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Knowledge of School Resource Officer's Roles and Their Perceptions on School Social Worker's Roles

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KNOWLEDGE OF SCHOOL RESOURCE OFFICER'S ROLES AND THEIR
PERCEPTIONS ON SCHOOL SOCIAL WORKER'S ROLES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Cynthia Crystal Cervantes
Vanessa Vazquez

June 2018

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Approved by:

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ABSTRACT

The study examined the perception of school resource officers (SROs) role in a school setting, the training they received prior to working in a school setting, their interaction with students, and their relationship with school administration, staff, and school social workers. Previous studies discussed SROs' roles to be ambiguous and their primary focus of a school resource officer to maintain school safety, while other studies discussed the criminalization in schools due to the placement of law enforcement in the school settings.

The study employed a qualitative design with face-to-face interviews with seven participants who serve or have served as a SRO's in a public school, grades kindergarten through twelfth grade. The study found that SROs knew their roles very well and did not feel their role was ambiguous. The study also revealed that and that school administrators might cause issues if they did not fully understand the role and limitations of the SRO's. Another finding of the study was that SRO's roles do not collide with school social workers (SSWs). Based on the findings of the study, we recommend that school administrators and staff work on understanding the role of SROs to better work with the students they serve. The study findings also encourage SROs, SSWs and school administrators to work collaboratively to better serve students on campus effectively and work with better understanding each disciplines knowledge.

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DEDICATION

From Vanessa: I would like to thank my family for their love and support throughout this program. Thank you, mom, for always giving me support, reminding me of the importance of education, for reminding me of my capabilities, but most importantly, for always believing in me. Thank you, Abraham and Belen for being supportive, bearing with me, understanding and always willing to listen when I needed it the most. Thank you, Dad, for providing me with resources as I completed my education. Thank you to my friends, mentor and research partner, Cynthia, for the motivation, help, encouragement, and inspiration which have helped me in becoming the person I am now, I will be forever grateful for all that you all have done for me.

From Cynthia: I would like to thank my family and friends for their love and support in getting me to this point in my education. Thank you to my parents, siblings and significant other for motivating me to follow my passion. Thank you to my research partner Vanessa Vazquez for sharing a similar passion as mine to work with at-risk youth and believing in the importance of completing our research on school resource officers. I would also like to thank CSUSB school of social work faculty and staff for preparing me to enter the role of a professional social worker; thank you for the inspirational lectures that kept my passion alive. Most importantly, I would like to thank God for the blessings I have in my life and guiding me through the difficult moments that were challenging.

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CHAPTER ONE

INTRODUCTION

Problem Statement

Incidents of gun violence in schools since the 1990's have increased the prevalence of school resource officers (SROs) in school settings (Cray & Weiler, 2011). SROs work for local law enforcement agencies and are placed in school settings, the majority in middle and high schools (Wolf, 2014) with the idea to prevent school violence. SROs' primary focus is to maintain a safe learning environment among the students (Wolf, 2014). The presence of SROs in schools make "interactions between students and the police more likely to occur", and as a result, arrests might happen more frequently (Wolf, 2014). Over the years, due to the growing concerns regarding violence, school discipline has become more criminalized with the placement of SROs in the schools which can impact the students' in many ways (Wolf, 2014). SROs not only engage in school discipline, they also engage in counseling and teaching. In the counseling role, SROs take efforts to resolve conflict. In the educator role, they introduce topics that are of predominant concern (Wolf, 2014).

The role SROs take on in a school setting can be ambiguous when compared to that of patrol officers' (Rhodes, 2014); their role is not clearly defined. SROs can sometimes fulfill the role of a school social worker (SSW) by providing counseling and mentoring services to students (Rhodes, 2014); the overlap in their services raises an issue of how either profession should address

student problems. Social workers are trained to work with their clients using a systems theory, taking into account all aspects of a client's life. SROs receive additional training before being placed in a school setting but, what their actual training entails is a topic that can be beneficial if researched.

There was limited research that explored the roles and perceptions of roles among SROs and SSWs. The existing research addressed the perceptions SSWs had in regards to behavioral and violence interventions, limited time to effectively work with students and the community, and the impact policy has in the social work practice (Cawood, 2010; Peckover et al., 2014). With both SROs and SSWs having to fulfill similar roles in a school setting, we are intrigued to learn about the perception of their professional roles being fulfilled in a school setting and how they each handle student problems.

Purpose of the Study

The purpose of this study is to examine the actual roles SSWs and SROs play in the school setting. We want to help identify the adequacy comment of SROs' training prior to being placed in a school setting. The study also intends to assess how prepared they feel to work with youth, and what is their perception of their role. We want to promote awareness and knowledge about the types of training SROs received and if they differ from those of SSWs. The effectiveness and/or ineffectiveness of SROs in school is criticized as there is very limited research to show their accurate roles, and their effectiveness to decrease school violence, and to promote safer schools (May, Fessel and Means, 2004). In

addition, the criticism of SROs in the schools can also be due to the perceptions that are held against them due to their ability to make arrests. Although SROs have the ability to make arrests with disciplinary means, they frequently exercise discretion and not always opt for the arrest of a student (Wolf, 2014).

Identifying a clear role of SROs and SSWs is beneficial to many, including schools, law enforcement, communities, parents, and most importantly the student in the school with an SRO. According to the U.S. Department of Justice (2001), SROs have four primary roles; be a liaison between the community, school and law enforcement agency, provide educational classes to the students and staff (such as the Drug Abuse Resistance Education (DARE) program), counsel students, and provide law enforcement duties for the school. Agencies in the community, such as local law enforcement, are directly involved as they are responsible for the training their officer complete before entering the field. The role of an SRO is multidimensional in the school setting, affecting the way they interact with students and the way they fulfill their law enforcement role.

Key players regarding the issue SROs face include local law enforcement whose entities could cover the various concerns regarding accurate fulfillment of roles and level of preparedness when working in the school setting. Also, the school administration is another important key player which will enable us to explore any possible issues they might be facing with SROs if any. School administration is important due to arising questions of whether or not they perceive any conflicting views of problems in a school setting due to SROs and

SSWs roles. Their observations on who takes the lead with problem students face, who takes the lead and any other demands such as bullying or violence within the school.

Additional key players include social workers, students, parents and community members. Students are directly affected by any interactions they have with the SROs whether negative or positive. Knowing the positive impacts that SROs have on the students, will help social workers and other key players identify effective interventions and will further enhance consistency and harmony in the collaboration between the systems.

