



Dr. Dale Stripling
S.A.F.E.
School Safety Specialist
dstripling@ALSDE.edu
205-288-3266



- <https://www.bing.com/videos/search?q=sandy+hook+promise+back+to+school+video&&view=detail&mid=81658C21257DCC98EF4E81658C21257DC98EF4E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dsandy%2520hook%2520promise%2520back%2520to%2520school%2520video%26qs%3DUT%26%3D%25eManage%2520Your%2520Search%2520History%25E%26sp%3D4%26pq%3Dsandy%2520hook%2520promise%2520back%26sk%3DMM3%26sc%3D10-23%26cvid%3D0AF6C50B6E5D4AA2B0DE260AA1031897%26FORM%3DVDVVXX>



ALSDE

Behavioral Threat Assessment

Prevention Intervention Management





Heightened Awareness

(Get your Attention)

This means a potential MAY exist for an unusual situation and all parties should have heightened awareness to react as needed.

- Follow school's communication plan for information.
- Limit movement to and from your classroom.
- Be accountable for all students.
- Be on the lookout for unusual behavior both in and outside of the school.
- Check exterior doors to make sure they are secure.

Secure Your Area of Responsibility

(Classroom, hallway, etc.)

Specific incident within your area of responsibility. (Medical, threat to self or others)

- Execute **Alert** methods.
- Secure all people within your immediate area. (May require you to move to a more secure area.)
- Lock or Secure doors.
- Monitor/use communication devices.
- May release by intercom or other personal contact.

Secure Perimeter

(On Alert)

A potential threat or danger does exist within the community/neighborhood and all parties should be aware to react as needed.

- Execute **Alert** methods.
- Secure all people within the building.
- Lock external doors.
- Cover windows.
- Stay in secure area within the building until further notice from administration or law enforcement.
- Monitor/use communication devices.
- Requires leaving unsecure areas such as fields, gym, playground, or library to a secure area.
- Continue with instruction.
- May release via intercom.

Lockdown

(Immediate threat)

Recognition of Danger. Take immediate action using the safest and best option for survival.

- Execute **Alert** methods.
- Secure yourself and others by assessing and using available information to decide if you should; **HIDE** (Secure and/or Barricade), **RUN** (Intelligent Escape) or **FIGHT** (Defend and Protect).

HIDE: (Secure and/or Barricade)

Lock doors, Lights off, Barricade entry, Quiet, Stay in place.

RUN: (Informed Escape)

Evacuate to safer location, Remain with your group, Call 911 when safe, Follow HIDE protocol.

FIGHT: (Defend and Protect)

As a matter of survival engage the intruder with any means necessary.

- Monitor/use communication devices.
- Release only by administration or law enforcement.

Intruder drills will be practiced throughout the year. Follow verbal commands as given. This is a learning opportunity for all school staff and students.





on of

entry





Oxford Michigan Nov. 30, 2021

- At 12:51 p.m. on Nov. 30, the authorities received the first of more than a hundred 911 calls about the shooting
- On the morning of the Nov. 30 shooting, she said, the suspect's parents were urgently called into the high school after one of his teachers found an alarming note he had drawn, scrawled with images of a gun, a person who had been shot and a laughing emoji, and the words, "Blood everywhere," and, "The thoughts won't stop. Help me."
- The day before the shooting, a teacher had seen the suspect searching online for ammunition for the gun in class, which led to a meeting with school officials, the prosecutor said.





The ATTACK

- Prosecutors said that the suspect had planned the attack “well before the incident.”
- “I am absolutely sure after reviewing the evidence that it isn’t even a close call,” said Karen D. McDonald, the Oakland County prosecutor. “It was absolutely premeditated.”
- Text message from suspects mother after learning he was caught searching for ammunition on school computer.
- *“LOL, I’m not mad at you. You have to learn not to get caught.”*
- During a video arraignment, the authorities told a judge that investigators had **recovered two videos from the suspect’s cellphone**, which were made the night before the attack. The student is seen talking about shooting and killing students the next day at Oxford High, they said. A journal in his backpack also detailed his desire to “shoot up the school,” the authorities said





