

Exploring the Emotional Impact of ALICE Training on Pikesville High School Educators: A Phenomenological Investigation

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ABSTRACT

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training is a growing safety protocol that has been widely adopted in American schools as a multi-option approach to a school shooter situation. Technology reporter at The Information, Sylvia Varnham O'Regan, affirms that "little is known about the efficacy of the methods promulgated by ALICE" (O'Regan), and most of the research on ALICE involves "comparing the traditional lockdown to the multi-option simulations" (Jonson et al. 7). There is existing research on the psychological effects of active assailant training on students, school counselors, and on teachers, but little is known specific to ALICE Training. Additionally, "it is not clear what response teachers actually have to practicing disaster preparedness drills because researchers have not yet investigated this area" (Ilk 4). In turn, this research study explores the emotional impact of ALICE Training on the educators of a high school in Baltimore County, to determine if these teachers are more positively or negatively affected. Because of the role that educators play in both preventing school violence and responding to school violence, a phenomenological approach is used to explore their experiences with ALICE Training. Results include the following four themes: (a) enhanced preparedness, (b) overwhelming responsibility toward students, (c) necessary but frustrating, and (d) indicates a sad reality. Implications for educators, school shootings, and ALICE Training are discussed.

Introduction

Over the last two decades, school shootings have become a reality that educators, faculty, and students have had to face. Unfortunately, "there were more school shootings in 2022 — 46 — than in any year since at least 1999" (Cox et al.), the year of the shooting at Columbine High School. As a result, the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) safety protocol, a multi-option approach to an active assailant event, has been widely adopted in American schools. Rather than combatting a shooter with a traditional lockdown drill, where the response would entail hiding from the armed person by locking doors, switching off lights, crouching in windowless corners, and keeping quiet (Jonson 966), ALICE provides a protocol in which individuals can best respond based on their circumstances. Although it is crucial for schools to have an active assailant protocol in today's society, ALICE Training has a significant emotional impact on those involved, especially educators. In a profession with the potential for more violence than the one they entered, or planned to be in, the rehearsal of ALICE forces teachers to imagine themselves in a life-threatening situation. Despite its intended goal of improved empowerment and readiness for a school shooting, ALICE Training can provoke mental anguish, including fear, anxiety, and stress, in those who participate. The purpose of this phenomenological investigation is to determine if ALICE Training has a more positive or negative emotional impact on ██████████ High School educators, and if they feel that practicing ALICE drills is the best way to enhance preparedness for a school shooting.

Literature Review

The ALICE Phenomenon

ALICE was created in 2000 by Greg Cane, a law enforcement officer, and his wife, Lisa, an elementary school principal (“ALICE”). The “A” in the acronym stands for Alert, which is the first step of the protocol, as well as the “first notification of danger” (“ALICE”). People begin to comprehend the situation and act according to their location. The “L” is for Lockdown. If evacuation is not an option, the Lockdown operation is enhanced from the traditional lockdown, adding a barricading procedure. The “I” is for Inform. This step communicates the “intruder’s location and direction in real time” (“ALICE”). “C” stands for Counter, which “is a strategy of last resort” (“ALICE”). It focuses on distracting the shooter. Lastly, the “E” stands for Evacuate. The combination of these tactics makes ALICE a unique strategy to manage an active assailant attack.

ALICE & The ██████████ County Public Schools District

The participants of this study are educators at ██████████ High School, one of ██████████ County’s thirty-eight public high schools. This school practices ALICE drills three times per school year. The ██████████ County Public School system adopted this active assailant protocol in 2018, after the Maryland Safe to Learn Act of 2018 was enacted (Weglein 2). Initially, school staff completed a one-hour online training course on ALICE and a three-hour, in-person training session in the summer of 2018 (Weglein 4). Every year since, educators and staff get re-certified through the ALICE eLearning interactive course (Navigate360), and they continue to practice ALICE drills in school, guiding their students along the way. The only shooting inside one of ██████████ County’s Public Schools was the active assailant incident at Perry Hall High School in 2012. While there were no fatalities, two shots were fired, one hitting a student in the back, and the other barely missing a staff member’s head (Roberts). ALICE had not yet been the safety protocol during this event. However, the Head of the ██████████ County Public School Department of School Safety, April Lewis, revealed that people resorted to the components of ALICE, as some locked down, evacuated, and countered the shooter (Thomas et al.).