It is important to understand and learn about SRO programs to help identify SROs roles accurately in a school setting. It provides an opportunity for SROs to learn effective tools when working with youth, and ways to incorporate themselves into the school community. Providing SROs with effective tools helps them in their roles as counselors and social workers to their students.

Significance of the Project for Social Work Practice

This study intends to contribute to social work practice, policy and research. This study will use a qualitative study design to gain insight on the SRO roles when working with students and other professionals. Findings of this study can help close the gap between SROs and SSWs roles. This study will further contribute to the limited current studies that explore the roles of SROs and SSWs. Subsequently, this study will provide an opportunity to initiate and explore thoughts on the development of new training programs, create new protocols and

standards for SSWs and SROs to work collaboratively. Providing recent data on SROs can help contribute to developing training programs for SROs, specifically in gun violence in schools as it has become prominent in schools throughout the United States. Findings from the study can help create new protocols, in how to effectively problem solve in a school setting and making the students a priority, for example, less harmful resolutions for students and strength-based interventions.

Also, the level of job satisfaction of SSWs and SROs may increase due to the understanding and clarity of roles in the field. By collaborating with others in the school setting, social workers could abide by their professional guidelines and more effectively serve the student population. SROs and SSWs may also better fulfill their roles, gain legitimacy in their roles in the school and be better utilized to serve students.

The purpose of this study is to find the perceived roles of SSWs in comparison to SROs in the school setting. Currently, there is not much research on the views of the roles of SSWs nor research that addresses the differences in practice between SROs and social workers.

Research Question

What are SROs' views of their professional roles and roles of SSWs in the school setting?

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews the literature on previous research on the perceived roles of School Resource Officers (SROs) and School Social Workers (SSWs) in the school setting. The subsections explore the influences SROs have in the school setting, the increasing number of SROs placed in the schools, issues related to social workers and the role ambiguity that both professions face. The theories guiding conceptualization are organizational theory and street-level bureaucrats as both theories guide the reasoning behind SROs' role fulfillment.

School Resource Officers and Programs in the Schools.

According to the National Center for Education Statistics (NCES) in the academic year 2013-2014, of the 84,110 schools that reported data to them, 30,710 schools had SROs. Of those 30,710 SROs, 14,380 worked full time at the schools and 16,330 only worked part-time at the schools; data provided from the schools included all SROs working in an elementary, middle and high school with the majority placed in a high school setting.

Little information is known in regard to the current SRO programs and how they actually increase school safety (Cray & Weiler, 2011); one of their assumed roles in a school setting. Cray and Weiler (2011) found that those school administrators interested in an increase of school safety must work with SRO

programs to develop a memorandum of understanding that is clear of their roles in a school setting. The study wanted to help answer three questions the patterns of SROs in public schools, what document are in place that have a set role for SROs, and if those documents in place provided the appropriate tools for SROs to fulfill their roles.

A stratified random sample of 178 Colorado public school districts (narrowed down to 67 school districts), was used in the study. The researchers contacted the school districts by phone calls and emails to inquire about the number of SROs they used (if any), a total of 30 out of the 67 school districts reported using SROs in their schools (Cray & Weiler, 2011). If they had an SRO within their school district and then if they had a document to clearly identify their roles in their schools, and if so if they could receive a copy of such document. Forty-four percent of their sample size reported using SROs, only 16 school districts of those had a memorandum or governmental agreement in-placed that described the SROs' roles (Cray & Weiler, 2011). This left 40 percent (12 school districts) of their sample using SRO in their schools without any document that clearly describes their roles, this oversight can have negative effects on school safety. While Cray and Weiler (2011) found that while some school districts had set roles for SROs, some officers also had some training prior to being placed in a school setting; but unfortunately, other officers are placed in school settings without appropriate training or clear descriptions of their roles; this is an area that needs further exploration.

The growing trend of police officers in school settings places sworn police officers in a new setting that they are not typically trained for; the new setting comes with new environmental challenges that officers must be ready to overcome. Rhodes (2015) examined SROs' perceptions of their roles and job satisfaction. The study included 52 SRO and 320 patrol officers to compare their role perceptions, ambiguities, and job satisfaction. Rhodes (2015) indicated that although there is importance in the SRO role perceptions, role ambiguity, and job satisfaction it is necessary to bring up that SROs are also faced with encountering two cultures. SROs are part of the school culture and the law enforcement culture, which affects the roles they fulfill in each setting.

Rhodes (2015) found police culture is distinct from a school culture; an SRO is of direct service to citizens while a patrol officer has limited contact with citizens. Although they have similarities in their roles, SROs reported they responded to 17.32 days of the last month to order maintenance activities while patrol officers reported 28.51 days in the last month. SROs also reported 20 days of the last month they felt their role was ambiguous as compared to only 12.21 days for patrol officers (Rhodes, 2015). In comparison to what research shows, the study had contradictory findings. These SROs had greater personal satisfaction than patrol officers, 32.47 days compared to 29.88 days and SROs also experienced less role conflict 16.75 days to 19.76 for patrol officers (Rhodes, 2015). This study had some limitations as its sample size was small (52 SRO) and they were compared to 320 patrol officers from a different geographic

location. The study by Rhodes (2015) demonstrates that SROs and patrol officers may have similar roles, but that SROs also adapt to their setting and provide additional tasks for their new environment; tasks may include teaching, counseling, and mentoring.

Issues Related to School Social Workers

The limited existing research on SSWs roles suggests that there has to be further research that gives more clarity about the actual roles that they fulfill, and the level of practice needed to respond to the constant changes in policy. In efforts to identify the areas in which SSWs have received training prior to entering the school setting, Berzin and O'Connor (2010) reviewed syllabuses from SSW courses from different institutions across the United States. Berzin and O'Connor (2010) recognized the need for research on the preparedness of SSWs on new trends in the school setting. They received syllabuses from 58 institutions that offered a school social work course and found that among the most common topics covered in the school social work course were "special education, confidentiality, and ethics, history, and role of school social workers and collaboration". Although the courses had a variety of topics covered, the most common was special education with 95 percent. Although school social work courses cover a variety of topics, Berzin and O'Connor (2010) suggest implementing new course content that addresses the new trends and changes in policy. Some of the changes include new mental health issues, bullying, and school violence, among others. Due to shifts in policies in the educational

system, there has been emerging mental health needs among students (Berzin, 2010).