Chapter 5 - Test REVIEW #1
November 30th 2021
8:59 AM

1. Using Congruent Triangles

<p>Given: $\angle A \cong \angle D$ $\angle B \cong \angle E$ Prove: $AB \cong DE$</p>	<p>Given: $\angle A \cong \angle D$ $\angle B \cong \angle E$ Prove: $AB \cong DE$</p>	<p>Given: $\angle A \cong \angle D$ $\angle B \cong \angle E$ Prove: $AB \cong DE$</p>
<p>1. $\angle A \cong \angle D$ 2. $\angle B \cong \angle E$ 3. $AB \cong DE$</p>	<p>1. $\angle A \cong \angle D$ 2. $\angle B \cong \angle E$ 3. $AB \cong DE$</p>	<p>1. $\angle A \cong \angle D$ 2. $\angle B \cong \angle E$ 3. $AB \cong DE$</p>





Help me

2. S.S.S. Congruent Triangles

When you have information about the sides, are the triangles congruent? If so, which theorem proves that?





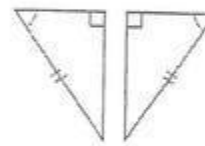
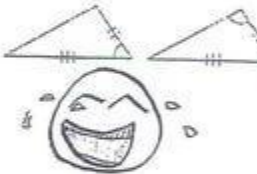
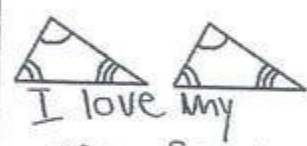

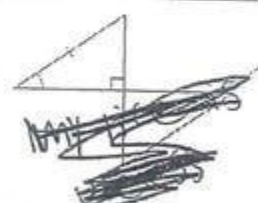

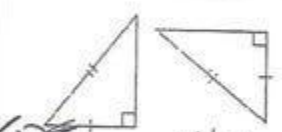
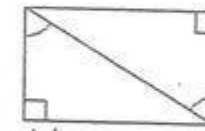
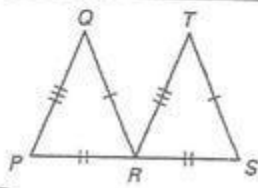
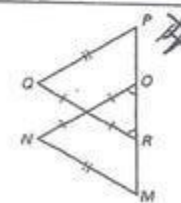
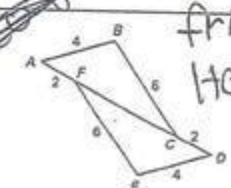
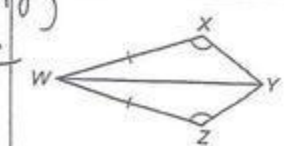
1.	1.	1. RMX 808	1.
2. $\angle 1 \cong \angle 2$	2. 	2. $\angle 1 \cong \angle 2$	2. 
3. $\overline{MT} \cong \overline{MT}$	3.	3. $\overline{XZ} \cong \overline{XZ}$	3. 
4. $\triangle MNT \cong \underline{\hspace{1cm}}$	4. The thoughts won't stop	4. $\triangle YXZ \cong \triangle WXZ$	4.
5.	5. Here	5. 	5. Video game this is

- SAS
- Reflexive Property
- Reflexive Property
- Def'n of Bisector
- Alt. Int. \angle s Thm.

I can prove $\triangle s \cong$.

5.3, 5.5-5.6: Congruent Triangles

Look at any given information on the diagram. Are the triangles congruent? Which theorem proves this? Write congruent statements for the bottom row.

		 I love my life so much!!!	 OHS Rocks!
	 Harmless act	 Were all friends here	
 $\triangle PQR \cong$	 $\triangle PQR \cong$	 $\triangle ABC \cong$	 $\triangle WXY \cong$



State task force makes initial recommendations for school health and safety measures following Oxford High School shooting incident

- The task force is calling for things like independent threat assessments for schools, mental health services for students, lockdown kits to be kept inside classrooms, improving communications between school and law enforcement and other measures.
- On top of the recommendations mentioned before, this group of four republicans and four democrats are calling for refining requirements for active shooter drills, standardizing floor plan maps for schools, requiring ongoing safety training for school resource officers and adding staff members in districts to oversee mental health services.