Although ALICE has officially existed for the last two decades, “the traditional lockdown has been the most common approach to active assailant response training in schools” since the 1980s (Hendry). Technology reporter at The Information, Sylvia Varnham O’Regan, affirms that “little is known about the efficacy of the methods promulgated by ALICE” (O’Regan), and most of the research on ALICE involves “comparing the traditional lockdown to the multi-option simulations” (Jonson et al. 7). There is existing research on the psychological effects of active assailant training on students, school counselors, and on teachers, but little is known specific to ALICE Training. Also, “it is not clear what response teachers actually have to practicing disaster preparedness drills because researchers have not yet investigated this area” (Ilk 4).

The Emotional Impact of Active Assailant Training on Students

ALICE is practiced by students in grades K-12 in an “age-and ability-appropriate” manner (Navigate360). A study conducted in 2020 by Cheryl Lero Jonson, Melissa M. Moon, and Brooke Miller Gialopsos surveyed 4th–12th grade students, and found that ALICE Training resulted in greater feelings of safety than concern or fear. More than 86% of middle school and high school students either felt no change in their feelings of safety after participating in an ALICE drill, or felt better prepared and confident after completing training. 89% of elementary students felt safer or just as safe after participating in ALICE (“New Study Analyzes”). Additionally, high school students from Kenwood High School, another ██████████ County Public School, claim that many students think ALICE could save lives and is an empowering protocol (Thomas et al.). On the other hand, Schildkraut

et al. found that 12th graders in their study perceived their school to be less safe after participating in active assailant training with lockdown drills (Schildkraut et al. 9). ALICE can also be traumatic for younger-aged children, exposing them to the possibility of having to hide from a violent intruder (O'Regan). In an investigation of children's experiences with lockdown drills, results indicate mixed emotions, while some students are excited to escape classwork, and others feel annoyed and frightened (Bonanno et al. 181).

The Emotional Impact of Active Assailant Training on School Counselors

School counselors assist students with their fear and anxiety related to school shootings and drills ("Resolution on Gun"). In Emily Goodman-Scott and Angela Eckhoff's phenomenological investigation on school counselors' experiences with lockdown drills, they reported an "emotional strain" on school counselors, referring to their participants' feelings of anxiety, concern, fear, and a greater responsibility to support their school community after partaking (Goodman-Scott and Eckhoff 443). Likewise, counselors feel they need to be "more responsive" to potential signs of violent behavior in students after engaging in active assailant training (qtd. in Paolini 12).

The Emotional Impact of Active Assailant Training on Educators

School shootings have altered jobs in education, specifically those of teachers. Following the shooting in Parkland, Florida, at Stoneman Douglas High School in 2017, an investigation highlighting teachers' emotional labor within their profession was employed by researcher Emily Wender, analyzing a journal entry written by a Stoneman Douglas teacher, Alicia DeMille, in response to this event. DeMille expressed uncertainty about how well her teacher education program prepared her for the incident. Still, she was positive that her greatest responsibility was to protect her students and keep them safe (Wender and DeMille, 9). In revealing that she was unprepared, she stressed the desire to practice ALICE to enhance preparedness and feelings of safety (Wender and DeMille, 18).

Nevertheless, other educators report that active-shooter drills "are doing more harm than good," as practicing school shootings as "real-life scenarios" causes them both emotional and physical pain (Blad and Will). A Pennsylvania teacher, Yanelli, claims that some of her colleagues believe ALICE Training allows them to protect their students as effectively as possible. However, Yanelli "doesn't think it's necessary to be taught to 'take on' a gunman" (Blad and Will). Furthermore, educators burdened by past traumas may feel more "emotionally vulnerable during training," especially if the drills are announced without warning (Blad and Will).

