THE ROLES OF THE SCHOOL RESOURCE OFFICERS & SCHOOL ADMINISTRATORS WITHIN A MULTIDISCIPLINARY TRAUMA-INFORMED SCHOOL SAFETY APPROACH

MOISÉS PRÓSPERO, PH.D.
STEVE ANJEWIERDEN, CHIEF OF POLICE (RETIRED)

JEREMY BULLOCK SAFE SCHOOL SUMMIT
8 AUG 2023

iCHAMPS

INSTRUCTORS

iCHAMPS

- Nonprofit organization that promotes community health through youth development, professional development & training, & research & evaluation. Youth Development in elementary & middle schools, Training in law enforcement, education & social service providers; Community assessment & program evaluation.

Moisés Próspero, Ph.D.

- iCHAMPS Executive Director: Over 25 years experience in criminal & juvenile justice: Faculty in several Universities; Director of Utah Criminal Justice Center; Manager SLCo Gang Reduction Program; Practitioner in Residential Treatment Centers & Secondary Public Schools. Degrees in psychology, social work, & business administration.

Steve Anjewierden, Chief of Police (Retired)

- iCHAMPS Training Director: 25 year veteran of Law Enforcement and Corrections: Precinct Commander for Kearns/Magna Precinct; Captain of Professional Standards Division; Commander of the Salt Lake Area Gang Project (Metro Gangs). Board member Utah Board of Juvenile Justice, Utah Gang Task Force & Juvenile Justice Reform; Bachelors Degree in Law Enforcement Administration.

PURPOSE

- To clarify roles of SRO & school administrators

- Involve SROs in the trauma-informed school safety approach

- Prevent re-traumatization of students

3

TRAUMA, MENTAL HEALTH & THE JJS

- Many youth diagnosed with mental health conditions are referred to the juvenile justice system (JJS)

- 70% of youth in JJS meet criteria for at least one mental health conditions

- 79% of those youth actually met criteria for two or more mental health conditions

- 61% also met the criteria for substance abuse conditions

- Dual diagnosed youth require a continuity of care & may be better served in schools & communities

ROLES OF THE SCHOOL RESOURCE OFFICER & THE SCHOOL ADMINISTRATOR

SRO/SA ROLES

| School Resource Officer	School Administrator
Law Enforcer	Leader
Educator	Manager
Informal Counselor	Collaborator

SRO ROLES

- Law Enforcer
  - Deter campus crime, respond to emergencies
  - Issue citations, criminal investigations, arrests
- Educator
  - Educate students, legal classes, G.R.E.A.T.
  - Professional development training for staff
  - Teach parents delinquency prevention skills
- Informal Counselor
  - Mentor youth to promote prosocial behavior
  - Role model by treating all with dignity & respect
  - Identify at-risk students for early intervention
  - Divert students from juvenile justice system

7

SCHOOL ADMINISTRATOR ROLES

- Leader
  - Direct vision, goals, & strategies of school
  - Promote safe, healthy, learning organizational culture
- Manager
  - Conduct daily school operations
  - Performance review faculty & staff
  - Discipline/encourage students
  - Assess school needs & provide resources
  - Keep school functioning
- Collaborator
  - Mobilize community resources & respond to community
  - Partners with various organizations (police, nonprofits, busn)
  - Engages parents, families & community at-large