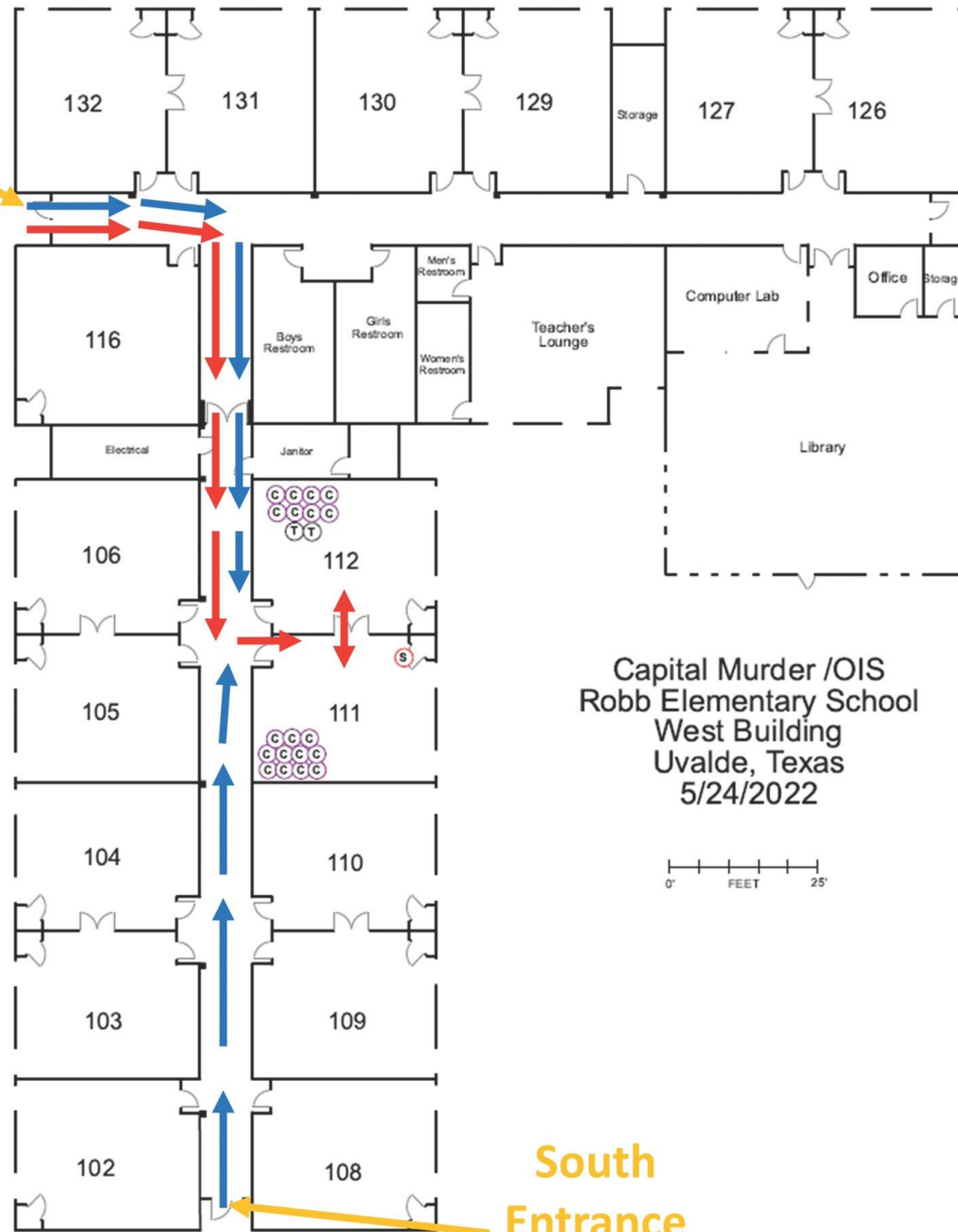


Uvalde Texas and Gadsden Alabama

What we know



West
Entrance



South
Entrance



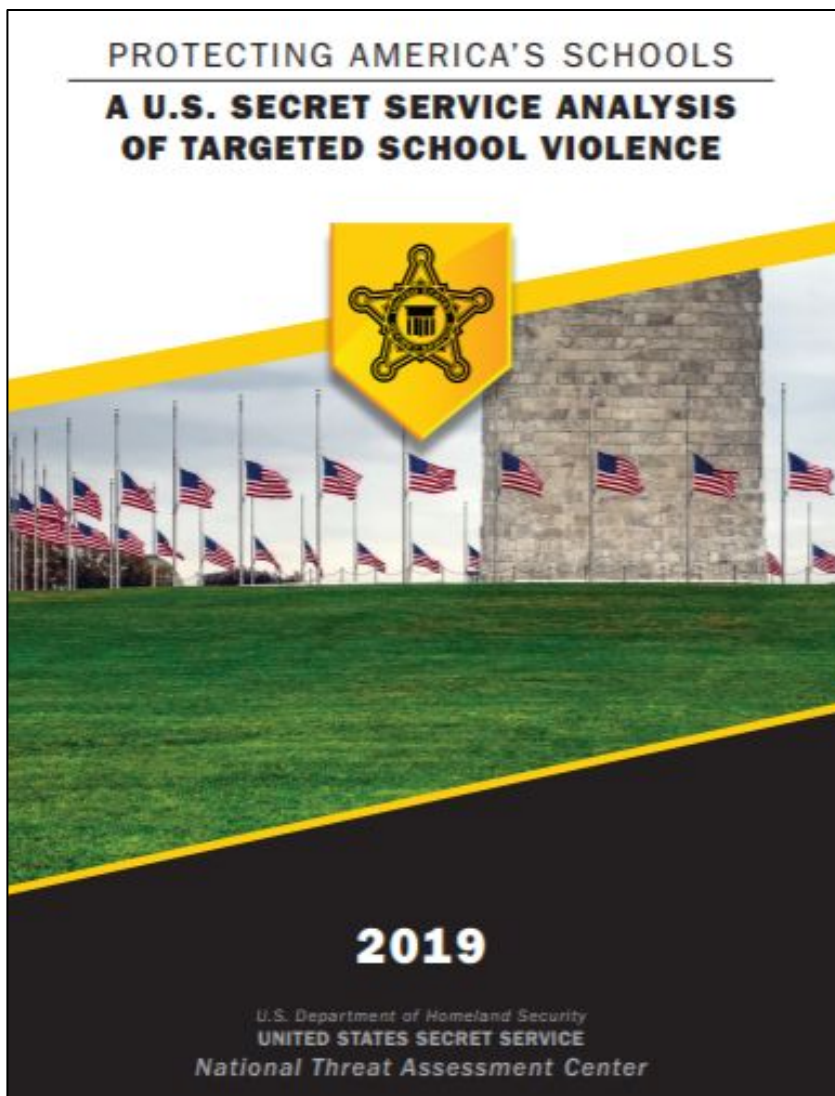
Exclusive Uvalde video shows school shooting, police in hallway after shooter entered classroom

Real Time: 11:33:07:05









Ensuring the safety of children at school is a responsibility that belongs to everyone.

□ The U.S. Secret Service National Threat Assessment Center has studied 41 incidents of targeted school violence that occurred at K-12 schools in the United States from 2008-2017.

□ 2018 3 school attacks

□ 2019 2 attacks k-12 1 college

□ 2020 new statistic for school attacks

□ This report offers an in-depth analysis of the motives, behaviors, and situational factors of the attackers, as well as the tactics, resolutions and other operationally-relevant details of the attacks.





