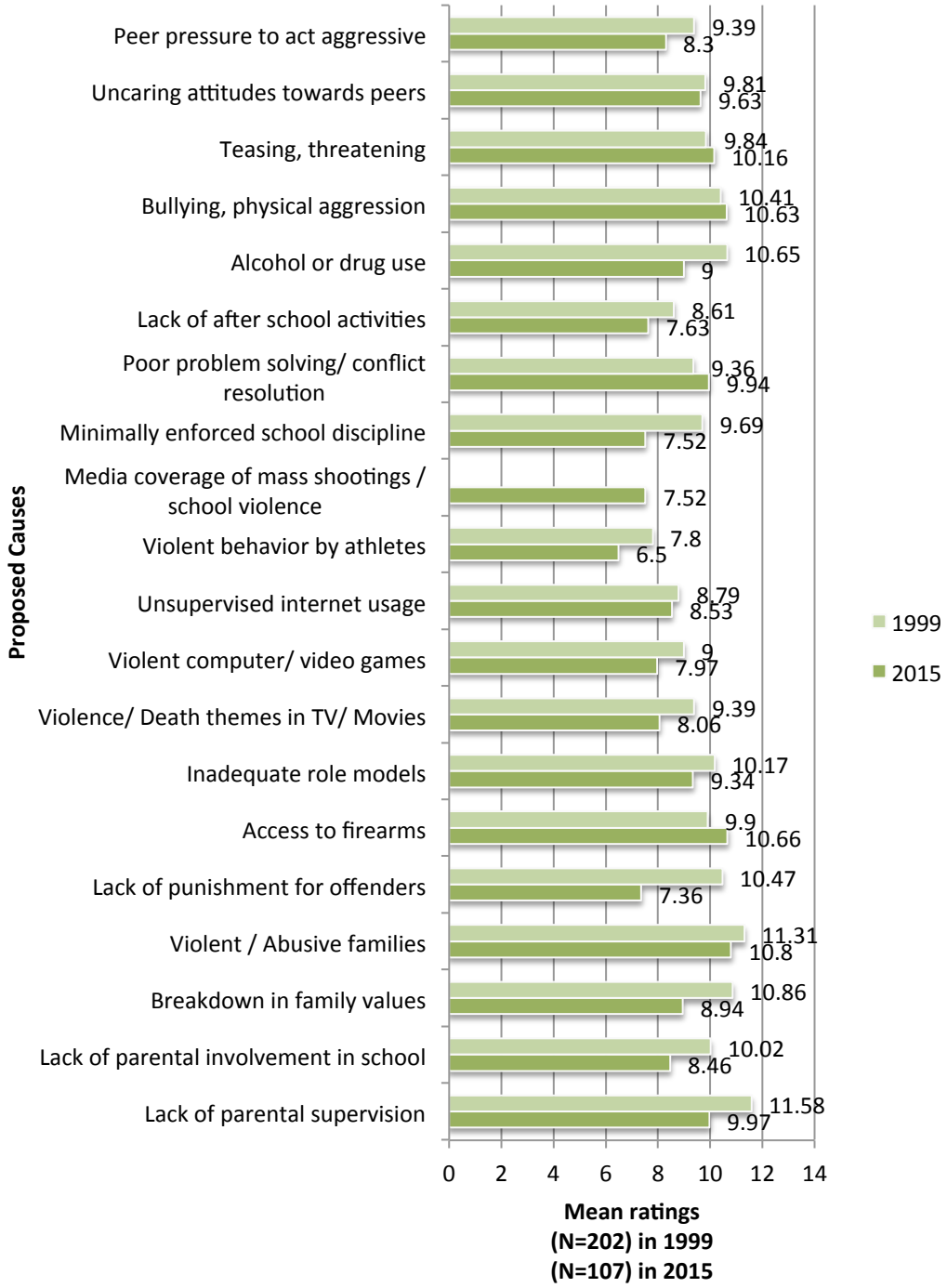
Causes of School Violence

Likert scale response variables were compared using averages to find the mean score for each scale by the independent variables identified. Parents upheld all suggested causes contributing to school violence. The factor with the highest weighted score that contributes to

school violence for this 2015 study was “Violent/Abusive Families”. In 1999 parents endorsed “Lack of parental supervision” as the leading factor of school violence. For this study six participants submitted five additional causes contributing to school violence: “untreated mental health issues” (two responses), “school environments that do not allow for safe student self expression,” “aggressors feeling isolation/lack of connection to others,” “craving to be recognized” and “lack of character education.”

A t-test was run to determine if there was a difference in parents identification of "Peer pressure" as a factor that contributes to school violence by child's gender. Results indicate no significant difference in parental identification of peer pressure as a reason for school violence by child’s gender ($t(90) = .373$, $p= .710$). Figure 1 represents responses to the question asking what parent participants believe the cause of school violence to be. For visual comparison: results of the Bliss et al. (2006) study are listed in light color, then followed by this study’s participant results in darker color.

Figure 1 - Causes of School Violence



A t-test was run to determine if there was a difference in “Parent Involvement” as a factor that contributes to school violence (0-3 scale) by gender of child (t (91)=0.350, p=0.727). Results indicate no significant difference in child’s gender and parental identification of “parent involvement” as a reason for school violence.