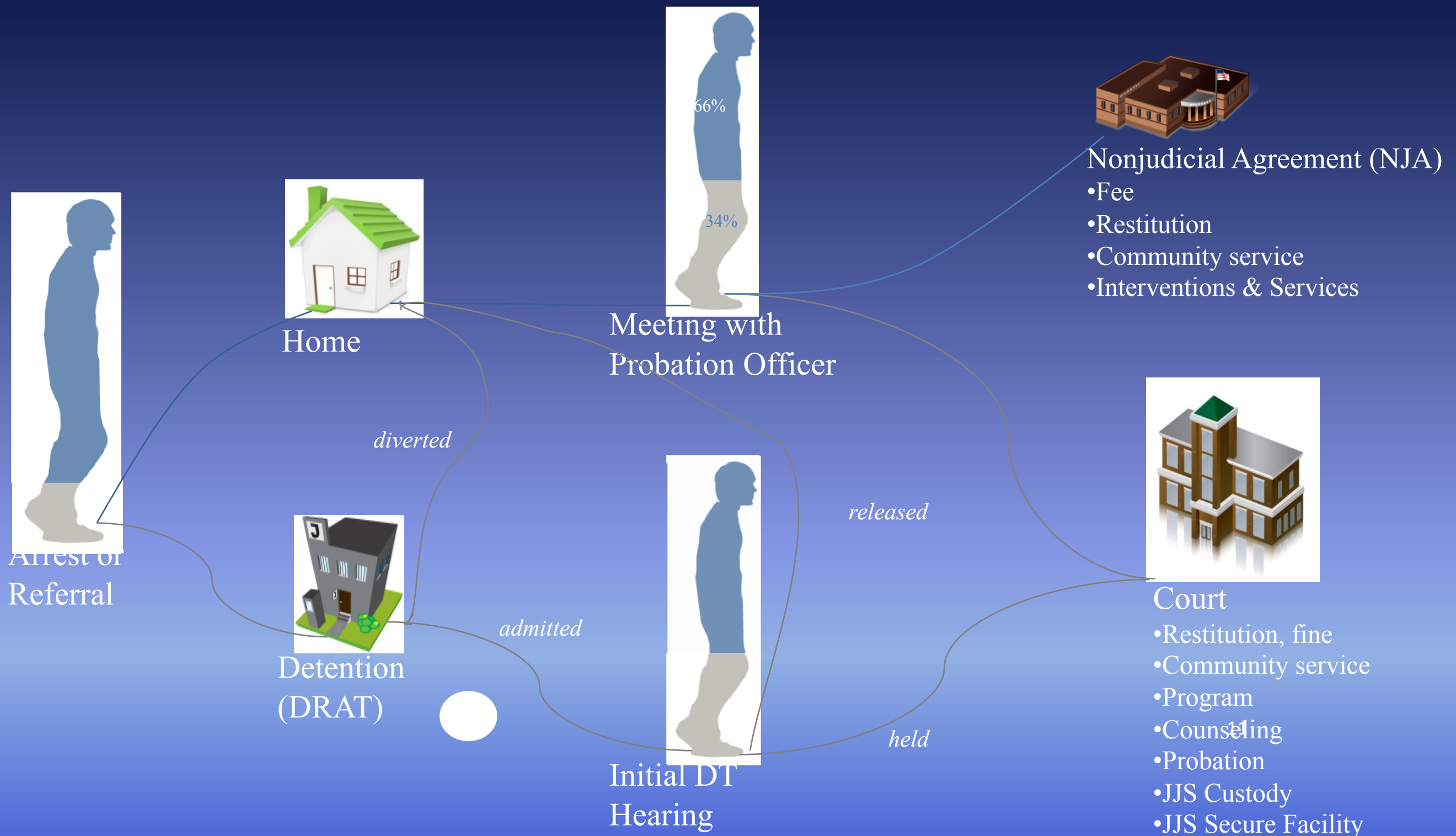School Resource Officer

School Administrator
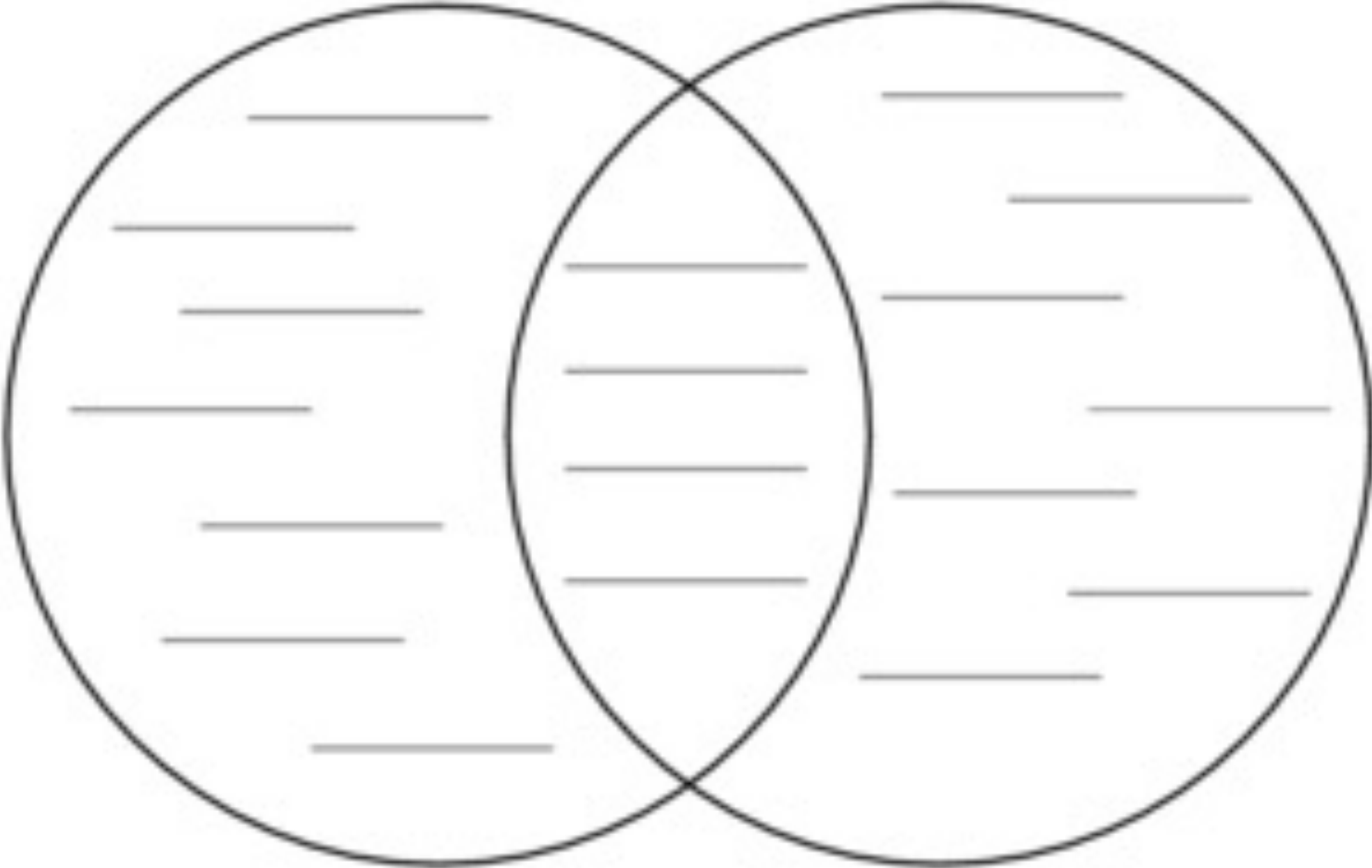
THE JUVENILE JUSTICE MODEL: CRIMINOGENIC NEEDS (KEY LIFE AREAS)

- Antisocial Cognition (Thoughts and Beliefs)

- Antisocial Personality (Lack Self-Control Skills, Narcissistic)

- Antisocial Associates (Friends)

- Family/Marital (Family/Relationships)

- Substance Abuse (Alcohol, Drug Use)

- Employment (Work)

- Education (School)

- Leisure (Use of Free Time)

10

How the Juvenile Justice System Process Works

Nonjudicial Agreement (NJA)
- Fee
- Restitution
- Community service
- Interventions & Services