Due to the upcoming new trends and policy changes, there might be role confusion among SSWs. After exploring the roles of social workers in Louisiana, Richard and Villarreal (2014) found that SSWs experienced uncertainty when the expectations of their responsibilities were not clear. Additionally, due to cuts in funding, SSWs might engage in various additional tasks other than providing support for the students, further adding to their confusion. SSWs in this study expressed their desire for “uniformity” in practice for defined responsibilities and expectations as it would positively affect their performance, increase job satisfaction and reduce stress levels (Richard & Villarreal, 2014). Although SSWs in this study reported role confusion, 87 percent of the participants stated that they believed to have acquired the appropriate training to be able to adequately practice in their school district. In addition, the study also found that they sought new training opportunities which will enable them to provide more evidence-based interventions. This study opens the door to conduct further research on the definition of SSWs’ roles in efforts to identify needed changes in the models of practice.

As policies continue to shift, SSWs must be aware of how such shifts could affect their role performance. Peckover et al. (2013) conducted a study to be able to understand the tasks that SSWs performed in addition to the historical trends of practice. This study took place in Iowa in which a total of 177 SSWs

participated. Of the participants, 173 were employed by Iowa Area Education Agencies (AEA) employment and 4 were district-employed. For the purpose of their study, Peckover et al. (2013) emailed the survey to SSWs from different settings to obtain better representation. SSWs in this study were able to provide their insight on their perceptions of how important a variety of tasks were. Results showed that most SSWs in this study still practice the traditional “clinical model of social caseload”. Peckover et al. (2013) identified two major shifts in education policy that affected social work which included an increase in a multilevel intervention approach and differentiation between academic and behavioral interventions.

Peckover et al. (2016) noted that as the school setting experienced policy changes, SSW practice still continued to follow traditional model (Peckover et al., 2016). Additional tasks might arise as a result of budget reduction and expansion of roles. This study suggests that SSWs might experience role confusion in result to engaging in other activities they do not feel competent in and which might not be in their scope of practice. As a result, Peckover et al. (2013) suggest that SSWs might find themselves doubting their capabilities. In regards to their competency, SSWs in this study reported wishing they could have received additional training on "academic assessment, developmentally appropriate therapeutic strategies, behavioral assessment, and interventions for individuals with mental illness" but feel a stronger need to obtain training in behavioral interventions. By having a clear understanding of their roles, SSWs would be

able to spend more time collaborating with others in communities (Peckover et al., 2013).

Sherman (2016) reviewed existing literature which focused on the changes that have taken place over time in the traditional models of school social work practice which oftentimes contribute to the marginalization of SSWs in the schools. Sherman (2016) found that SSWs fulfilled many different roles and worked hard to maintain a balance between any additional tasks and the multiple caseloads but, might not be acknowledged for their efforts and might experience “worker devaluation” in the schools. Their many contributions to the school setting often go unnoticed. In addition, SSWs might be seen as lacking the sufficient training and, therefore, not as equipped as other professionals in the setting including guidance counselors and school psychologists. Sherman (2016) acknowledged the fact that some states do not require SSWs to have additional qualifications prior to working in the schools. Also, only 20 states specifically require a degree in Master in Social Work. Interestingly, SSWs were found to more commonly engage in mental health services than other tasks that include participating in community outreach or advocacy for the development of new practices that enhance academic success and overall well-being of the students (Sherman, 2016).

It is important to have a clear understanding of expected roles for the collaboration between SSWs and other professionals who hold a similar mission

and whose roles might overlap. Collaboration among all parties will only enhance services for students to ensure their well-being and academic success.

By implementing an ecological approach system, and by better understanding the systems that impact the students, a model can be formed where school administrators and social workers can work in unison to address all of the student's needs (Richard & Villarreal, 2014). As the policy of SSWs continues to shift (Peckover et al., 2013), it is important to have clarity in the expected tasks as required for the position to be able to fulfill their roles and make a greater impact within the students being served.

Theory Conceptualization

One theory that will be guiding our study will be organizational role theory, by Katz and Kahn (1978). Organizational role theory conceptualizes that individuals fulfill the roles within their organization, including both ambiguous or concrete roles standards for the organization. Individuals follow the roles set by their occupational socialization in which they acquire expectations and the norms are different than those outside of the organizations. The organizational role theory is similar to role theory, where individuals are socialized and conditioned to follow certain norms in their society (occupation) (Mills, 2012). It's the approved behaviors, unspoken rules, and patterns they follow. For example, patrol law enforcement officers and SROs are both considered to be within the law enforcement organization (Rhodes, 2014). Although they are both in the same parent organization, they face different issues assimilated to their parent

organization when they are placed in a school setting; their expected roles change, and new expectations are created by the new organization which is the school. According to Katz and Kahn (1978) the roles that an individual takes can be attributed to the environment they are placed in, and not necessarily the roles their profession are set to fulfill. Identifying SROs' roles in a school setting will be beneficial for key stakeholders in academic settings and policymakers who can learn about actual SROs' roles and how beneficial or harmful they may be for students in the school setting.

According to Lipsky (1980), Street-Level Bureaucrats are those public service workers who have direct contact with citizens regularly due to their job, and specifically, have valuable discretion in how they execute their work. SROs could be included in Lipsky (1980) definition of a Street-Level Bureaucrat; SROs are placed in a school setting and they have the substantial discretion of how they may handle student situations. The ways SROs fulfill their roles may not be exactly how 'protocol', 'policy' may have deemed, especially when students may be in a diverse situation.

SROs are placed in situations that create a strain for them to fulfill their duties as a law enforcement agent and at the same time fulfilling the role of law enforcement in the school setting. The way SROs fulfill those duties may differ from regular patrol duties. Lipsky (1980) would explain that SROs have much in common with other public service workers because they can have a considerable impact on the people lives. For example, SROs may considerably impact the

lives of the students they serve. SROs may have relationships with their students and have a better understanding of the students' needs, barriers and current issues the student may be facing at home while a patrol officer may not have much understanding of what the students may be experiencing. In other words, they have an insight of things that directly impact their students, which help in the way SROs use their discretion in a school setting and how they problem solve. Using Lipsky (1980) Street-Level Bureaucrats can be helpful in this study as it can help guide the reasoning behind the task/roles SROs take on in a school setting

CHAPTER THREE

METHODS

Introduction

The following section goes into detail about the research method and procedures that were used to conduct the research study. This section will focus on the study design, methods of recruitment for study participants, protection of human subjects, data collection, procedures and the methods for data analysis.

Study Design

The purpose of this study is to gain knowledge on School Resource Officers' (SROs) perceptions of their roles when working with youth in different school settings. This study attempted to identify possible professional role confusion and overlap between SROs and School Social Workers (SSWs) within the Southern California Region. The knowledge of this study will help identify any struggles the SROs might be facing when collaborating with SSWs.