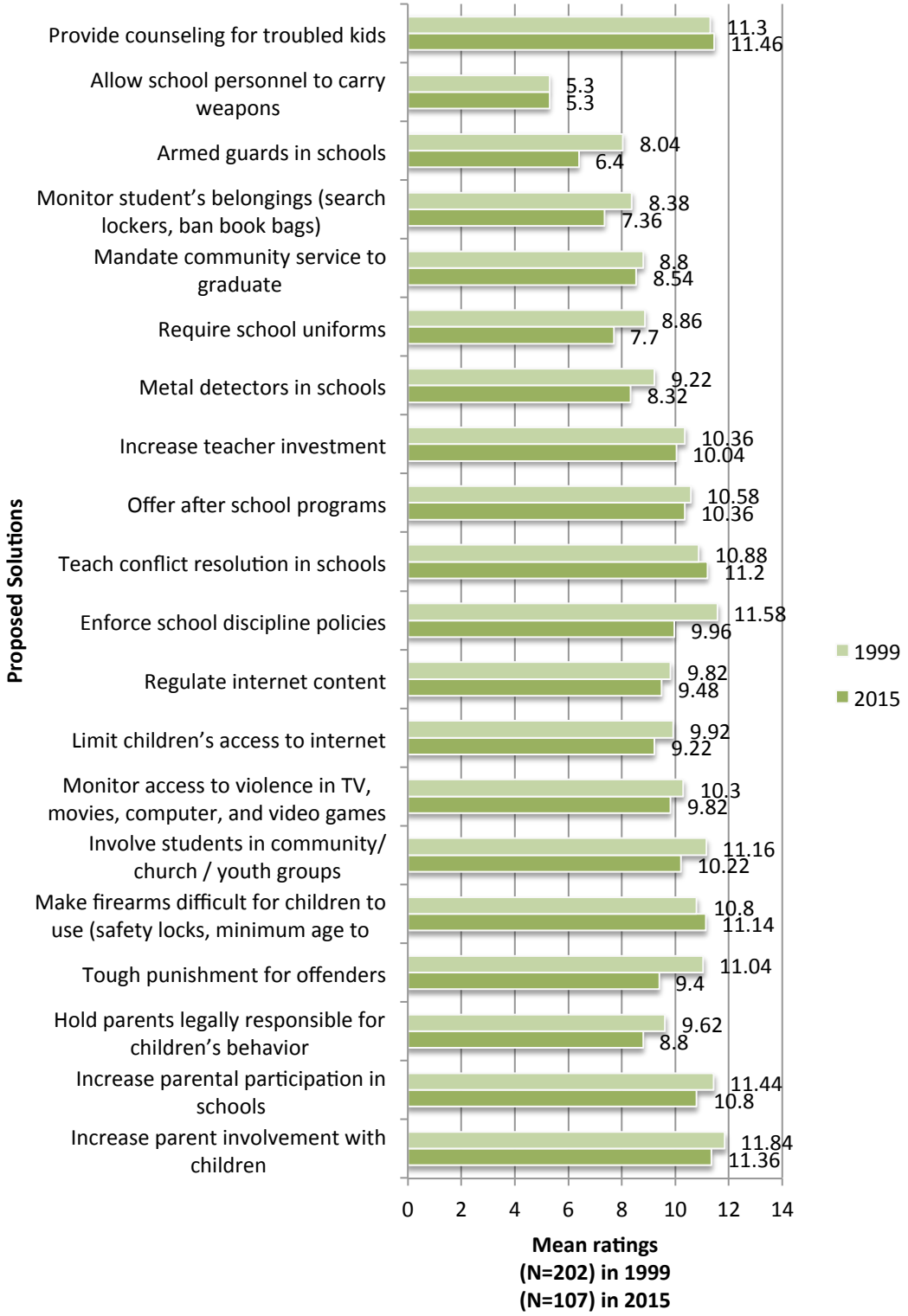
Likelihood of School Violence

Chi square analysis was run to determine differences in parental perception of likelihood that school violence would occur at their child’s school based on school setting; public school (40.8%) compared with private/charter/ home schooled (24%) children. Results indicate no significant difference in concerns that school violence would occur at their child’s school based on their child’s school setting chi square, continuity corrected, (df=1, n=96) = 1.596, p=.206. A chi square was run to determine if there was a difference in "concern" by living environment (suburban vs. urban). Results indicate no significant difference in concerns that school violence would occur at their child’s school based on living environment chi square, continuity corrected, (df=1, n=73) = 2.014, p=1.56. Although a higher percent of urban parents were concerned (42%) than suburban parents (23%), the difference was not significant.

Solutions for School Violence

Figure 2 represents responses to the question asking what parent participants believe the solutions for school violence to be. For visual comparison: results of the Bliss et al. study are listed, then followed by this study’s participant results. For visual comparison: results of the Bliss et al. (2006) study are listed in light color, then followed by this study’s participant results in darker color.

Figure 2 - Solutions for School Violence

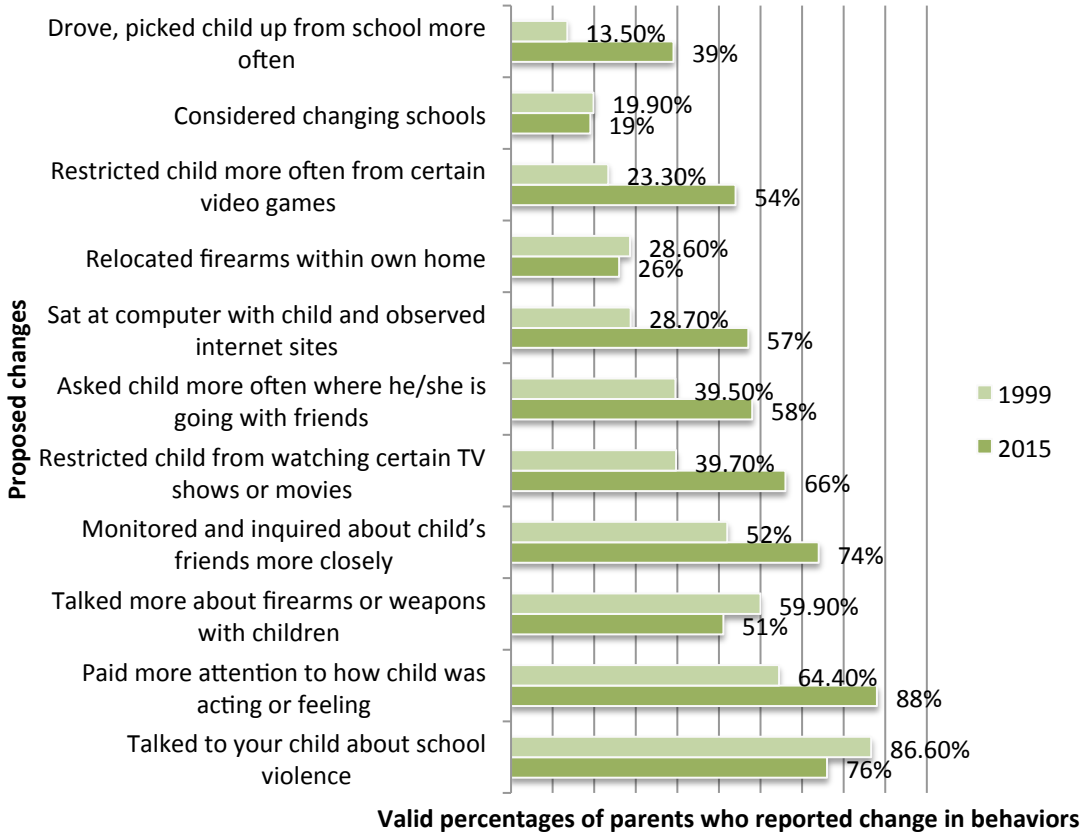


The factor with the highest weighted score for solutions to prevent school violence in 2015 was "Providing Counseling for Troubled Kids". The factor with the highest weighted score for solutions to prevent school violence in 1999 was "Increase parent involvement" (Bliss et. al, 2006).

Changes in Parental Behavior

The highest weighted score regarding changes in parental behavior as a result concern over school violence in 2015 was "paid more attention to how child was acting or feeling." Figure 3 represents responses to the question asking what behavior parent participants might have changed as a result of school violence experienced by their child or concern of school violence. For visual comparison: results of the Bliss et al. (2006) study are listed, then followed by this study's participant results.