Gap

ALICE Training is a newer practice in the ██████████ County Public School district and society. Most studies of ALICE Training have "relied primarily on behavioral observations or surveys to assess drill instruction compliance and/or related perceptions and emotions" (ElSherief et al.). Looking at the emotional impact of ALICE and active assailant training on participants, the individuals will typically fall into one of two groups; those affected more positively and those affected more negatively. Those affected more positively "report feeling more prepared and less anxious." Those affected more negatively report "that they feel less safe, more scared, and more concerned that could-be school shooters—given that most are current or former students—now have insight into emergency response strategies" (qtd. in ElSherief et al. 2). There has never been a study exploring the emotional impact of ALICE Training on the educators of ██████████ County's ██████████ High School, to determine if these teachers are more positively or negatively affected. Prior to data collection, it was hypothesized that ALICE Training would have a more positive emotional impact on these educators than negative.

Method Alignment

A phenomenological investigation was employed to explore the question, how does practicing the ALICE safety protocol emotionally impact ██████ High School educators. Phenomenology is a qualitative research approach that involves thoroughly investigating a phenomenon through humans' lived experiences (qtd. in Neubauer et al. 91). The goal is to determine a universal experience of a phenomenon by understanding the commonalities that all participants in a study share. The steps of this phenomenological investigation, derived from Clark Moustakas's transcendental approach, include (1) identifying a phenomenon to research; (2) bracketing out my own experiences/opinions to focus solely on the participants' experiences; (3) collecting data from people with experience of the phenomenon; (4) analyzing the data by pulling out significant quotes or statements, then combining them to determine themes among participants; (5) developing a textural description (what they experience) and a structural description (how they experience) of the participants' experiences; and (6), combining the textural and structural descriptions to portray the overarching essence of the experience (Creswell 80), to then determine how the ALICE safety protocol emotionally impacts ██████ High School educators.

Data collection in a phenomenological investigation typically consists of in-depth interviews with five to twenty-five participants (Creswell 81). The interviewees, who are educators at ██████ High School, were selected using a stratified sample. Thus, I could accurately portray the population of educators by selecting twenty-one teachers, three from each of the school's main courses: English, Math, History, Science, Language, Physical Education /Health, and Electives. The stratified sample ensured reproducible results because nearly all public high schools have educators who teach these subjects, so the same quantity and types of educators can be interviewed using phenomenology in another similar project. For this study, I physically distributed consent forms to the twenty-one educators to obtain their signed consent before interviewing them. The interviews took place via Schoology email, a private, digital, and accessible resource.

My research question, methodology, and investigational topic were inspired by Emily Goodman-Scott and Angela Eckhoff's study titled "School Counselors' Experiences with Lockdown Drills: A Phenomenological Investigation." These authors sampled a variety of school counselors to investigate their experiences with lockdown drills due to their "role in the prevention of and response to school gun violence" (Goodman-Scott and Eckhoff 435). I chose educators as my participants because they play a similar role in combatting gun violence in schools. It would be their duty to protect students from an active shooter. Goodman-Scott and Eckhoff used Moustakas's transcendental phenomenology, so I was inspired to follow the same process to determine the essence of ALICE and how teachers' experiences undergoing preparation for the possibility of a school shooting emotionally influence them. Data organization and interview questions were modeled after Bree Alexander's study titled "Public School Preparedness for School Shootings: A Phenomenological Overview of School Staff Perspectives." Using my data, I recreated her thematic flowchart with correlated subthemes across the major overarching themes (Alexander 8), because it was a useful visual that categorized the findings. I also interviewed the educators by asking demographic questions "to build rapport with participants" (Alexander 7) and detailed questions that would answer my overall research question. Phenomenology was the most applicable method for investigating how practicing ALICE emotionally impacts ██████ High School Educators, as these authors used phenomenology to understand a phenomenon through those who have experienced it and then applied the essence of that experience to understand the emotions of their participants.