There is no accurate profile of a student attacker, nor is there a profile for the type of school that has been targeted:

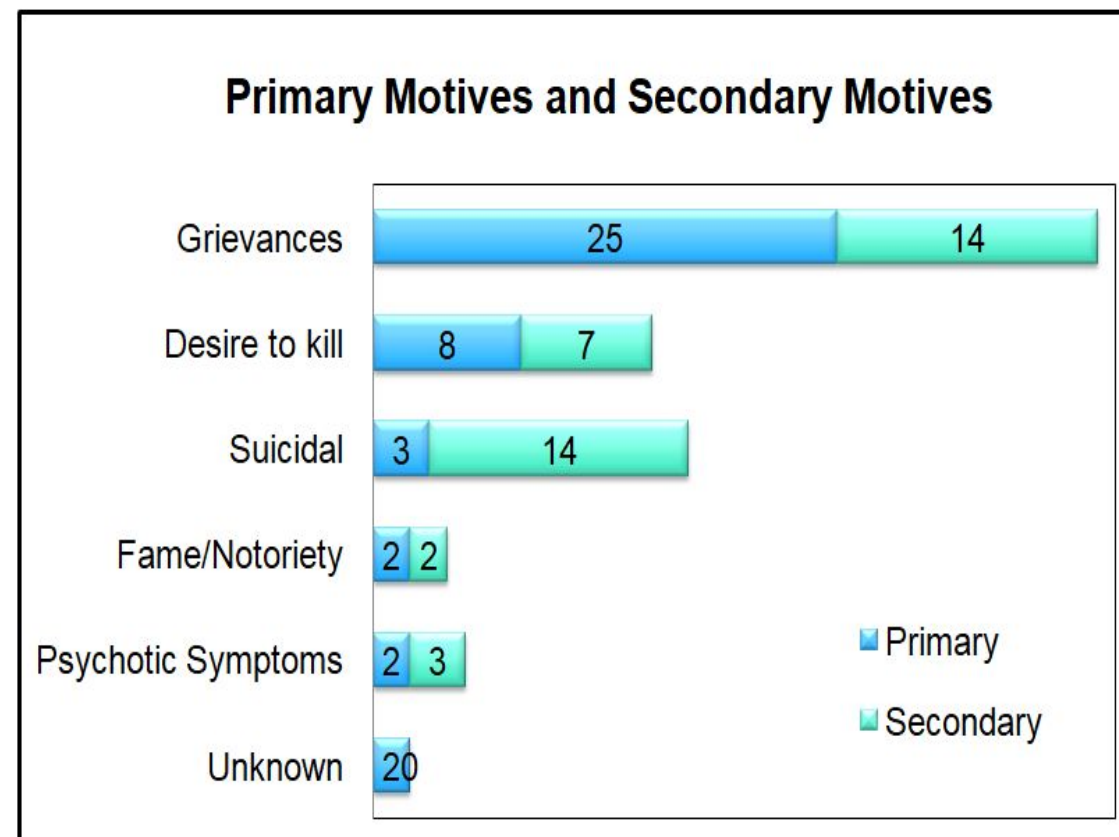
Attackers varied in age, gender, race, grade level, academic performance, and social characteristics. Similarly, there was no identified profile of the type of school impacted by targeted violence, as schools varied in size, location, and student-teacher ratios.





Attackers usually had multiple motives, the most common involving a grievance with classmates:

In addition to grievances with classmates, attackers were also motivated by grievances involving school staff, romantic relationships, or other personal issues. Other motives included a desire to kill, suicide, and seeking fame or notoriety.





Most attackers used firearms, and firearms were most often acquired from home

Many of the attackers (75%) were able to access firearms from the home of their parents or another close relative. While many of the firearms were unsecured, in several cases the attackers were able to gain access to firearms that were secured in a locked gun safe or case. It should be further noted, however, that some attackers used knives instead of firearms to perpetrate their attacks.