This study used a qualitative interview design which used guided interview questions during one-on-one interviews with the SROs. Within the guided interviews, information regarding the SROs' perceived roles, collaboration with SSWs and daily task was gathered. Study participants were contacted by telephone calls or emails, and the researchers discussed the proposed study with them. In an attempt to gain the most general input from SROs, the goal was to recruit SROs from different agencies across Southern California and avoid recruiting multiple participants from one specific agency. An encountered

limitation in the study was getting agency approval from law enforcement agencies, which was a lengthy process and resulted in most of the participants being recruiting from the same school police department.

A qualitative research design was selected for this study as best fit to acquire knowledge of SROs' roles in a school setting and to learn about their collaborations with SSWs if any. This study design is most practical for the study due to a limited time frame to collect data, ability to interview a limited amount of SROs, and assurance of confidentiality to the SROs and their agencies.

Conducting one-on-one guided interviews with the SROs will provide them an opportunity to share their knowledge and experiences in their SRO role without the limitation of closed-ended questions. This study design allowed for the researchers to observe the SROs' nonverbal behavior, clarify and explore stated responses by the SROs to gain understanding and comprehension of their true responses.

In contrast to the benefits of a qualitative interview design to the study, generalizations are not made possible due to the small sample size. This study is limited to the number of participants, considering that it involves conducting qualitative interviews. There was a limited time frame to conduct the interviews, therefore, any larger number of participants was infeasible. Another limitation of the study is that the ultimate approval of SROs participating in the study relied on their supervisor's approval.

Gaining awareness on the knowledge SROs have on their roles, responsibilities at a school setting, school safety, their law enforcement role and their collaboration with SSWs will be beneficial in their effectiveness in a school setting; ensuring they are a positive role model for students and staff in the schools.

Sampling

The recruitment of SROs for this study was done throughout Southern California by availability sampling. The sample size goal for the study was 10 SRO, but due to the limited access to SROs; 7 participants were recruited. SROs were recruited from the Southern California Region with participants belonging to different areas such as Imperial, Riverside and Los Angeles county law enforcement agencies. SROs were identified through their agency's website and/or by contacting their superiors by emails or telephone calls. The sampling criteria for the SROs for the study was SROs working for either County Sheriff's Office, School District Police Departments, or City Police Departments currently working in a school setting (grades ranging from kindergarten through twelfth grade) or who have retired within the last 2 years in the Southern California Region. Since the study focused on SROs' knowledge of their roles and perceptions of SSWs, participants will have had to be assigned to a school setting grades K-12. The SROs are directly working or have worked within schools, students, and school staff on a regular basis. Demographics were recorded from the participants in terms of gender, age, ethnicity, the presence of

children, level of education, years in law enforcement, and years of experience as SRO. The expectation of recruiting SROs throughout Southern California Region is in hope for participants to have some diversity among the group. For instance, diversity in gender, ethnicity, years of law enforcement, formal education and their experience as SRO.

Data Collection and Instrument

The data was collected through in-person interviews with SROs, the same interview guide was used in each interview which included interview questions and vignettes that covered different scenarios describing current problems students may face based on current emerging trends. The SROs were given the opportunity to give insight on the actions they would take. The purpose of this study was to assess SROs' knowledge of their roles in terms of their perceived responsibilities in a school setting, role ambiguity, increase school safety, law enforcement task, perceived roles of SSWs and collaboration with SSWs. The demographics were obtained through a self-administered questionnaire that included information such as gender, age and years of experience. The interview questions were constructed by the researchers and contained open-ended questions intended to explore the approaches the SROs would take in a given scenario.

By opting for a qualitative interview design, the data gathered consisted of personal experiences in the field and was analyzed by the common emerging themes. The in-person interviews were recorded for the purpose of the unbiased

gathering of data. The participant's identity was protected by not requesting any identifiable information. Participants were able to stop participation at any time.

Procedures

The initial contact was made with the SROs or SROs' supervisors to purpose the study and identify if there is interest on their part to the participant. Potentially interested departments were contacted to seek approval to conduct the interviews with SROs from their agency supervisors. Once SROs consented to participate in the research study, and an approval letter from the agency was received, the researchers worked to set up interview times and dates that best worked for the SROs and their agency. At the beginning of the interview, a formal introduction and informed consent were reviewed. The interview was conducted followed by a brief demographic sheet and debriefing statement that was provided to the participants. Interviews were conducted from mid-March 2018 through mid-April 2018. The researchers traveled to SROs' location to conduct interviews. Interview times ranged from twelve to forty-two minutes, and the interviews were conducted in a confidential setting such as private offices. In order to ensure interviews were unbiased, interviews were recorded digitally upon the participant's approval.

An informed consent form was given to each participant prior to beginning the interview. SROs were encouraged to not use identifying information such as agency or school they work for, identifying information on students, names, locations and any other information that may identify them. SROs were

encouraged to describe the area they work in, larger geographical location, resources available to them, procedures they use, level of discretion their agencies allow them, socioeconomic status of the areas they serve and crime rates if it proves relevant to the type of roles they take on. There was some anticipation that some identifiable information may be shared unconsciously, which is unavoidable; for the purpose of this study, that information will not be disclosed in the results of the study.

Protection of Human Subjects

The protection of the participants will be present throughout the study. The interview questions will be formulated to respect all participants and maintain their anonymity. The interview questions and demographics asked avoided any identifiable information such as the SRO's city of employment or the school(s) they serve. Prior to participating, the participants were informed of the purpose of the study and of their voluntary participation. Informed consent forms were provided as well as information regarding the duration of the interview and their ability to terminate participation at any time. Study data information will be stored in a password encrypted computer in the School of Social Work lab, at California State University San Bernardino. Researchers will keep the transcribed raw interview data saved in a password encrypted computer, the researchers will only have access to both computer and USB drive. Additionally, all collected data will be destroyed once the study is completed.

Data Analysis

The data gathered from the interviews will be analyzed using a qualitative data method. The researchers will use five steps to analyze the data, the steps are as follows: preparing data in transcript form, establishing a plan for data analysis, coding, interpreting data and theory building and finally assess the trustworthiness of the results.

