

# 6th-12th Grade: Developmental Considerations Associated with School Safety Drills

Developmental Levels	What individuals at this developmental level typically <u>know and understand</u> about school associated dangers	What individuals at this developmental level are typically <u>able to do</u> in response to school associated dangers	Appropriate school safety <u>explanations, procedures, activities, and/or drills</u> for this developmental level
<p><b>Middle School Students</b></p>	<ul style="list-style-type: none"> <li>• Have all <b>Practiced Awareness</b> knowledge and understanding.</li> <li>• Able to distinguishing probable dangers from all possible dangers.</li> <li>• Capable of understanding why school safety drills are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Benefit from adult direction, but are able to perform practiced actions independently during emergencies.</li> <li>• Can assist with most safety tasks during an emergency.</li> <li>• May or may not demonstrate the ability to disrupt the actions of an intruder.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in discussions regarding the need for school safety procedures.</li> <li>• Allow students to generate examples of common dangers that school safety procedures are designed to address (verify understanding of the difference between probable and possible dangers).</li> <li>• Use the word safety when describing/conducting drills.</li> <li>• Conduct evacuation and lockdown safety drills.</li> <li>• If indicated, conduct options-based safety drills (e.g., drills wherein the option to lockdown, barricade, evacuate, or fight back/encounter are considered).</li> </ul>
<p><b>High School Students</b></p>	<ul style="list-style-type: none"> <li>• Have all <b>Independent Awareness</b> knowledge and understanding.</li> <li>• Have knowledge of the probable dangers confronting a given school.</li> <li>• Have detailed knowledge of all school emergency safety protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify probable dangers confronting a school.</li> <li>• Able to develop school safety protocols.</li> <li>• Able to direct student safety actions and leading others in an emergency.</li> <li>• Capable of independent decision-making during an emergency.</li> <li>• Have first aid training and skills.</li> <li>• May or may not demonstrate the ability to disrupt the actions of an intruder.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct threat assessments to identify the specific dangers specific schools confront.</li> <li>• Engage in conversations about the specific school safety protocols needed.</li> <li>• From threat assessment data, develop specific school safety protocols.</li> <li>• Engage in advanced training in the selected school safety protocols.</li> <li>• Engage in first aid training.</li> <li>• Practice managing and directing the selected school safety protocols (e.g., conduct evacuation, lockdown, and options-based safety drills).</li> </ul>



Adapted from Development Levels of Safety Awareness, 2014. Safe and Sound Schools: A Sandy Hook Initiative and in "Best practice considerations for schools in active shooter and other armed assailant drills," NASP, NASRO (2017).



# Developmental Levels of Safety Awareness



## **Proficient** *Middle School*

- Demonstrates the characteristics of Practiced Awareness.
- Capable of performing practiced actions independently in an emergency without adult command or direction.
- May or may not demonstrate the ability to disrupt the actions of an attacker.\*

\*The issue of student involvement during an attack must be examined and addressed at the community level. Protocols developed must consider that the response of any individual under attack is unpredictable.  
Adults must not rely upon or expect student action or cooperation during a crisis.



## **Independent** *High School or Adult School*

- Demonstrates the characteristics of Proficient Awareness.
- Demonstrates response in a variety of safety situations.
- Demonstrates the ability to independently apply and adapt safety skills and knowledge in a variety of situations.
- May or may not demonstrate the ability to disrupt or thwart the actions of an attacker.\*

\*The issue of student involvement during an attack must be examined and addressed at the community level. Protocols developed must consider that the response of any individual under attack is unpredictable.  
Adults must not rely upon or expect student action or cooperation during a crisis.