Figures 3 - Changes in Parental Behaviors



Firearm Opinions

Of the parents surveyed, 87.1% stated they are in favor of firearm control, 12.9% stated they are not in favor of firearm control. In response to the question if parents owned a gun: 24.5% stated that they owned a gun while 75.5% stated that they do not own a gun. Parents were asked if they support legislation that mandates background checks at gun shows: 95.7% responded yes while 4.3% responded no. Parents were asked if they believed that background checks at gun shows would reduce school violence: 53.3% responded yes while 46.7% responded no. Lastly, parents were asked how easy it would be for their child to obtain a gun:

4.3% responded “very easy”, 5.4% responded “somewhat easy”, 25% responded “somewhat difficult” and 65.2 responded “very difficult.”

When asked about the ease of their child obtaining a gun: parents who owned a gun had a lower mean score (m=3.05) than parents who did not own a gun (m=3.65) indicating parents who owned a gun thought it was easier for their child to get a gun.

CHAPTER V

DISCUSSION

This study was an exploration into the discourse of parental perceptions regarding the causes and solution of school violence by means of a partial replication of Bliss et al.'s (2006) study conducted in 1999 and published in 2006. Data obtained from this study was compared with data obtained in 1999 by Bliss and colleagues. A similar method was used with a different pool of participants in, a different style (telephonic survey vs. online survey) and particular content changes. Results were compared in an effort to gage shifts in parent observations and behaviors regarding the topic over the last 16 years. This study replicated areas of investigation interest by proposing similar causes, solutions, changes in parental behavior to parents of school-aged children and perceptions regarding firearms.

This chapter will examine the results of the current study compared to that of the Bliss et al. (2006) study it largely replicates. Several topics will be discussed to connect the study findings to the collected data and relevant concepts.

Reflection on Causes

Consistent with the 1999 Bliss et al. investigation, results of this study suggest that parents continue to believe that the cause of school violence is sourced in the family. Bliss et al.'s 1999 survey yielded "lack of parental supervision" as the highest rated cause of school violence (Bliss et al., 2006). This 2015 study yielded "violent / abusive homes" as the highest rated cause of school violence. Yet the current perception emphasizes active abuse while in 1999 more indirect lack of supervision was emphasized by parents.

There are a myriad of reasons why a child might act on aggressive feelings, however most seem to keep centered on parenting. Within the general cause of parenting comes an abundance of secondary reasons for aggression in children. Some believe it to be a cause of an excessively controlling parent accompanied by a low quality relationship with the other parent (Murray et al., 2014). Others attribute externalized behavior problems to children's direct presence during parental psychologically aggressive conflict (Pendry et al., 2013). While others name attachment styles and parenting conduct (criticism, positive self-parenting and parental self-efficacy) as key factors in predicting child aggression (Cyr et al., 2014). Very little research has correlated child aggression to matters outside of the home or parental influence further identifying the need to focus on in home interventions and solutions to matters of aggression and violence. These points further stress the need to engage in a conversation about parenting with parents.

As previously mentioned in the literature section of this paper, the need to address the parents is important since parents' perceptions are key agents and by-products of aggressive behavior in their children (Bradshaw et al., 2006). Particular attention should be paid to parents' emotional needs in addition to environmental factors that contribute to increased stress in parents and ultimately in children (Bradshaw et al., 2006). This study examined parental perception of likelihood that school violence would occur at their child's school based on school setting (i.e. public school, private, charter, homeschooled) and by living environment (i.e. suburban vs. urban). Results from this study indicated no significant difference in concerns that school violence would occur at their child's school based on school setting or living environment. While the factors examined in this study are insufficient to draw any conclusion about the ways that environment plays a role in perceived likelihood of school violence, what is of interest is the

further necessity of examination of parental perceived needs to help ameliorate the overall problems of school violence. Further examination could evaluate emotional, psychological and environmental needs of parents when considering factors that lead to school violence and the way those factors interface.

Reflection on Solutions

Solutions for school violence in 2015 demonstrated a reduced focus on the family with the highest rated solution as "provide counseling for troubled kids" compared with the 1999 highest rated solution as "increase parent involvement" (Bliss et al, 2006). While an increase in interest for mental health services to kids is promising, studies uphold that supportive parenting results in the production of positive adjustment in children (Krenichyn et al., 2001). The second highest rated solution for school violence in 2015 was "increase parent involvement with children." Indeed, parent involvement in school has demonstrated an array of benefits to involved parties resulting in successful and effective school programs, higher attendance rates, lower suspension rates, higher teacher satisfaction and positive student success (Peterson & Skiba, 2001). However more affluent communities may have the flexibility to provide more involvement. These solutions may be a middle class view and not fully reflective of the working class or lower income families. Perhaps in future studies more attention should be paid to parental involvement as it relates to a family's resource obstacles and availability.

Additionally, studies suggest that multiple aspect interventions i.e. multi-family group approach/reading tutoring program or family/community support has the potential to result in increased family engagement, progressed academic rates and safer school environments (Tolan et al., 2004; Sheldon & Epstein 2002). Therefore moving forward with a study of parental perceptions of solutions for school violence might benefit from presentation in a way that parents

would be able to evaluate a combinations of interventions rather than rate each proposed intervention separately. Additionally, movement away from punitive based problem solving for undesired behavior issues replaced with school wide interventions multi tiered systems of interventions has demonstrated meaningful outcomes to students and school staff alike (Sullivan et al., 2011). This change further emphasizes the need for holistic approaches to issues of school violence particularly in the face of unclear definitive school violence etiology.

Parenting Behavior Changes

An examination of parenting behavior and changes is important to be explored due to the vast influence of parenting on the child behaviors and outcomes. Changes in parental behavior as a result of worry of or child's actual experience with school violence was surveyed and compared. Responses in 2015 yielded the highest rated response as "paid more attention to how child was acting or feeling." The 1999 survey yielded "talked to your child about school violence" as the highest rated parental change (Bliss et al., 2006). McDonald et al. (2013) uphold that parenting behaviors (particularly children's perceptions of their parents' behaviors) has direct impact beyond information processing, social cognition and aggression outcomes, but also affects children's social motivations.

The topic of cross perceptions of parents and children is an intriguing one. In the course of literature review appeared the previously mentioned study by Wallace and May (2005) who conclude that students with self-reported greater levels of attachment to their parents resulted in less fear of criminal victimization. However, they only found that statement to be true among males (Wallace & May, 2005). The females in their study who reported greater levels of attachment to their parents had inconsistent fears of criminal victimization. Therefore, although positive parenting and attachment to parents (as perceived by the child) is important to be

studied, issues such as gender need to be taken into account if gender of the child yields inconsistent effects on mental health and in conjunction with the parent perception. As mentioned in the results section of this article, t-tests were run to determine if there was a difference in parents identification of "Peer pressure" and “Parent Involvement” as factors that contributes to school violence by child's gender.