United States Secret Service ***NATIONAL THREAT ASSESSMENT CENTER***

	Safe School Initiative (2002)	Protecting America's Schools (2019)
THE INCIDENTS	n = 37	n = 41
Years	1974 - 2000	2008 - 2017
Multiple attackers	8%	0%
Weapons <i>Handguns</i> <i>Long guns</i> <i>Firearm from a residence</i>	97% firearm; 3% bladed; 8% had additional weapons <i>67% of 36 firearms attacks</i> <i>50% of 36 firearms attacks</i> <i>73% of 36 firearms attacks</i>	61% firearms; 39% bladed; 7% had additional weapons <i>72% of 25 firearms attacks</i> <i>36% of 25 firearms attacks</i> <i>76% of 25 firearms attacks</i>
Victims that were specifically targeted	46%	56%
Committed suicide	13%*	17%





Safe School Initiative Key Findings



- Incidents of Targeted Violence at schools rarely were sudden, impulsive acts.
- Most attackers did not threaten their targets directly prior to advancing the attack.





Most attackers had experienced psychological, behavioral, or developmental symptoms:

- ▶ The observable mental health symptoms displayed by attackers prior to attacks were divided into three main categories;
- ▶ Psychological(depressive symptoms or suicide ideation)
- ▶ Behavioral (defiance/misconduct or symptoms of ADD/ADHD)
- ▶ Neurological/developmental (developmental delays or cognitive deficits).



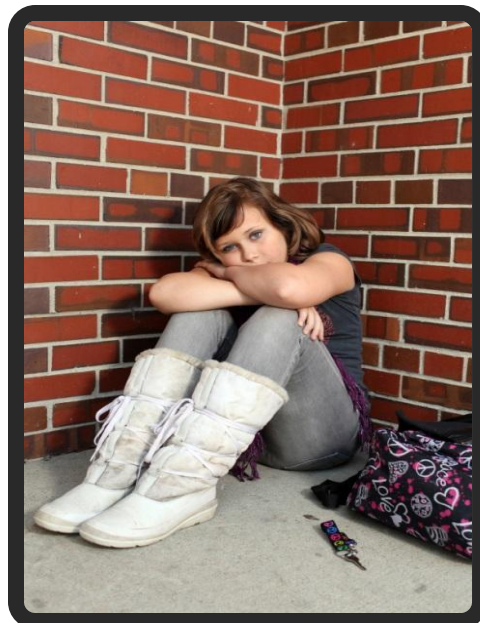


MENTAL HEALTH

Peter Langman

“Why Kids Kill”

- ☐ Psychotic
- ☐ Psychopathic
- ☐ Traumatized



United States Secret Service
NATIONAL THREAT ASSESSMENT CENTER

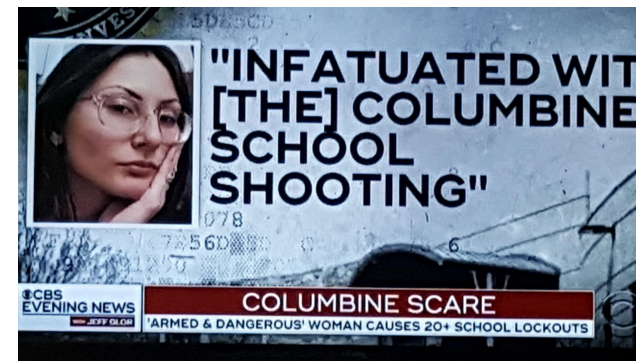
- ☐ Psychological
- ☐ Behavioral
- ☐ Developmental Health





Half of the attackers had interests in violent topics:

Violent interests, without an appropriate explanation, are concerning, which means schools should not hesitate to initiate further information-gathering, assessment, and management of the student's behavior.



The Columbine Effect

KNOWN COPYCAT CASES

74
53 PLOTS OR THREATS THWARTED BY LAW ENFORCEMENT
21 ATTACKS

THE OVERALL TOLL

89 KILLED
126 WOUNDED
9 SHOOTER SUICIDES

13

CASES INVOLVED PLOTTERS WHO HOPED TO SURPASS THE CARNAGE OF THE COLUMBINE SHOOTING. PLOTTERS IN AT LEAST 10 CASES CITED THE COLUMBINE SHOOTERS AS HEROES, IDOLS, MARTYRS, OR GOD.