First, the interview raw data was transcribed verbatim from the audios using an electronic transcribing software. Researchers ensured that no data was accessible to anyone other than the researchers themselves, once data was transcribed, it was saved in a password encrypted computer. In order to avoid ethical dilemmas when transcribing raw data, identifying participant information were not transcribed. Once raw data was transcribed researchers previewed the data and read all the interview to become familiar with the data. Researchers kept a journal to keep notes from the interviews, participant's recruitment and wrote notes on identifying meaning units; rules determining code assignments were also recorded in the journal.

Next, the transcribed data was analyzed, and codes were assigned accordingly. The codes were assigned to identified meaningful unit responses provided by the participants during the interviews, recurring themes were noted. Participants responses were fitted into themes and symbols were assigned as needed for each theme. Researchers identified similarities and differences among the themes. The fourth step was to interpret the data and extract meaning

from the data set. The goal was to identify relationships among major themes in the participant's responses, similar to frequency distribution. Demographic data was entered into an Excel spreadsheet and a table was created to describe the sample demographics.

Lastly, the researchers assessed the trustworthiness of the results of the study and there were multiple perspectives provided in analyzing the data and to ensure consistency in the results. Conclusions from the research were dictated by the participant's responses themselves and not the bias of the researchers.

Summary

This study utilized a qualitative interview design that explored the roles of SROs, their approaches, and attitudes when working with students facing various issues and their perceptions on SSWs. The participants in this study were recruited from different school districts from different areas in Southern California. The sample size consisted of 7 SROs who differed from one another in their years of experience, age, and gender. The areas to be explored included their roles in the school, role ambiguity, and perceptions when collaborating with SSWs.

CHAPTER FOUR

RESULTS

Introduction

In this chapter, the major findings included School Resource Officers (SROs) perceptions of their actual roles in the school setting, relationships with School Social Workers (SSWs), relationships with school administrators, current trends SRO's are seeing among students and their approach to dealing with students in crisis. The study demographics of the SRO's interviewed also described below.

Presentation of the Findings

Demographics.

The sample included seven SROs from Southern California, who have worked in a public-school setting with students from kindergarten to twelfth grade. Six of the participants were males and one was female. Two of the participants have a master's degree, four earned a bachelor's degree and three had some college education. The majority of the participants identified as Hispanic, one identified as African American and one identified as White. The average age of the SROs was 39 years, the youngest participant was 30, and the eldest was 62. The average length of time working in law enforcement was 14 years, and the average length of time as SRO was 13 years. One SRO had 3 years of experience and one SRO had 27 years of experience. One of the SROs

interviewed was retired. Five of the participants identified as School Police Officers instead of SROs, due to their hiring agency's policy. SROs are sworn police officers who are assigned to work in a school setting; school police officers are also sworn police officers but are hired by the school district they will work for; hence they are school district employees. For the purpose of this study, school police officers will be identified as SRO from here on. All participants completed the police or sheriff academy of the agency they were hired with. Upon completing the academy SROs attended an additional forty-hour training week, where they learn how to work with students, become aware of the laws, policies, procedures, and student rights.

Table 1. Demographic Characteristics of Study Sample

	<i>N</i>	<i>%</i>
<i>Gender</i>		
<i>Female</i>	<i>1</i>	<i>14%</i>
<i>Male</i>	<i>6</i>	<i>86%</i>
<i>Other</i>	<i>N/A</i>	<i>0%</i>
<i>Ethnicity</i>		
<i>White</i>	<i>1</i>	<i>14%</i>
<i>Hispanic</i>	<i>5</i>	<i>72%</i>
<i>African American</i>	<i>1</i>	<i>14%</i>
<i>Asian American</i>	<i>N/A</i>	<i>0%</i>
<i>Other</i>	<i>N/A</i>	<i>0%</i>
<i>Education</i>		
<i>High School Graduate</i>	<i>N/A</i>	<i>0%</i>
<i>Some College</i>	<i>3</i>	<i>44%</i>
<i>College Graduate</i>	<i>2</i>	<i>28%</i>
<i>Graduate or</i>	<i>2</i>	<i>28%</i>
<i>Postgraduate</i>	<i>N/A</i>	<i>0%</i>
<i>Military</i>		

<i>Children</i>		
<i>Yes</i>	4	57%
<i>No</i>	3	43%
<i>Years as School Resource Officer</i>		
<i>0-10</i>	2	29%
<i>11-21</i>	4	57%
<i>22-32</i>	1	14%
<i>33+</i>	0	0%
<i>Years in Law Enforcement</i>		
<i>0-10</i>	1	14%
<i>11-21</i>	5	72%
<i>22-32</i>	1	14%
<i>33+</i>	0	0%

School Resource Officers Perceptions of their Actual Roles in the School Setting.

Most of the SROs had a clear understanding of what their actual roles consist of. When asked if they felt there were any tasks they did in the school setting that was not part of their SRO role, only one participant felt that behavioral interventions requested by teachers to “scare the students” were not part of the SRO role,

I do help out the teachers, sometimes the teacher will ask me, ‘Can you talk to this kid? He's been walking around and in the classroom’. And I know that's not something I'm normally supposed to be doing. I'm here more like law enforcement related things, a little counseling in reference to committing crimes...A lot of them will ask me: Can you scare him or

something? I gotta tell them, I'm not here to scare the kids I'm here to kind of guide them and help them out (I4, personal interview, April 2018).

When participants were asked about any type of conflict between their law enforcement role and the responsibilities in the school setting, three participants responded some difficulty when having to adapt to the school environment. For example, one participant stated,

The police officers are there, both to be an educator and, I guess you can say, an enforcer. And what I mean by that is ... the hardest transition for a police officer: when you go from enforcing the rules to, now you gotta, I don't want to say 'soften up' but now you just have to work around the education environment, where discipline is not always going to solve everything. (I1, personal interview, March 2018).

Other responses included enforcing rules (two participants) and having to fulfill their role when others' perceptions of them were negative (two participants). One participant shared, "So in this setting, a lot of people look at us and go, 'You're evil.' No, we're not. 'You're just out to get the kids and arrest them'. No, we're not trying to teach them something." (I4, personal interview, April 2018). Two participants felt that there were no conflicts between law enforcement roles and their responsibilities in the school setting.

While participants felt they do not do more than what is part of their SRO role, some shared about their roles with the students.