This was done in an effort to identify possible differences of parent perceptions with gender being a contributing variable to possible changes. Results indicated no significant difference in child’s gender and parental identification of “peer pressure” or “parental involvement” as a reason for school violence. Although Wallace and May (2005) compared levels of attachment, fear of criminalization with gender as a variable and this section examined peer pressure and parent involvement as factors that contribute to school violence with gender as a variable, what seems of interest is the intersection of parental perceptions and child’s gender. Or other possible intersections of parenting that contribute to children’s emotional well being for instance, parenting and race, parenting and income, parenting and employment status etc. It also leaves us to wonder regarding parent-child discrepancies when considering issues of reported school violence, fears of victimization and reasons for violence. This topic will be further discussed in the next section.

The Matter of Firearms

While firearm opinions were not extensively examined for this study, parents were asked their perceptions of certain firearm-related issues. Parents were asked about gun ownership, thoughts on firearm safety, legislation and the ease of which they believed their child could obtain a gun. When asked about the ease of their child obtaining a gun; parents who owned a gun thought it was easier for their child to get a gun compared with parents who did not own a

gun. When examining the causes of general violent behavior by students, studies indicate that exposure to violence in the home, school and community are the greatest influences or continued violence (Solvak et al., 2007). Further study into the exposure to violence coupled with the potential access to firearms could provide better-informed approaches to addressing school violence.

Limitations of the Current Study

The findings of this study are limited by the small sample size and accessibility of the study. It maybe that several parents that are unable to access the survey is either due to means of obtaining a computer or time constraints. Another limitation maybe the limited sample of parents that reported their child had been threatened or injured by a weapon on school property within the past 12 months. Previous studies that have examined the parent-child discrepancies of reported exposure to community violence have hypothesized that several factors that may explain differences in reporting. Those hypotheses include over reporting of observed violence by children, parental under reporting, desensitization to violence and mutual protection (Hill & Jones, 1997).

Additionally survey items from this list were limited due to being formed by a preexisting study. Were the study to be recreated perhaps questions could be presented in a more direct way. For example parents could have been asked directly “Do you believe school settings has any influence on the likelihood that school violence would happen at your child’s school?”

Other questions that might sharpen the focus on influences on school violence might ask parents about socioeconomic influences that might contribute, changes in culture and possibly a parental self-evaluation on their actions that relate to school violence. Additionally, if replicated

this study should have greater focus on obtaining diversity in an effort to better evaluate variations across the nation.

Implications for Practice

The present study provided awareness of the forefront elements of parent's minds when considering issues related to school violence. The findings of this study support previous scholastic notions that issues related to school violence are often sourced from parental involvement or lack there of.

With a growing number of over 50,000 school social workers (Kelly, 2008) and presumption of school social worker's frontline involvement after a major school crisis (Werner, 2015) it behooves social workers to pay special focus to matters of the home or parental influence on both perpetrators of school violence as well as the victims. With such continued focus of parental influence on children it is imperative that parents remain active members in the discussion of school violence causation and solution.

Building upon the notion that recovery from tragedies depends greatly on psychosocial capacities within a community, it is important that matters of school violence be confronted on both macro and micro levels meaning. Policies on state and federal levels should support an increase in parental education surrounding matters of school violence while the community could focus on mental health services that focus on collective recovery tailored for the specific community. All in all, various levels of government, community and school levels should address the matter of school violence with the goal of producing benefits to all levels of society.

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APPENDIX A

Survey

1. Are you the parent of a child in grades kindergarten through college?

- ○ Yes
- ○ No

2. Are you willing to participate in a confidential survey on school violence?

- ○ Yes
- ○ No

Consent to Participate in a Research Study
Smith College School for Social Work ● Northampton, MA

Title of Study: Parent perceptions: Causes of and solutions for school violence
Investigator: Maria Segura Kwon, Smith School for Social Work (310) 999-3170
Introduction - You are being asked to be in a research study of parent perceptions regarding the causes of and solutions for school violence. You were selected as a possible participant because you self identified as a parent of a school aged child. We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study - The purpose of the study is gain a greater understanding of what parents feel are the causes of school violence and possible solutions for the issue. This study is being conducted as a research requirement for my masters in social work degree. Ultimately, this research may be published or presented at professional conferences.

Description of the Study Procedures - If you agree to be in this study, you will be asked to do the following things: complete a list of questions as they relate to the topic and answer to the best of your ability.

This survey should take approximately 20 minutes to complete.

Risks/Discomforts of Being in this Study - There are minor risks in that this study might trigger worries that were not there before. In an effort to address this potential risk, at the end of the survey, you will be provided with links/ resources in the event of strong emotional reactions and help with ways to help children cope.

Benefits of Being in the Study - The benefits of participation are to provide information directly from parents to the scholarly field of social work, psychology and related fields. The information gathered will provide the scholarly field, and general public with parental attitudes about school violence. This topic appears to have limited research data. Your participation in this survey will hopefully expand the information in the field. The benefits to social work/society are: to provide informed research to social workers coming into contact with students, parents, school and communities that experience school violence.

Confidentiality - Your participation will be kept confidential. You will not be asked for any identifying nformation or any information that would lead this researcher and her advisor to you. This survey is being conducted by means of an anonymous online survey. The data used and reported in the findings will be kept confidential and used for educational purposes only. Data obtained through the online survey cannot be linked to your identity. All research materials including analyses and consent/assent documents will be stored in a secure location for three years according to federal regulations. In the event that materials are needed beyond this period, they will be kept secured until no longer needed, and then destroyed. All electronically stored data will be password protected during the storage period. We will not include any information in any report we may publish that would make it possible to identify you.

Payments/gift - You will not receive any financial payment for your participation.

Right to Refuse or Withdraw - The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time (up to the date noted below) without affecting your relationship with the researchers of this study or Smith College. Your decision to refuse will not result in any loss of benefits (including access to services) to which you are otherwise entitled. Youhave the right not to answer any single question, as well as to withdraw completely up to the point noted below. If you choose to withdraw, I will not use any of your information collected for this study. You must notify me of your decision to withdraw by email or phone by February 28, 2015. After that date, your information will be part of the thesis, dissertation or final report.

Right to Ask Questions and Report Concerns- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact me, Joey Segura Kwon at jsegura@smith.edu. If you would like a summary of the study results, one can be sent to you once the study is completed.If you have any other concerns about your rights as a research participant, or if you have any problems as a result of your participation, you may contact the Chair of the Smith College School for Social Work Human Subjects Committee at (413) 585-7974.

3. Your consent below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above. You are encouraged to print and/ or maintain a copy of this consent form to keep. You will also be given a list of referrals at the end of this survey to assist with any potential experience of emotional issues related to your participation in this study.

- ○ I consent to participate
- ○ I do not consent to participate

Please answer the questions below about their child who most recently had a birthday. Thank you.

