Chapter 23


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ABSTRACT

Crime prevention through environmental design (CPTED) was defined along with how it works and what it can be used for relating to school safety. An overview of its origins, history, and history of its successful uses in other fields to create safe environments is shown. Psychological and sociological theories of rational choice and deterrence were discussed as they relate to CPTED. The process of assessment to develop the proper creation and application of CPTED in the design of school building(s) was explained along with how CPTED can be applied to existing school buildings via assessments by CPTED professionals and how modifications of existing buildings can be accomplished to obtain the same results as an originally designed building. The 11 elements of CPTED were identified, and the chapter explains how they can be implemented to provide a safe environment through the environmental design. The benefits of what CPTED can be accomplished by creating a safe environment for students, teachers, and administrators in the school campuses and buildings is also presented.

INTRODUCTION: CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

In this chapter the author will acquaint the reader with what is known as Crime Prevention Through Environmental Design (CPTED). Once this has been accomplished the author will provide an explanation as to the implementation, use and the benefits of using (CPTED) in a school environment. Information will be provided explaining how it can assist school administrators in addressing the various dynamics associated with the complex and dangerous situations that potentially exist in our school systems involv-
Crime Prevention Through Environmental Design (CPTED)

ing juveniles as both perpetrators and victims of criminal acts in grades K-12. Additionally, there will be a specific discussion on how CPTED is used to maintain a safe and less dangerous environment for students, teachers, and administrators using manipulating and arranging the physical environment of the school so the need for safe environment is accomplished. The chapter will also discuss how the current and existing methods of cameras and School Resource Officers (SRO’s) alone does not always have the desired and necessary effect of deterring the dangerous and sometimes life-threatening behaviors which have been seen over the past decade and which appear to be growing in number and intensity regarding school safety. These life-threatening actions can and have had deleterious effect on everyone involved in the education system. These types of dangerous behaviors warrant identification and attention so that some type of prevention mechanism can be put into place to comprehensively address the demeanor, dynamic, and negative actions taken by these individuals.

The use of CPTED will assist in achieving the goals and objectives of creating the safe environment which is necessary and required for students, children, administrators and those visiting the school environment daily. The chapter will begin with a short history of the use of CPTED and how it was used in other areas prior to being used to address school related violence. Information will be provided regarding what CPTED can do to assist schools in becoming a safer environment for students, teachers, and school personnel and what process is used to assess the existing school environment to determine the best CPTED applicable to each particular campus. A detail explanation will be provided as to key elements of CPTED and how they are implemented along with addressing how does CPTED apply and integrate into existing and future school planning and what sets CPTED apart from other security measures currently being used in the school systems today.

THE HISTORY OF THE USE OF CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED) TO ADDRESS SCHOOL RELATED VIOLENCE

It is important to understand how significant the issue of safety has been and continues to be in all aspects of life to people in general. Realistically, both safety and security have always been an issue since the beginning of time. A review of history shows that for more than a century, public health practitioners have modified the environment to prevent disease and injury with a very good amount of success. As an example, a look back to the mid-1850s shows that at that particular time there was a physician by the name of Dr. John Snow who removed the pump handle from a contaminated well in London, England to stop a deadly cholera outbreak. This action saved many lives and it was not a medical invention or discover of a vaccine; it was however, an action of the changing of the environmental design of an item which was needed for use to obtain water which all life needs for subsistence and existence (Crowe, 2000). A look and examination into a more recent and more modern time shows another environmental change or modification which has saved lives and has actually become law, which involves such items as the seat belt and airbags which are required to be in all vehicles. Other environmental modifications, such as sidewalks and community parks, have increased physical activity while helping to reduce obesity and safety of pedestrians walking to and from locations (Crowe, 2000).

In the early 1960s criminologists, who are focused on trying to both understand and explain why people commit crime, became particularly interested in identifying the environmental characteristics which appeared to be associated with the commission of crimes. The criminologists examined a number
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