And law enforcement, we adapt to every situation. We don't know what's going to happen next and we don't know how we are going to be involved. Is it going to be a mentoring? Is it going to be a coaching mode? Is it going to be a disciplinary mode? Is it going to be a counselor mode? So we wear a lot of hats as a SRO (I1, personal interview, March 2018)

Another participant shared, "counseling kids I'm working with the schools to maybe identify kids having trouble at home" (I2, personal interview, March 2018). SROs are visible to students, and students approach them,

See we are police officers, counselors, administrators, mother, father, sister, brother. We cover the gamut because when you're talking to kids you really understand, a lot of times exactly what they're going through and the school can have. They have counselors they have Deans teachers...that can do that. But a lot of times we are out there one on one. You're talking to students they'll come up to you and talk to you, can I talk to you. (I4, personal interview, April 2018).

SROs are part of the school community and have daily interaction with the students they serve.

Relationships with School Social Workers.

When the participants were asked about their relationship with SSWs, the majority of the participants (five of the seven participants) identified a positive relationship with SSWs. Participants identified certain situations where they would refer students to SSWs, circumstances such as a 5150 Psychiatric Hold,

students who lack support at home, emotional issues or romantic relationship problems including domestic violence. Participants shared that have regular interactions with SSWs, one SRO stated,

I've been doing this for 13 years and I like to probably say that the majority of the last 13 years I've probably dealt with school social worker counselor at least on a weekly basis where I would be referring to a kid who maybe has some sort of challenge in a life (I6, personal interview, April 2018).

Five of the seven participants felt that their role as SRO did not collide with SSW, the SROs felt that both disciplines understood their roles and worked within their capacity.

There was a bond that created really good synergy... These are growing pains. Yes, but I think we are mature enough to understand... (I5, personal interview, April 2018)

Another participant stated,

Personally have never experienced any challenges there. I think the important thing as in anything is to ensure that each of those individuals knows their role and know how they can work together to solve problems. You know there's social workers and counselors who have a particular expertise and there's law enforcement has a particular expertise. They're not one and the same. But they can... work together to create solutions (I6, personal interview, April 2018)

While two of the participants reported occasional friction between the two disciplines.

They can, just sometimes just different perspectives. They feel you should do this instead of arresting them. My job is to arrest, well my job is to counsel. So it's a little bit of both (I7, personal interview, April 2018)

Relationships with School Administrators.

When participants were asked about their perceptions of school staff, administrators and teachers and the influence they have on their role as SRO. Responses varied when it came to their perceptions of school personnel. Three of the participants experienced having different approaches than school personnel and that they are often asked for behavioral interventions. For example, one participant stated “Some of them may see us just as security guards oh like ‘here I need you to take him to the office’ what did they do? ‘Well he’s not listening to me’ I can’t take him because if I grab him it’s a detention. I can’t. that’s violating his rights. They don’t understand that. And so that’s the one conflict” (I7, personal interview, April 2018).

Other three participants expressed feeling they were a team and that they often collaborate. One participant stated, “I think the great thing about being a school resource officer is you're a part of a larger team...So I believe our relationship is very positive and that each individual within that village knows what their role is” (I6, personal interview, April 2018).

Current Trend School Resource Officers are Seeing Among Students.

When participants were asked to share current trends, they noticed when working with students. Such trends mentioned included bullying, drug use, and social media. One participant shared that the type of trends they deal with depends on the area they are working in. Three of the seven participants identified drug use as a trend they are dealing with at schools, the type of drug used depended on the location of the school. One participant stated,

“Different narcotics. Whether that means variations of marijuana, now it's either consumed or smoked different. The difference in potency...You know 15 - 20 years ago is far different than it is today. So we deal with a lot of issues as far as kids getting sick or understanding they're consuming or smoking synthetic drugs. A lot of the spice and things like that have become a big issue. And then some prescription drugs, for sure prescription drugs are a big issue” (I6, personal interview, April 2018).

As far as social media trends, five of the seven participants identified social media as the major issue in the school setting. Participant 6 stated,

A huge thing we have numerous threats some legitimate some not that occur on social media...You know a lot of stuff trickles back to the school site (I6, personal interview, April 2018).

Another participant said,

So the trend is new applications that are on our phones. But the reality is the trend is there is just there being more overt more engaging more digital audience ... uncontrollable beast (5, personal interview, April 2018).

Another participant brought up cyberbullying as part of the trend with social media,

Kids suicide, we have suicides. People are suicidal like where did this come from. And that's where it comes from social media, and you know kids kill themselves to kill themselves because they got bullied at school. It was the social media stuff. Turn it off. But no, you can't turn it off. (I4, personal interview, April 2018).

Approaches to Dealing with Students in Crisis.

When the participants were asked about their experiences regarding students in crisis and their preparedness to deal with the situation, the majority of the participants (four of the seven) reported being aware of the definition of a crisis. They reported having to adapt to every situation as every situation differs from one another. One participant shared,

I guess what you gotta do its define crisis, because each student or every person that has, in their eyes, a crisis might not be a crisis to someone else. So for example, my role might be a simple conversation with a student at lunch because they're crying because their boyfriend or girlfriend dumped them. That's a crisis for them, but that's, the role that I have is a counselor... (I1, Personal Interview, March 2018)

Four of the seven participants reported feeling prepared to deal with crisis due to education and training received prior to entering their role as SRO. For example, one participant stated, "Well I think we did a lot of students that you

know, have experience crisis. Oftentimes we may be part of addressing the initial issue. But part of that is being able to transition them into something that maybe addresses the mental health component like a counselor or social worker or something else. So it's addressing the initial issue of safety and that is ensuring that they are directed toward the appropriate resource thereafter" (I6, personal interview, April 2018).

Other participants also reported being prepared to address crisis due to past experiences (two participants), while three other participants stated having to separate their emotions prior to handling crisis, "So yeah kind of have to remove the emotion out of it and get the job done" (I4, personal interview, March 2018).

Participant Response to Student Situations.

Participants were read two scenarios of possible interactions they may encounter with students and they were asked if they would respond and if they did respond, what they would do.

The first scenario was regarding a high school student who has a good relationship with the SRO and the student was being asked by the local gang to hold drugs on campus and they had threatened to physically hurt the student if he did not comply. The majority of the SROs shared similar responses to how they would address this situation. Most participants would first ensure the safety of the student. A majority of the participants would involve the student's parents,

and investigate or arrest the gang members. Participants would also involve school administrators.

I get the parents involved get the teen involved and see where he's at, what's going on and find out if we can identify those kids if they're kids in the school we'll do it in a way where we won't put him in danger. Where he'll be seen as a snitch. So do things like that get other resources involved just not force them because it has to be everybody involved. (I7, personal interview, April 2018).