Data Analysis

The interview transcripts of the twenty-one participants were analyzed in a three-column chart and through trend grouping. Transcriptions of the interviews went into the first column of data. Each interview was observed

using methods of horizontalization to identify key statements that directly answered the interview questions (Moustakas 3), in which the educators reflected on their experiences with ALICE Training or expressed emotion regarding the impact of ALICE Training on them. The second column was used for preliminary codes. The highlighted quotes from the first column were placed into the second column, and then each one was marked by either a P, representing a positive response, or an N, representing a negative response. The third column was used for the final codes or themes from each interview, based upon the preliminary gatherings. Each was marked by a P or an N as well.

Results

Themes

Several overarching themes regarding the phenomenon of ALICE and its emotional impact on the educators emerged from the interviews. To establish the main themes shared by the majority of the participants, the most common codes were pulled out and classified into textural and structural descriptions to then provide a final evaluation of the participants' collective experiences (Moustakas 4). Among the most frequently occurring themes, four primary codes were selected to represent how ALICE emotionally impacts ██████ High School educators. The first theme was *enhanced preparedness*. This theme included the three subthemes of *familiarizing safety protocol that best fits circumstances*, *promoting class reflection*, and *just a drill*. The second theme was *overwhelming responsibility toward students*. The subthemes included *the "Counter" procedure* and *keeping students safe*. The third overarching theme was *necessary but frustrating*, including *students are not serious*, *interrupting class time*, and *retraining*. The fourth theme was *indicates a sad reality* and includes two subthemes: *creating anxiety and fear* and *desire for stronger gun laws*. An outline of the four themes and their subthemes from the interview data is presented (see Fig 1).

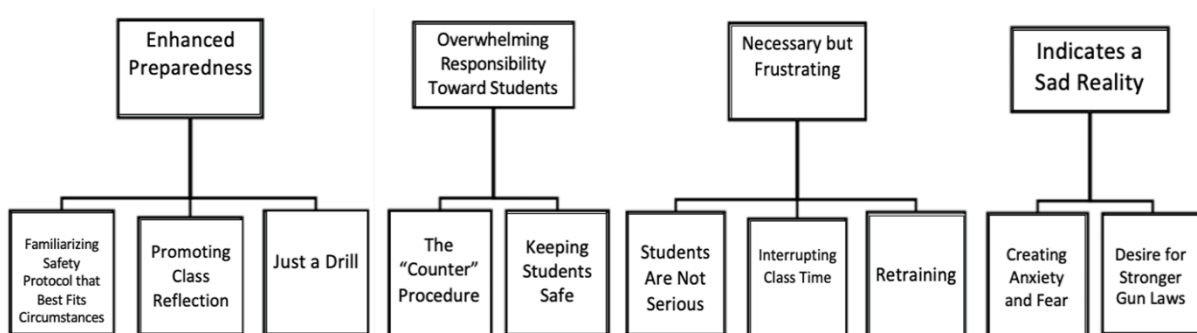


Figure 1. Thematic flowchart of data gathered in the interviewing process with correlated subthemes spanning four overarching themes

Enhanced Preparedness

ALICE Training is meant to ensure that schools are prepared to handle an active shooter if an incident were to occur, as well as “save lives,” “build confidence,” and “mitigate risk,” helping schools to exceed the standards for active shooter response requirements (“ALICE”). A history teacher claimed:

ALICE is a huge improvement compared to what we did years ago. Before ALICE we’d have all students sit against a wall and be as quiet as possible...sitting ducks. Now we have plans to help reduce damage

to us, distract shooters, get away from shooters, and even hurt shooters - as bad as that sounds. ALICE is a better scenario, maybe the best one so far.