3

PLOTTERS MADE PILGRIMAGES TO COLUMBINE WHILE PLANNING ATTACKS. 2 OF THEM LATER LAUNCHED ATTACKS. THE THIRD PLOT WAS THWARTED.

53%
OF THE CASES INVOLVED GUNS.

18%
INVOLVED BOMBS OR EXPLOSIVES.

14%
INVOLVED KNIVES.

DA: Dunmore High School students charged with conspiring attack on 25th anniversary of Columbine shootings Sept 2021 total of four students 2 15-year-olds charged as adults.





ALL attackers experienced social stressors involving their relationships with peers and/or romantic partners:

- ▶ Attackers experienced stressors in various areas of their lives, with nearly all experiencing at least 1 in the 6 months prior to their attack, and 1/2 within 2 days of the attack.
- ▶ In addition to social stressors, other stressors experienced by many of the attackers were related to families and conflicts in the home, academic, disciplinary actions, or other personal issues.





When do attacks occur?

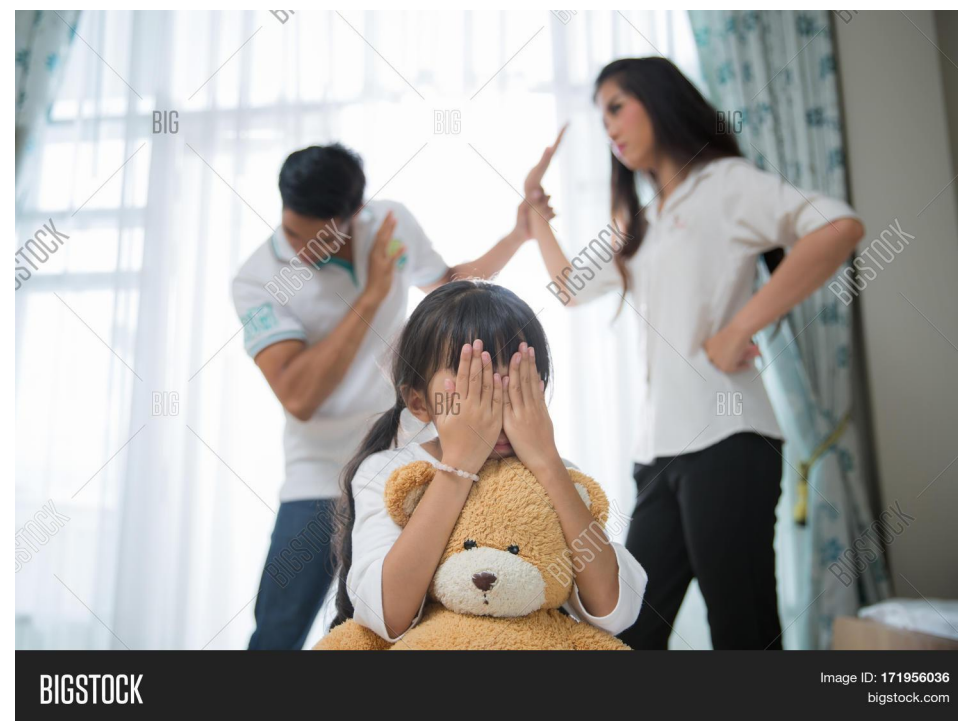
- $\frac{3}{4}$ of attacks occurred within 1 week of returning from break in attendance
- $\frac{1}{4}$ were on first day
- $\frac{3}{4}$ Targeted a specific person, most had a secondary motive
- 6 targeted particular group or people
- Most had at least one friend and only a few had no friends.
- 4 were in romantic relationships.
- Almost $\frac{3}{4}$ were active at school or in the community.





Nearly every attacker experienced negative home life factors:

The negative home life factors experienced by the attackers included parental separation or divorce, drug use or criminal charges among family members, and domestic abuse.





Most attackers were victims of bullying, which was often observed by others:

Most attackers felt bullied by their classmates, and for over half of the attackers the bullying appeared to be of a persistent pattern which lasted for weeks or longer.





Most attackers had a history of school disciplinary actions, and many had prior contact with law enforcement:

Most attackers had a history of receiving school disciplinary actions resulting from a broad range of inappropriate behavior.