Another participant said,

So he's coming to me for help. He's coming to me to get to protect him. And so that's what we need to do. Because when you protect him, but one of the best ways to do this is not putting anybody up on front street. ... So that would be the protection level and then the second is you know we have to. The parents need to get involved because this is not happening only at school ... then lastly obviously taking care of the of the issue you know (I3, personal interview, April 2018).

Only one participant shared they would counsel the student and provide outside resources to them.

The second scenario was regarding a young middle school girl who dressed as a boy at school, had no friendships with peers, would be bullied, and her grade in her physical education class begun to suffer because she refuses to get dressed. Most of the participants indicated that anonymously they would

involve the school administrators first. For example, one participant stated, “I think that as you work as a team with the administrators and the teachers those group of kids will be dealt with and fixed and handled.” (I3, personal interview, April 2018). Another participant said, “talk to administrators about addressing this so that we can get everybody on board.” (I4, personal interview, April 2018). Four of the seven participants would refer or offer the student counseling, while three of the seven participates would direct the situation to solely the school administrators as there is no criminal issue in question. “Until it’s criminal, SRO’s not involved. ‘it’s an admin issue’ would take it to vice principal who works with that type of issue more, and then work from there to whoever is needed.” (I1, personal interview, March 2018)

Summary

In summary, this chapter presented the demographics and major findings regarding SROs’ perceptions on their roles, relationships with SSWs, school administrators, interactions with students, current trends seen by SROs among students and their approaches when dealing with students in crisis. All information was gathered through guided interviews with seven participating SROs to compile the findings of the study.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter discusses the major findings presented in the previous chapter. The chapter will also discuss the study limitations and recommendations for social work practice, policy and research. At the end of the chapter, a summary of the study findings and what they imply for social work practice will be reviewed.

Discussion

The participants in this study were diverse in terms of ethnicity, age, and years of experience in law enforcement. This study found that School Resource Officers (SROs) were very clear about their role in the school setting. SROs in this study felt that they did not engage in other tasks outside of their scope and therefore, were able to work well with professionals from other disciplines. Although SROs in this study reported having to adapt to the school environment and the different perspectives of other professionals, they were still able to have a clear view of their role. This finding is similar to Rhodes' (2014) findings which suggest that SROs could possibly encounter job ambiguity in the school setting as they initially adapt to the school environment, but that it could vary.

Another finding from the study was that the participants believed that their role did not collide with School Social Worker's (SSW) role. In other words, they

felt they both have a clear understanding of their roles and work collaboratively in the school setting. Similar to Eisenbraun (2017), who shared that creating a school-based team is beneficial to implement needed policies, procedures and who the school base team should include; teachers, administrators, SSWs, counselors, school psychologists, and SROs. It is important to create a protocol as to whom to respond to student crisis and to what extent; not only is it beneficial for SROs and SSWs to be included but other school members should be included as well. A team approach fits the social work approach to working with the systems theory; students belong to different systems and having a collaborative approach in the school setting will greatly benefit the students. The multidisciplinary approach will better prepare professionals to work with students and will present a team front with students.

The results of the study found that SROs were generally prepared to deal with students in crisis due to experiences in the field and training prior becoming SROs. This finding is consistent with the findings of James, Logan and Davis's study (2011) study where their article describes the types of training that SROs obtain to prepare them to deal with crisis situations. Their study describes the 40-hour Crisis Intervention Training model that covers a variety of topics from developmental disabilities and substance abuse to suicide interventions and the provision of community resources depending on the identified needs the individuals present. The Crisis Intervention Training offers training in developing skills that aid in verbal de-escalation and diffusion by watching videotapes, role-

plays often followed by discussion. Such skills involve making initial contact with individuals, being empathic, patient and being sensitive to mental health needs. This study mentioned SROs training materials to be very similar to training for mental health professionals.

Another finding in this study was the trends that students currently engage in. In this study, SROs brought up their concerns regarding the excessive use of social media among students, where negative messages were frequently seen. They believed negative messages in social media open the door for bullying, subsequently leading to suicidal ideation and attempts. These findings are consistent with Patton et al.'s (2014) literature review of the issue. Their literature review explored the types of youth violence that are seen through the usage in social media among youth and found that cyberbullying accounts for one of the major types of violence. They suggest further research on the ways social media influences suicidal ideation.

Limitations

One limitation of the study includes the small sample size of seven SROs in the Southern California Region, which makes it difficult to generalize the study findings as the results only reflect perceptions of seven SROs in a large geographic area. Another limitation in regard to the sample size was the difficulty in recruiting SROs whose participation required agency's approval, as different agencies had different requirements for conducting research with their employees. SRO's voluntarily choose to participate on their own time, so that

proved to be difficult to recruit SROs currently placed in a school setting. Lastly, the SRO's who identified as school police officer (5 of the 7 participants) belonged to the same agency, hence their similar training and views to how they work with students, SSWs and school administrators.

Recommendations for Social Work Practice, Policy and Research

The study findings provided insight on the perception of SRO's roles and how they work with students, SSWs, and school administrators. Although previous studies identified that SROs' roles may feel their role to be ambiguous, this study did not compile the same results; in fact, SRO's know their roles well and encounter issues with their roles when school administrators do not fully understand the SRO role in the school setting. It is recommended that at a mezzo level school districts and law enforcement agencies work with clear definitions of SRO roles: for school administrators to understand that SROs are present for criminal activity concerns and school safety, but that they may also interact with students in various capacities such as counseling or mentoring roles. On a macro level for social work practice, it is recommended for SRO's roles be clearly identified but to also advocate for SRO's placement in the school setting as they are more than just law enforcement in the schools, they are positive role models for the students they serve and have influence in the students. To promote SSWs and SROs interaction on a micro level it is recommended for the two disciplines to work more closely together. SSWs and SROs may have shared roles when working with students, but they also have

certain competencies where they both excel; they can use this to their benefit when working collaboratively with students in need.

Another recommendation for micro social work practice is emphasizing the importance of positive role models in a student's life. Students have better outcomes when they have caring adults surrounding them, the more positive role models they have, the better. A participant shared,

Three things kids want to know, number one that you are fair across the board, ...Number two that you care about them, genuinely care... And number three that you'll be there when stuff happens (I4, personal interview, April 2018).

Future research should be geared on the impact that SROs have on the students they serve, how safe the students feel at school, and how SSWs and SROs collaborate to work with students.

Conclusions

The study examined the perception of SROs, prior training to entering the school setting, interactions with students, relationships with school administrators, staff and relationship with SSWs. Chapter five discussed the recommendations for social work practice, policy and future research based on the study findings. Future research regarding student perception of SROs and SSWs' perception of SROs is recommended.