4. How old is your child?

5. What is your child's gender?

- ○ Female
- ○ Male

Other (please specify)

6. What is your gender?

- ○ Female
- ○ Male

Other (please specify)

7. Please describe your child's race/ethnicity.

8. Please described your race/ethnicity.

9. What grade is your child in?

10. Please indicate your employment type:

- ○ Blue Collar / Manual Labor
- ○ White Collar / Office Environment
- ○ Pink Collar / Customer Interaction Related Field
- ○ Unemployed
- ○ Other (please specify)

11. Please select your child's school type

- ○ Public
- ○ Private
- ○ Charter
- ○ Home School
- ○ College (Public)
- ○ College (Private)
- ○ Other (please specify)

12. Please indicate your household income:

- ○ $0-15,000
- ○ $16,000-30,000
- ○ $31,000-60,000
- ○ $61,000-90,000
- ○ $91,000-120,000
- ○ $121,000-150,000
- ○ $151,000 +

13. What state do you live in?

14. Please select the type of living environment you reside in:

- ○ Urban
- ○ Suburban
- ○ Rural

Other (please specify)

15. Has your identified child been threatened or injured by a weapon on school property during the past 12 months?

- ○ Yes
- ○ No

16. What is your proximity to a known (or threat of) school shooting?

- ☐ In my city
- ☐ In my county
- ☐ In my state
- ☐ In one of my communities

Other (please specify)

17. Do you think that your child is more likely to be a victim of violence at or away from school?

- ○ At school
- ○ Away from school

18. Do you have concerns about sending your child to school?

- ○ Yes
- ○ No

Causes

Solutions

20. Please rate the helpfulness of the following 20 items in preventing school violence:

	Very Harmful	Somewhat Harmful	Not Harmful	Not Helpful	Somewhat Helpful	Very Helpful
Increase parent involvement with children	○	○	○	○	○	○
Increase parental participation in schools	○	○	○	○	○	○
Hold parents legally responsible for children's behavior	○	○	○	○	○	○
Tough punishment for offenders	○	○	○	○	○	○
Make firearms difficult for children to use (safety locks, minimum age to purchase)	○	○	○	○	○	○
Involve students in community/ church / youth groups	○	○	○	○	○	○
Monitor access to violence in TV, movies, computer, and video games	○	○	○	○	○	○
Limit children's access to internet	○	○	○	○	○	○
Regulate internet content	○	○	○	○	○	○
Enforce school discipline policies	○	○	○	○	○	○
Teach conflict resolution in schools	○	○	○	○	○	○
Offer after school programs	○	○	○	○	○	○
Increase teacher investment	○	○	○	○	○	○
Metal detectors in schools	○	○	○	○	○	○
Require school uniforms	○	○	○	○	○	○
Mandate community service to graduate	○	○	○	○	○	○
Monitor student's belongings (search lockers, ban book bags)	○	○	○	○	○	○
Armed guards in schools	○	○	○	○	○	○

	Very Harmful	Somewhat Harmful	Not Harmful	Not Helpful	Somewhat Helpful	Very Helpful
Allow school personnel to carry weapons	○	○	○	○	○	○
Provide counseling for troubled kids	○	○	○	○	○	○

Other (please specify)

Behaviors

21. If your child has experienced any school violence or if you have worried about your child experiencing school violence, have you changed any of the following 11 behaviors?

	Yes	No
Talked to your child about school violence	○	○
Paid more attention to how child was acting or feeling	○	○
Talked more about firearms or weapons with children	○	○
Monitored and inquired about child's friends more closely	○	○
Restricted child from watching certain TV shows or movies	○	○
Asked child more often where he/she is going with friends	○	○
Sat at computer with child and observed internet sites	○	○
Relocated firearms within own home	○	○
Restricted child more often from certain video games	○	○
Considered changing schools	○	○
Drove, picked child up from school more often	○	○

Other (please specify)

Firearms

22. Please answer the following questions:

	Yes	No
Are you in favor of firearm control?	○	○
Do you own a gun?	○	○
Do you support legislation that mandates background checks at gun shows?	○	○
Do you think mandatory background checks at gun shows will reduce school violence?	○	○

23. Please answer this last question:

	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult
How easy would it be for your child to obtain a gun?	○	○	○	○

Other (please specify)

Thank you for your participation in this survey.
Please visit these links for help with emotional reactions, resources to help teens cope and for a mental health treatment locator:
Community Violence Resources
Helping Teens Cope
Mental Health Treatment Locator

APPENDIX B

HSR Approval Letter

Smith College School for Social Work

School for Social Work
Smith College
Northampton, Massachusetts 01063
T (413) 585-7950 F (413) 585-7994

December 12, 2014
Maria "Joey" Segura Kwon

Dear Joey,

You did a very nice job on your revisions. Your project is now approved by the Human Subjects Review Committee.

Please note the following requirements:

Consent Forms: All subjects should be given a copy of the consent form.
Maintaining Data: You must retain all data and other documents for at least three (3) years past completion of the research activity.
In addition, these requirements may also be applicable:
Amendments: If you wish to change any aspect of the study (such as design, procedures, consent forms or subject population), please submit these changes to the Committee.
Renewal: You are required to apply for renewal of approval every year for as long as the study is active.
Completion: You are required to notify the Chair of the Human Subjects Review Committee when your study is completed (data collection finished). This requirement is met by completion of the thesis project during the Third Summer.

Congratulations and our best wishes on your interesting study.

Sincerely,

Elaine Kersten, Ed.D.
Co-Chair, Human Subjects Review Committee

CC: James Drisko, Research Advisor

APPENDIX C

Recruitment Flyer (Instrument)

Are you the parent of a student in or between kindergarten through college in the U.S.?

If so, please consider taking this survey about school violence:

https://www.surveymonkey.com/s/parent-perceptions

No acquaintances or others are obliged to participate. There will be no penalties for not participating.

APPENDIX D

Full Human Subjects Review Application Form

Smith College School for Social Work
Human Subjects Review Application

Project title:_____Parents' perceptions and behaviors toward causes of and solutions for school violence._____
Name of researcher: _____Maria "Joey" Segura Kwon _____
Check one: _X_MSW ____ PhD
Home phone: _(XXX) XXX-XXXX (cell)__ Email: ___jsegura@smith..edu___
Research advisor: ____Dr. Jim Drisko_____
The signature below testifies that I, as the researcher, pledge to conform to the following: As one engaged in research utilizing human subjects, I acknowledge the rights and welfare of the participants involved. I acknowledge my responsibility as a researcher to secure the informed consent of the participants by explaining the procedures and by describing the risks and benefits of the study. I assure the Committee that all procedures performed under the study will be conducted in accordance with those federal regulations and Smith School for Social Work policies that govern research involving human subjects.
Any deviation from the study (e.g.: change in researcher, research methodology, participant recruitment procedures, data collection procedures, etc.) will be submitted to the Committee in the form of a change of the study protocol for its approval *prior* to implementation. I agree to report all deviations to the study protocol or adverse events IMMEDIATELY to the Committee.