The majority of educators, fourteen out of the twenty-one, reported that practicing ALICE does enhance preparedness for a school shooting, as it provides a system of organization. When asking the participants what procedures they were responsible for implementing during the ALICE drill, they all stated similar duties, such as reminding students of the response options in regard to the armed person's location, locking down, pointing out the nearest exit, turning off the lights, and keeping everyone quiet. The ALICE drill also involves essential classroom discussions, where students and their teachers evaluate how barricades could be made and what objects could be used to "counter" the assailant. Past school shootings sometimes are brought up in these conversations too, and students reflect on them with their teachers and talk about how well those involved handled the situation. Most teachers also communicated that although ALICE Training intensifies the reality of a school shooting, the drills are not real. An elective teacher stated, "I am comfortable going through them knowing they are DRILLS. We do it so we will be clear in the unlikely chance we would do this in a real scenario." A physical education & health teacher shared, "when I hear of another school shooting, I feel more safe knowing that we have ALICE in place." In enhancing feelings of preparedness for a school shooting, educators at ██████ High also feel safer and more empowered in their behavioral response.

Overwhelming Responsibility Toward Students

Similar to parent supervision, educators have the legal responsibility to supervise students while they are in school. However, teaching in this era of school shootings has caused many educators to see themselves as "protectors" (Wender and DeMille, 18), feeling obligated to keep their students out of harm's way. This same idea and sense of responsibility were conveyed by the ██████ High School educators, as thirteen out of the twenty-one expressed that ALICE Training produces overwhelming concerns about the safety of their students. One concern was that in the event of a school shooting, not all students would be physically capable of evacuating in a quick and efficient way. A history teacher described, "I don't feel anxious during drills but if I really think about it, I know that I have students that won't fit out windows, can't run fast enough, etc."

Many educators also expressed significant concern related to the "Counter" procedure in ALICE. An elective teacher revealed that their bigger body type makes them feel as though they would automatically be expected to "Counter" an active assailant, which contributed to them feeling uneasy as a result of practicing the ALICE protocol. A physical education & health teacher angrily stressed, "The Counter part of the drill needs to be eliminated." The "Counter" procedure in ALICE frightens the educators at ██████ High School the most, and they feel that fighting an armed person would expose them to more danger, rather than prevent more injuries or fatalities. Furthermore, ten out of the twenty-one educators interviewed are parents. They all mentioned how ALICE creates thoughts of stress for them, thinking about sacrificing their safety or lives for their students, but also having the great inclination to go home at the end of the day unscathed to their own children. As a science teacher explained, "I would do anything to keep my students safe even if it meant risking my own life. But now at the same time, I have to try to make sure I come home safe to my son." The overwhelming responsibility that educators feel toward their students because of ALICE Training is where most of the negative emotional impacts of the protocol arise.

Necessary but Frustrating

Although having to practice the ALICE safety protocol in schools can be frustrating, as it interrupts instruction and leads students to lose their focus on classwork, sixteen out of the twenty-one educators at ██████ High School believe it is an imperative interruption. A science teacher communicated this theme exactly. They first explained, "The drills do eat educational time," "I do feel that they are a little too frequent," and "I feel relieved

when they get scheduled during my planning period because then I won't have to participate." Then, following the list they stated, "I see the drills as valuable, but annoying." Most of the frustrations teachers feel from practicing the ALICE safety protocol comes from the time it takes away from their lessons and students treating the drills more as a break in assignments than as preparation for a very possible life-or-death situation. A science teacher who attended Perry Hall High School during the time of the shooting in 2012 conveyed, "Majority of students do not take ALICE seriously. It's only after I explain what I went through that the giggling and joking stops." Not all students ignore the importance of ALICE drills, but those who do make it harder for teachers to guide their classes through them properly and discourage their teachers from wanting to talk about school shootings and ALICE afterward. A math teacher remarked, "it depends on the students in the class if these drills are an interruption or if they take them seriously and choose to benefit from them." Out of the twenty-one, only one English teacher felt "burdened" by the yearly retraining of ALICE, and only one math teacher expressed that ALICE drills are a "waste of time."