66%

34%

Home

Meeting with
Probation Officer

Arrest or
Referral

diverted

released

Detention
(DRAT)

admitted

held

Initial DT
Hearing

Court
- Restitution, fine
- Community service
- Program
- Counseling
- Probation
- JJS Custody
- JJS Secure Facility

Why JJS Focuses on High Risk Youth

Why use alternatives services to the juvenile justice system:

- Most youth "desist from delinquency on their own"

- Deeper involvement in the system can disrupt the natural process of growing out of delinquent behavior

- Youth who have been traumatized & are involved in delinquent behavior need appreciate services to address the needs rather than JJS

- A small portion of more severe offenders make up a large portion of crimes committed

Outcomes of youth who penetrate the system deeply:

- Poorer school outcomes

- Lower rates of future employment

- Higher rates of adult incarceration

- Increase risk for suicidal behavior

A WORD ABOUT PROGRAMMING

- Programming usually has better outcomes than incarceration/secure confinement

- BUT...

- Not all programming is equally effective

- Principles of Effective Intervention

13

INEFFECTIVE APPROACHES

- Prevention programs without behavioral component

- Programs that do not maintain fidelity

- Intense supervision without treatment

- Military style "boot camps"

- Shame-based programs

- Zero tolerance policies (sanctions not match behaviors; reduce help-seeking behaviors)