(For Committee Use)

REVIEW STATUS: ____Exempt ____ Expedited _____ Full ____ Not Approved

This study protocol has been reviewed and approved by the Smith College School for Social Work Human Subjects Review Board (HSRB).

Chair, Smith College SSW HSRB Date

***IN THE SECTIONS BELOW WHERE DESCRIPTIONS ARE REQUESTED, BE SURE TO PROVIDE SUFFICIENT DETAIL TO ENABLE THE COMMITTEE TO EVALUATE YOUR PROCEDURES AND RESPONSES*.**

DESCRIPTION OF RESEARCH PROJECT INVOLVING HUMAN PARTICIPANTS

Briefly summarize:
1. The purpose of the study,
The purpose of this proposed study is to continue to expand our understanding of the various factors causing school violence and suggestions of interventions, from the perception of parents. To that end the research question that will guide this study is: What factors influence parents' perceptions and behaviors toward causes of and solutions for school violence? This study will propose working from the foundation of a study conducted by Bliss, Emshoff, Buck and Cook in 2006 in which the authors investigated the ways in which school children were affected by school shootings, parental perceptions of firearms and changes in parental behavior as a result of known acts of violence. In this study, expanding on the Bliss et al study, students will be defined as children in grades kindergarten through college. The survey conducted by Bliss et al was completed via telephone surveys in 1999. "Although the study data Bliss et al. (2006) describe is somewhat dated (Mason, 2012, p. 84)"..."surprisingly, I could not find a similar study conducted more recently. We certainly need more information directly from parents (Mason, 2012, p. 84).
"Bliss, M. J., Emshoff, J., Buck, C. A., & Cook, S. L. (2006). Parents' perceptions of causes of and solutions for school violence: Implications for policy. *Journal of Primary Prevention, 27(3),* 265-280.
Mason, S. (2012). Protecting our children: preventing violence in our schools and communities. *Families in Society: The Journal of Contemporary Social Studies, 93(2),* 83-84.
Electrical correspondence between Dr. Bliss and Dr. Emshoff were exchanged in an attempt to obtain exact methodology used in their study to replicate their study. However, due to the long period of time between 199 and now, and only one researcher remaining at the University where the study was conducted, the questions and exact methodology was not found. Questions for this thesis will be based on the factors and solutions listed in the article by Bliss et. all with additional questions created by this researcher.
2. The over-arching research question,
The over-arching research question is regarding factors that influence perceptions of school violence, as perceived by parents of school aged children.
3. Brief literature review with citations,
The term school violence has evolved approximately the last 20 years to become a phrase that is integrated into American society's language. For context of this evolution, the term "school violence" was used 179 times in five major national newspapers prior to 1992. Between 1992 and 200 the term has been used 601 times in the same five newspapers (Furlong & Morrison, 2000). "School violence" has come to mean a general conceptualized notion of crime, aggression and harm that impacts child development and learning as well as impacting "school climate" (Furlong & Morrison, 2000). "School climate" is an important term to define because of the wide range of school philosophies and modes of discipline used when confronted with an experience of school violence. Initially, in the late 80s and early 90s acts of violence at schools were viewed as a law enforcement issue; educators were not included in discussions. Eventually school administrators took responsibility of school violence however focused on disciplinary policies, bullying and mobs (Furlong & Morrison, 2000). An example of responsibility shifts was demonstrated in California in the late 1980s when the California State Attorney's office required all schools to report each crime to the state. Educators felt that they were being pushed into a law enforcement role and the program discontinued after media began dedicating much time to identifying "high crime" schools and settings (Furlong & Morrison, 2000).

The media has played a large role in creating forced public concern and even panic about school shootings. Continued and unnecessary media reporting of school shootings have lead to the "sensationalizing" of this issue (Burns & Crawford 1999). Such sensationalizing not only influences the public's sense of reality about the issue, but it provides politicians a hot topic

to discuss, thus providing an exaggerated or false sense of legitimacy to the issue. The media induced panic has to potential to result in misled policy and legislation responding to short-term concerns (Burns & Crawford 1999). For example, although there are more recorded targeted shootings for example violence with only one victim; multiple victim school shootings get more media coverage. The media may also shift the focus of public discourse. For example, the increase of media coverage about perpetrator mental health issues have focused on the shooter while the mental health needs of the victims and their families get less attention. The long-term effects of school shootings are often overlooked (Flannery, Modzeleski, &Kretschmar 2013).

There is a lack of integration in the scholarly field to explain school shootings because outside of the common thread of guns, there is not single cause sufficient to explain the occurrence of a school shooting; rather there are multiple contributing factors (Muschert 2007). There are studies that attempt to understand rampage school shootings. In 2012 Rocque provided a history of school violence with research on what we know about rampage school shooters. Rocque explained that before 1900s American schools were informal and unsystematic. In the 20th century began more student organized protests and riots with isolated acts of multi victim violence. For example, in a case in 1927 a male walked into a Michigan primary school and killed 38 children and 7 adults. Before 1950 few schools had security presence on campus. That changed by 1970 with active student political involvement particular focused on racial segregation and US foreign military engagement. In the 1990s there seemed to be a change to the nature of school violence in that the media began reporting on multi victim attacks, inevitably expanding media coverage and making way for an increase of research. Incidents of school violence seemed to drop 70% between 1994 and 2007 (2012).

The common theme of parental involvement or lack thereof demonstrates that the Furthermore the parental relationship should be closely examined. In 2003,Henrich, Brookmeyer and Shahar examined adolescent exposure to weapon violence as it relates to committing violence and the ways in which parent and school connectedness acted as a buffer to the cycle of adolescent violence. Define parent and school connectedness. This study did not find effects of parent connectedness as a defense against the cycle of violence committed by adolescents however, parent and school connectedness did act as protective counterbalances to the risk for exposure to and committing of weapon violence, namely positive adolescent adjustment (Henrich et al 2003).Also make clear how parent connectedness is not a defense against the cycle of violence and how it is a protective counterbalance. Differentiate between the two because I wasn't sure what the differences between the two are. Is it that parent connectedness can't prevent you from the actions of others, but it can limit the students risk for doing it themselves?

When working with aggressive adolescents, the need to address the parents is important since, parents' perceptions are key agents and by products of aggressive behavior in their children (Bradshaw et. al, 2006). Bradshaw et. al (2006) also note that their findings, "highlight the importance of addressing the parents' emotional needs when attempting to enhance adolescent-parent relationships (2006, p. 261)." There are a number of factors that need to be considered when addressing the issue of parent roles in relation to violence in children. Among several factors, environmental poverty and economically disadvantaged families is related to less supportive parenting and contributes to increased stress for children (Krenichyn et. al 2001). Additionally supportive parenting results in a calming effect and produces positive adjustment in children (Krenichyn et. al 2001).