Indicates a Sad Reality

Most of the educators, fourteen out of the twenty-one, are upset that they have to practice the ALICE safety protocol in general. Having to become familiarized in a plan of action for the chance of a school shooting opens their eyes up to the threat of danger they are faced with every time they walk into work. An English teacher explained, "The drills themselves don't stress me out, but the fact that we have to have them in general is what causes the stress." These teachers also expressed feelings of sadness regarding their participation in ALICE because they do not understand why active assailant safety protocols are being enacted before stronger gun laws are. As a science teacher articulated, "ALICE drills chip away at my sanity and nerve because we should not even have to have these drills at all. In the big picture of things, it's not helping prevent shooters, just how to deal with them." Every one of the teachers spoke about how their experiences with ALICE Training have led them to aspire gun law reform within the United States. As the issue of gun laws remains overlooked, their jobs as educators will remain somewhat scary.

Discussion

While there is information available related to the ALICE Training phenomenon and its effects on those who practice it, there is a gap in the literature specific to the experiences of educators employed at ██████ High School, and the emotional impact the active assailant drill has on them in particular. This study's overall findings suggest that these educators find ALICE Training to be more positive than negative, and the best way to enhance preparedness for the event of a school shooting since gun violence and gun law reform do not seem to be getting dealt with any time soon. Despite the negative impacts of the protocol—making teachers feel an overwhelming responsibility toward their students and creating feelings of anxiety, frustration, and sadness—the educators believe that ALICE is the most empowering active assailant protocol and is the best way to enhance preparedness for this type of situation, which is of crucial importance.

The same negative emotions felt among the educators as a result of practicing the ALICE safety protocol were seen in a similar study looking at the overall psychological impact of active shooter drills on American K-12 school communities. "Results indicate that anxiety, stress, and depression increased by 39-42% following the drills" (ElSherief et al. 1). It is understandable that these are the types of negative emotions that are caused by this practice, because even though ALICE is meant to enhance preparedness, which the ██████ educators agree it does, it exposes participants to a scary facet of life while training them in a protocol they hope they never have to employ.

Nonetheless, all the educators at ██████ High School find ALICE to be the greatest active assailant protocol they could practice, especially compared to the traditional lockdown. They feel this way because

“multi-option responses seek to provide more than one procedure besides the traditional locking the door and remaining quiet response to increase the survivability of individuals that are tragically involved in active shooting events” (Jonson 966). They feel empowered by ALICE because it provides more options to them when encountering a school shooter, like the ability to flee the gunman, barricading, and at worst, countering. A study titled “After ALICE: The Implementation of an Active Shooter/School Intruder Training Program in K-12 Schools” asked their participants “how influential the ALICE Training was in creating change to existing school safety policies and procedures regarding school intruders.” Similar to the [REDACTED] educators, majority of their participants, twenty-eight out of thirty-one, answered “strongly agree” or “agree” (Gleich-Bope 47).

Most [REDACTED] High School educators emphasized that ALICE Training is not a way of preventing a shooting or ensuring survival during a shooting. Moreover, it is a means of assisting people in reacting with confidence and enhancing survivability for an active assailant situation, a necessary evil. Although it was proven in the Virginia Tech shooting on April 16th, 2007, that individuals who take a more active, multi-option response to active assailants have a higher likelihood of surviving such an incident (Jonson 968), nineteen children and two teachers died in the Robb Elementary School shooting on May 24th, 2022, despite their “extensive” multi-option plan (Khim and Schuppe). Most of the negative feelings harbored by these educators are not due to practicing ALICE. They stem from the fact that they teach in a world of uncontrolled gun violence, which unfortunately has made its way into schools across the country. The ALICE protocol enables the majority of educators to take control in this social climate, and in retrospect, is a positive practice with a positive emotional impact.