APPENDIX A
INFORMED CONSENT

INFORMED CONSENT

The study in which you are asked to participate is designed to obtain more knowledge on the roles and approaches School Resource Officers take when working with youth in the school setting and their perceptions on School Social Workers' roles. The study is being conducted by Cynthia Cervantes and Vanessa Vazquez, MSW students, under the supervision of Dr. Janet Chang, Professor in the School of Social Work, California State University, San Bernardino. This study has been approved by the Institutional Review Board Social Work Sub-Committee, California State University, San Bernardino.

PURPOSE: The purpose of this study is to obtain more knowledge on the roles and approaches School Resource Officers take when working with youth in the school setting and their perceptions of School Social Workers' roles.

DESCRIPTION: Participants will be asked questions about their training, experiences, and approaches when working with youth in the school setting and their perceptions on school social workers' roles.

PARTICIPATION: Participation in the study is voluntary. You can refuse to participate or discontinue participation from the study at any time without consequences.

CONFIDENTIALITY AND ANONYMITY: Your responses will be kept anonymous and the data will be reported as a group.

DURATION: The interview will take approximately 30 to 40 minutes to complete.

RISKS: There are no foreseeable risk to participants.

BENEFITS: There are no foreseeable direct benefits to the participants.

CONTACT: If you have any questions about this study, please contact Dr. Janet Chang at (909) 537-5184 or jchang@csusb.edu.

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks (<http://scholarworks.lib.csusb.edu>) at California State University, San Bernardino after December 2018.

This is to certify that I read the above and I am 18 years or older.

Place an X here

Date

I consent to audio recording

Yes

No

909.537.5501 • fax: 909.537.7029 • <http://socialwork.csusb.edu/>

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

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APPENDIX B
QUESTIONNAIRE

Guided Interview Questions:

1. Can you share with me what type of training you may have received prior to entering your role as a School Resource Officer?
2. Can you tell me about your current (daily) assigned duties?
3. Is there any type of conflict between your law enforcement role and your responsibilities at the school setting?
4. Can you share your perception on other school staff, administrators or teachers and the influence they have on your role?
5. Are there any task that you do in the school setting that is not part of the school resource officer role?
 - a. Is there other school personnel that should assist the student? What personnel?
6. How would you describe your experiences with students in crisis?
 - . How prepared did you feel to address the issue?
7. Have you noticed any particular trends in the issues that students are involved in?
8. Are there any particular situations where you refer a student to a school social worker?
9. Do you feel your role as a school resource officer and school social worker collide?
 - . In what way(s)?

Developed by Vanessa Vazquez and Cynthia Crystal Cervantes

Vignettes: The following are scenarios that may occur in a school setting.

Please state if you would respond and what your response would be to the situation. How you would interact with the student, staff, administrators, teachers, and parents.

- A student, whom you have a good relationship with, comes to you with a problem. He is being asked by other students (who are involved with a local gang) to hold drugs on campus, he has been threatened to be beat up if he does not comply.
- A young female in Sixth/seventh grade, who just started middle school is being bullied because she dresses as a 'boy'. She has no relationships with peers, and they call her a 'freak'. Her grade in PE (physical education) has begun to suffer as she refuses to get dressed for PE.

Developed by Vanessa Vazquez and Cynthia Crystal Cervantes

APPENDIX C
DEBRIEFING STATEMENT



College of Social and Behavioral Sciences
School of Social Work

DEBRIEFING STATEMENT

This study you have just completed was designed to investigate School Resource Officers roles in a school setting, prior training to working with youth, experiences and School Resource Officer's perceptions of School Social Workers throughout Southern California. We are interested in learning the current roles School Resource Officers have as well as experiences with youth and school social workers. We are also interested in learning the barriers or conflicts they may face in fulfilling their School Resource Officers roles. This is to inform you that no deception is involved in this study.

Thank you for your participation. If you have any questions about the study, please feel free to contact Dr. Janet Chang at 909-537-5184. If you would like to obtain a copy of the group results of this study, please contact the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after December 2018.

909.537.5501 · 909.537.7029

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APPENDIX D
DEMOGRAPHICS

Demographic Information: Please answer the questions below with your personal information. This information is requested to help describe the study sample, and not to identify one particular participant or group. Some of the questions are for you to fill in your response and others offer a group of choices, please choose the most appropriate answer for you.

1. Age:
2. Gender:
 - a. Female
 - b. Male
 - c. Other, specify _____
3. Education Level:
 - a. High School Graduate
 - b. Some College
 - c. College Graduate, specify major _____
 - d. Graduate or Postgraduate Education, specify major _____
 - e. Military, specify _____
4. Ethnicity:
 - a. African American
 - b. Asian Pacific Islander
 - c. Hispanic/Latino/Chicano
 - d. White/Caucasian (Non-Hispanic)
 - e. Other, specify _____

5. Do you have Children:

- a. Yes
- b. No
- c. Other, specify _____

6. How long have you been a School Resource Officer (months or years):

7. How many years have you been in law enforcement:

8. What was your previous employment:

Developed by Vanessa Vazquez and Cynthia Crystal Cervantes

APPENDIX E
INSTITUTIONAL REVIEW BOARD APPROVAL

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
SCHOOL OF SOCIAL WORK
Institutional Review Board Sub-Committee

Researcher(s) Vanessa Vazquez & Cynthia Cervantes
Proposal Title Knowledge of School Resource Officers' Roles and
Their Perceptions on School Social Workers' Roles
SW1806

Your proposal has been reviewed by the School of Social Work Sub-Committee of the Institutional Review Board. The decisions and advice of those faculty are given below.

Proposal is:

- ☒ approved
☐ to be resubmitted with revisions listed below
☐ to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

- ☐ faculty signature missing
☐ missing informed consent ☐ debriefing statement
☐ revisions needed in informed consent ☐ debriefing
☐ data collection instruments missing
☐ agency approval letter missing
☐ CITI missing
☐ revisions in design needed (specified below)
- _____



Committee Chair Signature
Date 3/12/2018

Distribution: White-Coordinator; Yellow-Supervisor; Pink-Student

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ASSIGNED RESPONSIBILITIES

This was a two-person project where authors collaborated throughout.

Responsibilities were assigned as follows:

1. Data Collection:
 - a. Vanessa Vazquez and Cynthia Cervantes
2. Data transcription and Analysis:
 - a. Vanessa Vazquez and Cynthia Cervantes
3. Writing Report and Presentation of Findings:
 - a. Vanessa Vazquez and Cynthia Cervantes