Wallace and May (2005) also found parental attributions to have an impact on their children's fear of crime victimization, particularly at school. The authors note that although the greatest impact of fear of crime victimization is prior experience with victimization, they further examined student's parental attachment using a five item index measure and feelings of isolation using a six item index measure. Wallace and May (2005) concluded, that student's with self reported greater level of attachment to their parents resulted in less fear of criminal

victimization. Yet, they only found that statement to be true among males (Wallace & May, 2005). The females in their study who reported greater levels of attachment to their parents had inconsistent fears of criminal victimization. Among all genders, feelings of isolation were positively correlated with greater levels of fear of criminal victimization in school (Wallace & May, 2005). Wallace and May (2005) also note that the policy implications of their study suggest the need for increased interaction with community members and parents.

Conclusions drawn from this literature review led the researcher working on this project to realize how important it is to conduct this study in order to further the current research on the topic of parental attitudes toward causes and solutions for school violence. It is important to continue this knowledge in an effort to examine how parent's' perceptions are influenced by historical effects in an effort to support further and particular interventions with parents that prove the most effective. The literature reinforces the need to further our understanding of where the problem and sources of school violence lay in an effort to begin producing effective interventions. The broader understanding would hopefully address and alleviate the psychological and physical negative consequences of children experiencing school violence.

Bliss, M. J., Emshoff, J., Buck, C. A., & Cook, S. L. (2006). Parents' perceptions of causes of and solutions for school violence: Implications for policy. *Journal of Primary Prevention, 27(3),* 265-280.

Bradshaw, C. P., Glaser, B. A., Calhoun, G. B., & Bates, J. M. (2006). Beliefs and practices of the parents of violent and oppositional adolescents: An ecological perspective. *Journal of Primary Prevention*, *27*(3), 245-263.

Burns, R., & Crawford, C. (1999). School shootings, the media, and public fear: Ingredients for a moral panic. *Crime, Law and Social Change, 32(2),* 147-168.

Flannery, D. J., Modzeleski, W., &Kretschmar, J. M. (2013).Violence and school shootings. *Current Psychiatry Reports, 15(1),* 1-7.

Furlong, M., & Morrison, G. (2000).The school in school violence definitions and facts. *Journal of Emotional and Behavioral disorders, 8(2),* 71-82.

Henrich, C. C., Brookmeyer, K. A., &Shahar, G. (2005). Weapon violence in adolescence: Parent and school connectedness as protective factors. *Journal of Adolescent Health*, *37*(4), 306-312.

Krenichyn, K., Saegert, S., & Evans, G. W. (2001). Parents as moderators of psychological and physiological correlates of inner-city children's exposure to violence.*Journal of Applied Developmental Psychology*, *22*(6), 581-602.

Muschert, G. W. (2007). Research in school shootings. *Sociology Compass, 1(1),* 60-80.

Rocque, M. (2012). Exploring school rampage shootings: Research, theory, and policy. *The Social Science Journal, 49(3),* 304-313.

Wallace, L. H., & May, D. C. (2005).The impact of parental attachment and feelings of isolation on adolescent fear of crime at school. *Adolescence*.

4. Type of study design/approach i.e. internet based survey, in person survey; phone interview; in person interview.

The type of research method that will be used to collect data for this study is by means of a quantitative cross sectional design using a one time on line survey. Parents will be recruited by means of snowball sampling, offering a way to identify potential subjects that may not have otherwise been known.

PARTICIPANTS:

a). How many participants will be involved in the study?

___12-15 _X__≥ 50 ___ Other (how many do you anticipate)

b). List specific eligibility requirements for participants, including inclusionary criteria and any specific exclusion criteria . For example, if including only male participants, *explain why.*

This survey will be limited to the participation of parents who have a child in the home in the kindergarten through college grades regardless of school type. This will allow the researcher to determine the factors that influence parent attitudes and behavior as they relate to school violence.

c). Describe how participants will be recruited*.:*

1How you identify participant pool – if you have others helping with participant identification, please describe.

Participants will be identified through self-report. Participants will be recruited through social networking, such as facebook, contacting parenting groups, and speaking with various programs requesting that they forward a flyer to those who they feel will meet qualifications. I will post the flyer to Facebook and request that my immediate eligible contacts complete the survey. I will also request that my contacts share this flyer with those they feel will qualify in order to try and find participants from a larger geographic range.

I have emailed various national wide parenting groups including: The National PTA http://www.pta.org/about/content.cfm?ItemNumber=1458, The National Parenting Center http://www.tnpc.com/, and Parents Anonymous http://parentsanonymous.org/ requesting assistance with distribution of the letter. I have also requested to post a flyer at the following facilities: Echo Parenting http://www.echoparenting.org/, Community Counseling Center of Chicago http://www.c4chicago.org/educate/parenting-classes and Families First http://www.familiesfirst.org/programs/T16-healthy-families-amp-relationships. I have requested permission to recruit with their agencies and am awaiting responses from the above organizations and facilities. **After being granted permission, I will** provide them with flyer and link to the survey asking them to forward this information along to qualified participants and/or post the flyer at their organization. Participants who complete the survey will also be encouraged to refer other qualified participants nationwide.

2. How you will contact these people

I will contact people via social media, social networking parent groups and local family center advertisements and using the snowball sampling method.

3. How you will screen

I will screen participants based their self report and if they indicate that they have school aged children and the grades the children are in. Eligibility for the survey will be determined by parent's reporting of students in kindergarten through college.

4. How you will obtain informed consents

I will obtain informed consent through means of including the Consent to Participate in Research Study at the beginning of the survey. Participant will then check a box that will indicate their voluntary consent to participate.

5. How you will provide opportunities for asking questions

I will provide the opportunity for asking questions via email and telephone.

6. Include copies of flyers, letters, announcements, email messages etc. that will be used to recruit.

d). Is there any relationship between you as the researcher and the participants (e.g. teacher/student, superintendent/principal/teacher; supervisor/clinician; clinician/client, etc.) that might lead to the appearance of coercion? If so, what steps will you take to avoid this situation. For example: "I will not interview individuals who have been direct clients."

There will be no relationship between the researcher and the participate that might lead to the appearance of coercion. The investigator plans to recruit acquaintances via social media. Most of this researcher's acquaintances via social media (facebook) are acquaintances through employment and former schoolmates. The acquaintances that meet eligibility will have a shared link on their "page" and asked if they would be willing to participate in the study. They will also be asked to forward the study along to any other parents that meet eligibility via social media. I

will include a note that acquaintances are not obliged to participate and no penalty will be associated with choosing not to participate.

e). Are study target populations any of the following federally defined vulnerable populations?

_____Yes __X___No

If 'Yes', check all that apply:

___ minors (under 18 years of age)
___ prisoners
___ pregnant women
___ persons with physical disabilities
___ persons with mental disabilities
___ economically disadvantaged
___ educationally disadvantaged

If any of the above are anticipated participants in this study, state the necessity for doing so. Please indicate the approximate age range of minors to be involved. Participants under age 18 require participant assent AND written consent from the parent/legal guardian. Please use relevant forms.