Limitations

The biggest limitations to the present study deal with the sample size and the past traumas teachers have experienced. Phenomenology requires a sample size between five to twenty-five participants; however, there are fifty-four teachers employed at [REDACTED] High School. Although interviewing twenty-one teachers allowed me to stay within the constraints of phenomenology and still represent a sufficient portion of the teacher population of this school, not all of the teachers’ experiences were considered in forming the new understanding. The results may have varied if all of the educators’ experiences and emotions regarding the practice of ALICE had been investigated. Some teachers also shared that their experiences with past traumas, which “have profound effects on an individual’s psyche” (ElSherief et al. 10), make ALICE Training more difficult and emotionally taxing. In addition to the science teacher who experienced the Perry Hall High School shooting, one English teacher explained how they feel a great deal of fear during ALICE Training, because they were eleven years old and living in Long Island, New York, at the time of the terrorist attacks on September 11th, 2001. The proximity of the attacks to their home when they were young, and the fact that the Columbine school massacre happened just two years prior, makes ALICE Training more difficult due to their upbringing in the “wake of violence.” In a phenomenological investigation, the researcher needs to take the commonalities from the majority of their participants’ experiences to form conclusions, but past traumas led to great variation among a couple of the responses, thus, certain experiences and emotions regarding ALICE Training could not be discussed in the results.

Conclusion

After a phenomenological investigation on twenty-one [REDACTED] High School educators’ experiences with ALICE Training, the overall essence of practicing the ALICE safety protocol has a more positive emotional impact on the educators than a negative one. In the event of a school shooting, “a teacher’s primary role should be to keep the students and themselves as safe as possible” (Gleich-Bope 23). Based on the interview results, the

teachers believe that the ALICE protocol best enhances their opportunity to do this, preparing and providing them with multiple plans of action, their favorite being “Evacuate,” to survive an active assailant. Participating in the ALICE drill three times per school year “creates a sense of empowerment among the staff” (Gleich-Bope 39), because the educators get familiarized in the procedures they would take “to handle any difficult, tragic, or even deadly situation that may present itself” (Gleich-Bope 39). While some of the educators experience negative emotions because of practicing ALICE drills or training, specifically increased anxiety, fear, and sadness, these feelings arise more because of the need for ALICE: the school shooting epidemic in America.

Implications

While the implication of a school shooting is no less than terrifying, the implication of ALICE is that it is working to offset that terror and provide organization and guidance. The fact that there is a protocol to be followed gives teachers the peace of mind that they do not need to figure out on their own what to do in this type of emergency. ALICE consists of a clear-cut set of instructions that not only ██████████ High School follows, but many other schools and businesses follow as well. The universality of ALICE helps educators have a collective understanding of expectations for the safest outcome. Teachers can be transferred to different schools and still have the knowledge from their ALICE Training to take with them wherever they implement this standard. As a result, educators can better focus on teaching and student relations in these troubled times. ALICE is the most effective way to combat some of the uneasiness brought about from the potential of gun violence in schools.

Future Research

The results of this study are informative, but there is still a need for additional qualitative research. One approach would be to compare the mindsets of teachers who work in schools that implement ALICE with those in other schools which have different active assailant protocols or even no protocol at all. This investigation would determine if there are better options than ALICE to enhance preparedness and examine the emotional impact of each method. Another area for additional research is to explore what type of gun law reform would be the most impactful in preventing school shootings from occurring. The interviews have revealed that teachers feel that gun laws are loose, and nothing other than the reform of these laws will reduce school shootings. Most of the educators cited gun law reform as their biggest concern, so researching what the government is doing and needs to do is imperative for school safety and emotional wellbeing. Finding out more about these matters would be highly beneficial in assessing whether or not ALICE, or other types of multi-option active assailant protocols, have a more positive or negative emotional impact on educators outside of ██████████ High School.

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