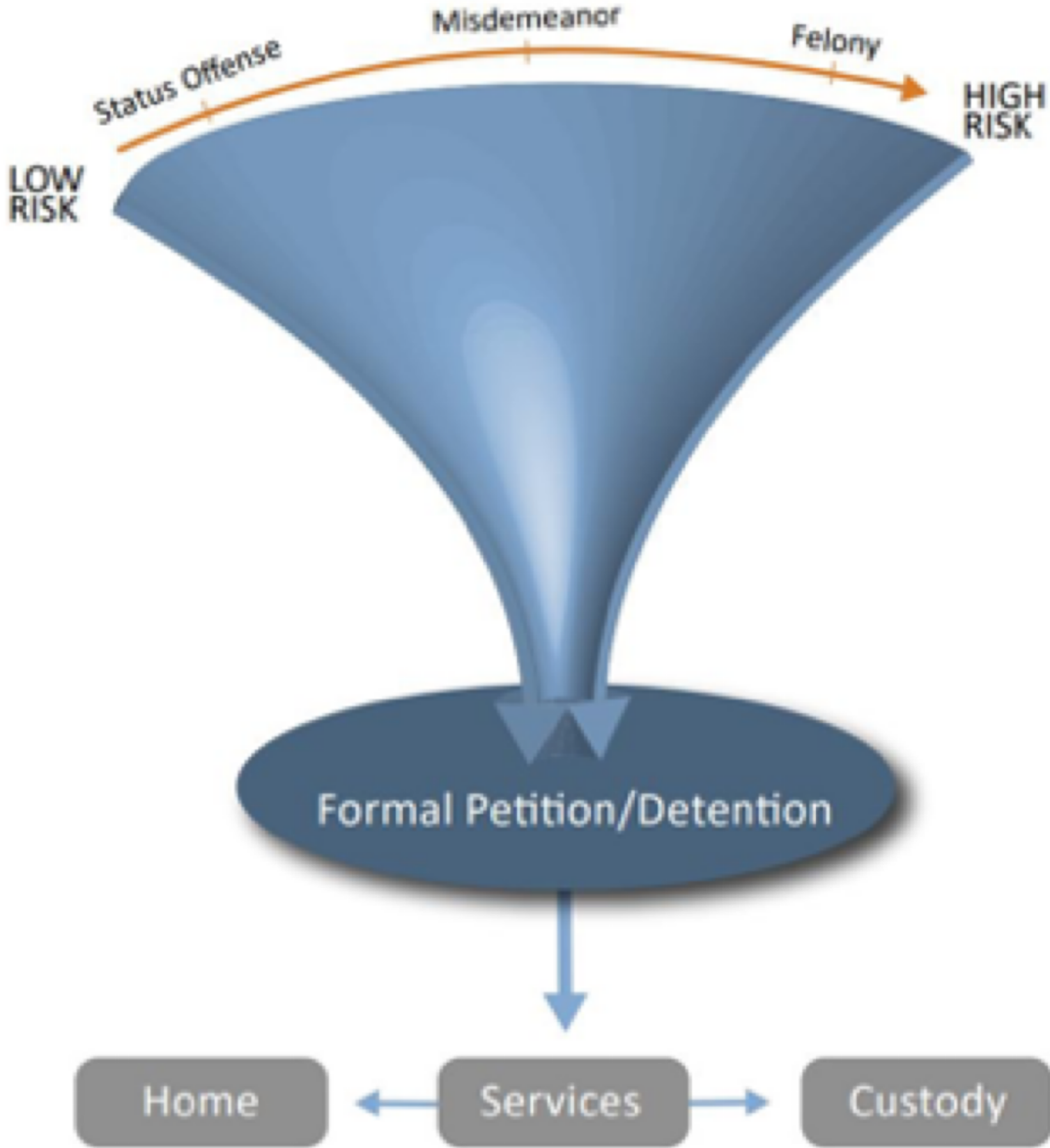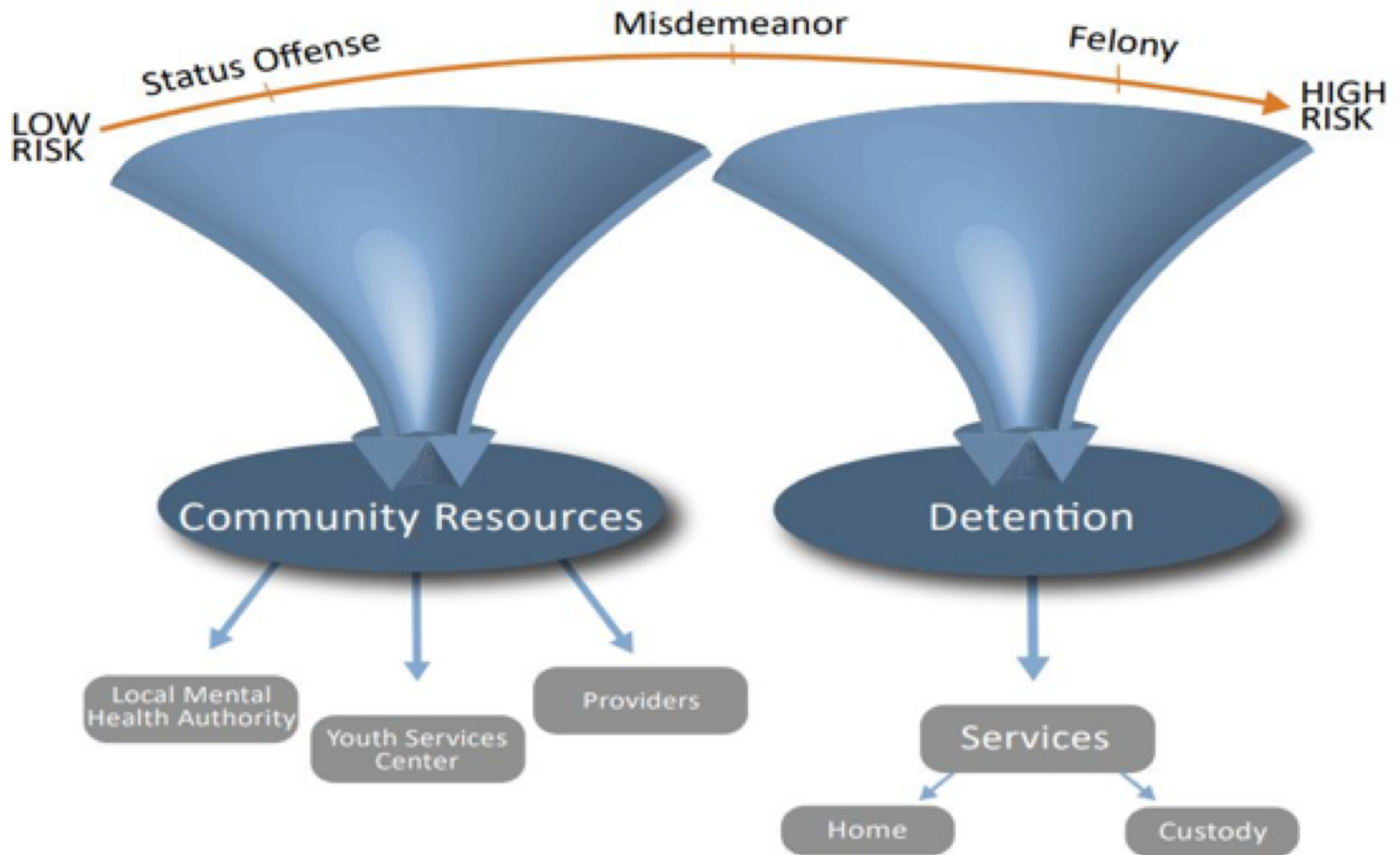- Fear-based prevention programs (Scared Straight)

