What is Gun Violence?

Four Categories of Gun Violence in 2017, by Key Characteristics

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<tbody>
<tr>
<td>Fatalities per year</td>
<td>23,854&lt;sup&gt;4&lt;/sup&gt;</td>
<td>14,542&lt;sup&gt;7&lt;/sup&gt;</td>
<td>Estimated 1,000 – 2,000</td>
<td>117&lt;sup&gt;8&lt;/sup&gt;</td>
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<tr>
<td>Most Common Victims</td>
<td>White males, 50+ years old</td>
<td>Black males, 18-34 years old</td>
<td>Females</td>
<td>Random</td>
</tr>
<tr>
<td>Type of Gun Commonly Used</td>
<td>Legal handguns</td>
<td>Illegally possessed handguns</td>
<td>Handguns that were originally purchased legally, but may be illegally owned due to criminal convictions</td>
<td>Mostly handguns, but a larger proportion of rifles than in other categories of shootings</td>
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Mass Shootings in the United States, 1966-2019, By Year (N=168)

- 70s Average = 1.4 per year
- 80s Average = 2.3 per year
- 90s & 00s Average = 3.7 per year
- 2010s Average = 5.6 per year
Why did they stop?

1. Opportunity
2. Contagion
3. Grievance

When will they start?
Can we prevent them from returning?

Risk Factors

- Disconnection
- Loneliness
- Hopelessness
- Fear
- Family conflict
- Transitions
- Current events
School Mass Shootings

- 91% were students or former students of the school
- 87% were in a crisis prior to the shooting
- 80% were suicidal prior to the shooting
- 78% leaked plans ahead of time
- More likely to steal guns, used more guns (average = 3.3)
- Younger shooters had more risk factors for violence than older shooters
134 Nearly Mass Shootings

- 10% started at a different location and then moved to the school
- Half of the time, perpetrator specifically targeting someone
- Average age = 18
- Mostly current or former students

MOST COMMON AM Time
MOST COMMON

Date 20th

Month

MOST COMMON

Sept/Oct
Jan/Feb
May
MOST COMMON

State CA

91%
942
Ave. enrollment

Nearly Mass Shooters

• Male  98%
• Discipline record  46%
• Violent history  42%
• Criminal record  36%
• Bullied  56%
• Mental health signs  62%
• Leaked plans  40%
• Highly planned  40%

Highly planned shootings:
• More people killed
• Suburban
• Current student
• Studied others
• Leaked plans
**Nearly Mass Shooters**

- Attempted to escape: 32%
- Stopped on own: 13%
- Weapon failure: 5%
- Killed themselves: 22%
- Law enforcement: 28%
- Someone else: 21%

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**Armed Officer on Scene**

3x death rate

**Why?**

1. Weapons effect
2. Suicidality
3. Insiders
Effects of SROs on school crime

A study of 33 schools that increased SRO staffing vs. a matched sample of 72 schools that didn’t:

+ SROs = + drug offenses
+ SROs = + weapons offenses
+ SROs = + exclusionary disciplinary actions

“Increasing SROs does not improve school safety and that by increasing exclusionary responses to school discipline incidents it increases the criminalization of school discipline.”


Writing the script – generation lockdown
Research shows that lockdown drills increase student fear, inflate perceptions of risk, and decrease perceptions of school safety.

(Huskey & Connell, 2020; Peterson et al. 2015)

www.off-ramp.org

Hub of resources, training, policy
Launches May 14
Solutions for schools

• **Trauma:** Warm environments, social emotional learning
• **Crisis:** Build crisis response teams, train all adults
• **Script:** Media literacy, anonymous reporting
• **Access:** Safe storage campaigns for parents
A New Approach – Crisis Response Teams

• Students reported to the CRT will receive holistic, compassionate, and appropriate supports and services.
• The CRT investigates and supports students who are in crisis.
• The team connects students with best fit services. It is not a label maker.
• A crisis is a marked change in behavior. This change will look different for each student.
• Anyone reporting a student to the CRT will be seen as concerned about the student’s overall well-being

(1) Create & Promote Safe School Climates

• Develop a positive climate built on a culture of safety, respect, trust, and social/emotional support.
• Positive, trusting relationships
• Break down “codes of silence”
• Develop programs that encourage peer connection
(2) Establish a Team

- Variety of personnel
- Designated leader
- Regular meeting schedule
- When to call an emergency meeting
- Protocols and procedures

(3) Identify Resources

- Mental health – counseling, inpatient, and outpatient treatment
- Substance abuse treatment
- Social services
- Housing
- Education (special education, alternative education)
- Employment and training
- Community crisis teams
- Peer support
- Parent and family resources
- Security and law enforcement
(4) Define What Behavior is Reported

Behavioral Signs of a Crisis

- **Disruptive**: Behaviors that interfere with the environment
- **Distressed**: Behaviors that cause concern for the person’s well-being
- **Dysregulated**: Behaviors that cause others to feel uncomfortable or scared
- **Dangerous**: Behaviors that threaten safety or well-being
(5) Create a Centralized Reporting System

- App, email, Google form, text or phone number
- Train everyone how to report
- Reporting will result in care and concern, appropriate intervention
- Proactively monitor incoming reports
- Anonymous reporting is recommended

(6) Determine Criteria for Intervention

- Each crisis is unique and fluid
- Weapons and acts of violence should go to law enforcement
- Clear criteria when resources are utilized
(7) **Train all Stakeholders**

- Faculty, staff, and administrators
- Students
- Parents/guardians and families
- Law enforcement
- Community mental health providers
- Community stakeholders (health and human services, juvenile services etc.)
- Volunteers
- Bus drives, coaches, club leaders, tutors - anyone who works with the school’s students

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**S-A-V-E Model**

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<th>Slow</th>
<th>Slow down, calm yourself, don’t take it personally</th>
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<tbody>
<tr>
<td>Aware</td>
<td>Be aware of who you are, where you are, avoid distractions and audience</td>
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<tr>
<td>Voice</td>
<td>Verbal de-escalation, empathy, focus on feelings, how you speak</td>
</tr>
<tr>
<td>Engage</td>
<td>Active listening, body language, be flexible</td>
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(8) Plan Communication Strategies

- Communicate approach to entire community
- Plan to notify community, victims, and targets
- Resources for consultations

Responding to the crisis

- Determine assessment leader
- Interview reporting person if possible
- Involve law enforcement if immediate risk to self or others
- Contact parents or family if appropriate
- Fact finding interviews
- Interview student / person in crisis
- Gather additional records
Avoid Punitive Response

Individualized Plan of Support

- Referral to counseling, support services, social services, community services
- Mediation and restorative practices
- A plan for regular check-ins with school staff
- Mentoring (adult or peer)
- Removal or safe storage of guns in the home
- Removal of prescription drugs and/or alcohol from the home
- Law enforcement resolution for criminal behavior
- Emergency detention for mental health crisis
Diffusion of Benefits

www.theviolenceproject.org
- Download our database
- Join our mailing list

www.off-ramp.org
- Register for the May 14 training

Upcoming Event!
May 14
11:00-1:00
Virtual

Coming Sept. 7: The Violence Project book!
admin@theviolenceproject.org