RESEARCH METHODS:

(Check which applies)

____ Interview, focus group, non-anonymous questionnaire
_X_ Anonymous questionnaire/survey
___ Observation of public behavior
___ Analysis of de-identified data collected elsewhere
() Where did these data come from originally?
_____
_____
Did this original research get IRB approval? ___ Yes ___ No
(Skip to BENEFITS section)
___ Other (describe)
_____

_____

Describe the nature of the interaction between you and the participants. Additionally, if applicable, include a description of the ways in which different subjects or groups of participants will receive different treatment (e.g., control group vs comparison group, etc.).

a). Please describe, with sufficient detail, the procedure/plan to be followed in your research (e.g. what participants will do).

Participants will answer an online survey. Upon recruitment via agency outreach, flyers and social media, interested participates will log onto the web address provided and find a welcome page. The welcome page will thank them for their interest and ask them in a yes or no format question, which will determine their eligibility (i.e. are you parent of a school aged child currently in grades kindergarten through college?) If they answer "no" then they will be thanked for their interest, and automatically exited from the surveys. If they answer "yes" to every eligibility question, then they will be automatically sent to the Informed Consent page. At the end of the Informed Consent page, after the Statement of Agreement, they can check the "I agree" box. If they agree, they will be automatically sent to the research instrument. The researcher will also recommend that the respondents print out the consent form.

b). How many times will you meet/interact with participants? (***If you are only observing public behavior, SKIP to question d in this section.)***

The participants will anonymously answer survey questions one time and will not otherwise interact in any way with the researcher.
c). How much total time will be required of each participant?
The time it will take to answer the survey will be no more than 20 minutes.
d). Where will the data collection occur (please provide sufficient detail)?
The data collection will occur online via Survey Monkey.
e). If you are conducting surveys, attach a copy of the survey instrument to this application. If you are conducting individual interviews or focus groups, including ethnographies or oral histories, attach a list of the interview questions as an "Attachment". Label attachments alphabetically, with descriptive titles (e.g.: *Attachment A: Interview Questions*).
You may find the link to the survey here and I encourage you to test the survey. I will delete all responses of the survey provided prior to HSR approval:
https://www.surveymonkey.com/s/parent-perceptions

INFORMED CONSENT: (***If you are only observing public behavior, SKIP to next section)***
a). What categories of consent documentation will you be obtaining from your participants? (Check all that apply)
_X_ written participant consent
___ written parent/guardian consent
___ Child assent 14-17
___ Child assent, assent 6-13
___ Adult with guardian assent
b). Attach original consent documents. *note: be advised that, once the study begins, ALL consents/assents except those collected in connection with anonymous surveys will require [wet] signatures – no faxed or email/electronically signed copies.

COLLECTION /RETENTION OF INFORMATION:
a). With sufficient detail, describe the method(s) of recording participant responses (e.g., audiotape, videotape, written notes, surveys, etc.)
Once participants complete the survey the data collected by Survey Monkey will be available to this researcher. Data will be collected and kept by this researcher for the purpose of analyzing the data. Data collected and the responses are encrypted by Survey Monkey to maintain confidentiality.
b). Include the following statement to describe where and for how long will these materials be stored and the precautions being taken to ensure the security and safety of the materials:
All research materials including recordings, transcriptions, analyses and consent/assent documents will be stored in a secure location for three years according to federal regulations. In the event that materials are needed beyond this period, they will be kept secured until no longer needed, and then destroyed. All electronically stored data will be password protected during the storage period.
c). Will the recordings of participant responses be coded for subsequent analysis? ***If you are only observing public behavior, SKIP to next section.***
___ Yes
_X_ No

CONFIDENTIALITY:
a). What assurances about maintaining privacy will be given to participants about the information collected?
_X_ 1. Anonymity is assured (data cannot be linked to participant identities)
___ 2. Confidentiality is assured (names and identifying information are protected, i.e., stored separately from data).
___ 3. Neither anonymity nor confidentiality is assured

b). If you checked (2) above, describe methods to protect confidentiality with sufficient detail. Describe how you will maintain privacy of the participant as well as the data
c). If you checked (3) above, explain, with sufficient detail, why confidentiality is not assured.
d). If you checked (3) above, provide sufficient detail that describes measures you will take to assure participants understand how their information will be used. Describe and attach any permissions/releases that will be requested from participants.

RISKS:

a). Could participation in this study cause participants to feel uncomfortable or distressed?
_X__ Yes
___ No
If yes, provide a detailed description of *what steps* you will take to protect them.
Parents who participate in this survey can have triggering memories or be worried about school violence when they were not worried before. This surveyor will provide links to resources on parenting, trauma and ways that parents can connect to their children about school violence.
b). Are there any other risks associated with participation (e.g. financial, social, legal, etc.)?
___ Yes
_X_ No
If yes, provide a detailed description of the measures you will take to mitigate these additional risks.

COMPENSATION: (*If you are only observing public behavior, SKIP to the next section)*

Describe any cash or 'gifts' (e.g.: coffee shop gift card) that participants will receive for participating in this research (see guidance about payment/gift compensation in the Smith School for Social Work Human Subjects Review Guideline, at the HSR site in the SSW website).
No compensation will be offered to participants.

BENEFITS:

a). Describe the potential benefits for the researcher (you).
The benefits of this survey will contribute to my interested in parent perceptions of school violence. This surveyor hopes to gain greater understanding about parents' sense of agency in the face of school violence and shed light on parents' perceived solutions for school violence.
b). Describe the potential or guaranteed benefits for participants, EXCLUDING payment/gift compensations.
Parents who participate in this survey will be given space to give direct input on their ideas of where the problem of school violence exists and their ideas of solutions.
c). What are the potential benefits to social work/society from this research?
Potential benefits are to provide the scholarly field of social work, psychology and related fields a greater understanding of parent attitudes.

FINAL APPLICATION ELEMENTS:

a. Include the following statement to describe the intended uses of the data:
The data collected from this study will be used to complete [*include which is applicable: my Master's in Social Work (MSW) Thesis; my Doctoral degree*]. The results of the study may also be used in publications and presentations.
b. If there are Co- Researchers, cooperating departments, and/or cooperating institutions, follow the following instructions:
If you are working with/conducting your research with a researcher working at another institution or organization, include a letter of approval from that institution's IRB or agency administrator. If there are multiple researchers, indicate only one person on the Documentation of Review and Approval as the researcher; others should be designated as "Co-Researcher(s)" here.
c. TRAINING: Include the following statement to describe training:
I have completed the CollaborativeInstitutionalTrainingInitiative(CITI) on line training course prior to HSR approval. The certificate of completion is on file at the SSW.

d. Your signature:

RESEARCHER: _____*María "Joey" Segura Kwon*_____ DATE: __11/22/14_____

Updated 8-6-14