
This book is an example of how to research school resource officers and discipline practices in schools. The author investigates four schools and explores the discipline practices performed by school resource officers, school faculty, and law enforcement. Aaron Kupchik, examines the interaction of youth and the authority figures within four schools. This book shares an insight about the behavior of youth; Aaron Kupchik informs readers that the misbehavior of youth is a form of resistance to the punishment system in which they are disciplined in. The book reveals the increase in strict methods of discipline due to criminal events on a school campus, such as the Columbine shooting. According to Aaron Kupchik, “I observed regularly at each school: that following school rules and reinforcing the school’s authority are themselves the primary achievement of school discipline, not including behavior changes in students or solving students’ problems.”

This quote highlights the morals placed in the discipline practices of schools. Kupchik argues the strict regulation of school rules primarily exists because of a need to reinforce faculty authority; this is unethical because the discipline for breaking minor rules does not pay attention to the improvement of a student’s future behavior.

This book discusses the youth control complex theory and argues that it grows youth into criminals. According to Victor M. Rios, the Assistant Professor in the Department of Sociology at the University of California, Santa Barbara: the youth control complex theorizes that “social institutions systematically treat young people’s everyday behavior as criminal activity”. The author, Victor M. Rios, writes about his own experience with the youth control complex and seeks to create an understanding of the problem. With interviews that capture the resistance of at-risk youth, this article depicts the severity of the youth control complex. Rios has demonstrated how school faculty label youth as criminals, which later places them in a system that leads to a future of crimes and prison.


This newspaper article critiques the quick hire of school resource officers every time a school shooting occurs in the United States. The author of this article claims this is an impulsive action. In further reading this, a financial concern arises. As federal funding for an increased amount of SRO arises from school shootings, a negative impact to other education programs takes place. In addition, the author of this article mentions the youth control complex:

“*Just two days before 26 pupils and staff members were killed at Newtown, Conn., school, a U.S. Senate hearing probed the so-called school-to-prison pipeline—*a
catchphrase for civil rights groups’ concerns about growth in the numbers of school-based arrests in some states.” This Education Week publication, claims that the youth control complex theory is primarily a complaint made by civil rights groups’ concerned with an increasing number of school-based arrests.


This article focuses on the history of the school resource officer program. From introducing the first location of the SRO program, to defining the position and intentions of the program, this article explains the reasoning and purpose of the program. According to the several resources researched to make this article:

“Specifically, SROs serve as: “police officers with arrest powers, counselors of law related issues, helping guide children to appropriate community services, and teachers of the law, either teaching their own classes or visiting classes to give talks and presentations” (Mulqueen 1999, S17; see also Center for the Prevention of School Violence 2001, 1; Kennedy 2001, 36-38; McDaniel 2001, 7; Umphery 2009, 46).” This quote highlights the kind of work that SRO preform on duty.


In sum, this article compares the national SRO reports to the state SRO reports. The overall information clarifies the type of misbehaviors that a SRO has to deal with. In addition,
the authors of this article differentiate the crime statistics according to the demographic of the school district. In reading this, I have been able to pin the city of Yakima as an “urban-suburban” demographic. What was interesting about this article was that only 20% of the 16% gang activity reported gang events to law enforcement. This article also makes clear the various forms of discipline around the United States:

“Schools also reported the array of disciplinary actions used by faculty and staff. Those actions included, from highest frequency to lowest: referral to school counselor, loss of student privileges, loss of school bus privileges, detention and/or Saturday school, probation, in-school behavior program, corporal punishment, out-of-school behavior program and community service (NCES, 2009).” In identifying the methods of youth punishment in schools, this article creates an understanding of the limits a school has in punishing a student.