14

INEFFECTIVE APPROACHES

Program	Change in Recidivism
Adult/Juvenile Intensive Supervision without treatment	0.0%
Adult/Juvenile Boot Camps	0.0%
Wilderness Challenge	0.0%
Electronic Monitoring	0.0%
Scared Straight	+6.1%

Before Reform

Status Offense — Misdemeanor — Felony

LOW RISK → HIGH RISK

Formal Petition/Detention

Home ← Services → Custody

16

MULTI-TIERED SYSTEMS OF SUPPORT

THREE-TIERED MODEL

Tier III

FEW
1-5% require
intensive
intervention

Tier II

SOME
5-10% of Students
require supplemental
targeted intervention

Tier I

ALL
80-90% of Students
meet performance indicators.
All staff preventative & proactive

19
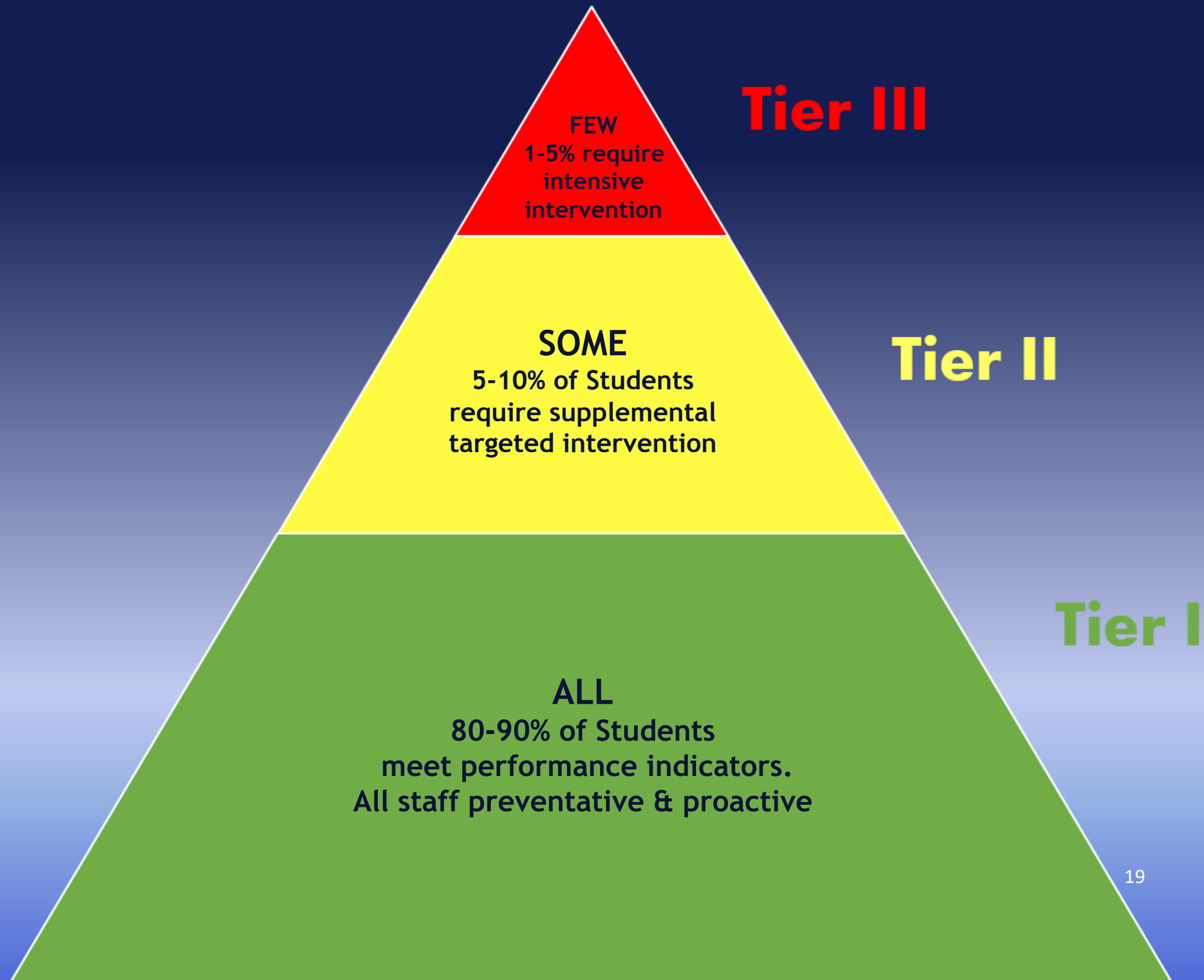
Tier 1-3: Problem Behaviors

Tier 3:

- Use of weapons
- Assault on staff & student
- Terroristic threats
- Distribution of controlled substance

Tier 2:

- Defiance, disrespect, non-compliance
- Verbal aggression
- Physical threats
- Sexual harassment
- Intimidating, bullying students

Tier 1:

- Inappropriate verbal language
- Property misuse
- Dress code violations
- Disrupting class
- Rambunctious play

20

SRO in Tier 1 strategies

Objectives	Strategies
Increase Trust: Positive Police Contact (PPC)	Engage students in recess, PE, lunchtime (catch 'em doing right)
Early ID of Student Problems	Greet students at school entrance every morning
Promote Safe School Culture	Reinforce PBIS "Be Safe, Responsible, Respectful"

CATCH 'EM DOIN' RIGHT!

- When **positive reinforcement** are used appropriately, youth become more internally motivated & competent
- Tell them what they do **right**, not just what they are doing wrong
  - Four positive statements for every one corrective statement
  - Statements should be small but frequent
  - Given quickly after prosocial behavior
  - Communicated explicitly on specific behavior

SRO in Tier 2 strategies

Objectives	Strategies
Increase Trust: Positive Police Contact (PPC)	Formal Mentoring
Early ID of Student Problems	Check-In Check-Out
Teaching Prosocial Behavior	Facilitate Programs

SCENARIO

A middle school student is being belligerent, yelling & cursing at the teacher. The teacher attempts to contact the school administrator but she is busy with another student. The teacher contacts the SRO as he is walking in the hallway.

- What role should the SRO take?
    - Law Enforcer?
    - Educator?
    - Informal Counselor?

24

Review

- Traumatized Youth in JJS

- Roles of the SRO & SA

- Understanding & Partnering with JJS

- SROs within MTSS

mprospero@ichamps.org

iCHAMPS