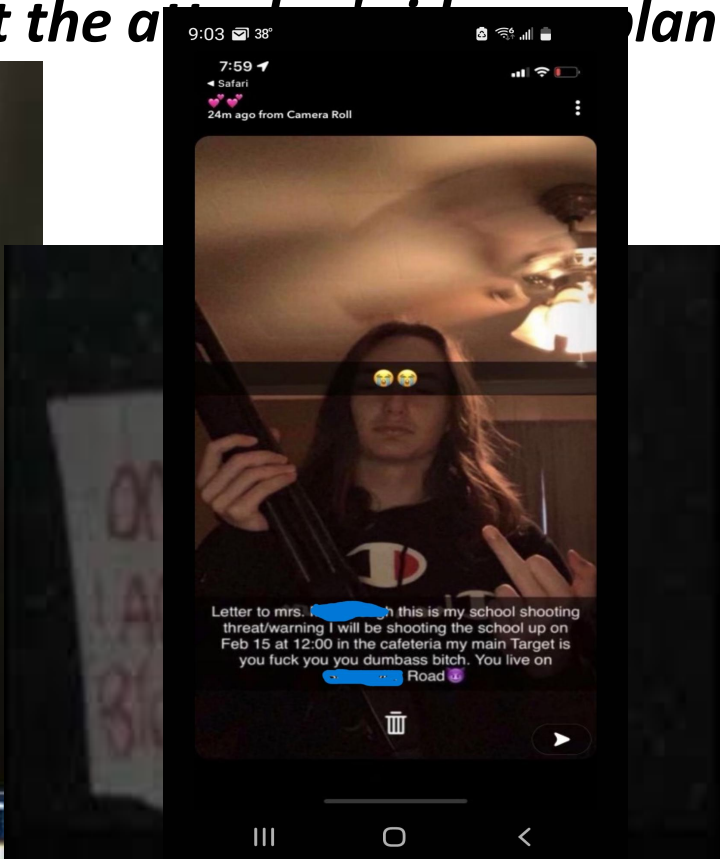
ALL attackers exhibited concerning behaviors





Communication

*Prior to most incidents, other people knew
about the attack and the plan*





In many cases, other students were involved in some capacity.





ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for
Preventing Targeted School Violence



*U.S. Department of
Homeland Security*

**United States
Secret Service**

National Threat Assessment Center
July 2018

**A multidisciplinary threat
assessment team, in
conjunction with
appropriate policies, tools,
and training, is the best
practice for preventing
future tragedies.**





Assemble Threat Assessment Team

Team consists of *at least* 3 trained people:

- Administrator

Principal

Assistant Principal

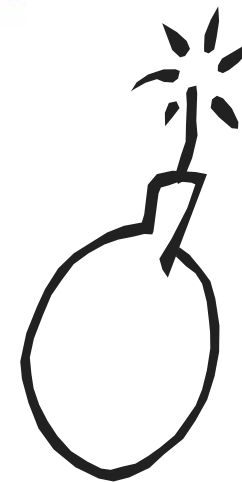
- School Counselor
- Others as needed (school Nurse
Special Ed. Teacher)
- SRO

- District/ BOCES level team as well as school level, when possible





A Direct Threat



Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner:

"I am going to place a bomb in the school's gym."

"Josh is a dead man by tomorrow."

(Critical incident response group & national center for the analysis of violent crime. (2000). The school shooter: a threat assessment perspective. Quantico, va: us dept. Of justice)





A Indirect Threat

Tends to be vague, unclear, and ambiguous. The threat suggests that a violent act could occur, not that it will occur.

**"If I wanted to, I could kill everyone
At this school."**

(Critical incident response group & national center for the analysis of violent crime. (2000).
The school shooter: a threat assessment perspective. Quantico, va: us dept. Of justice)





A Veiled Threat

The threat hints at a possible violent act, but leaves it to the listener to interpret the message and give a meaning to the threat.

"I like you. So take my advice and stay away from school tomorrow."

(Critical incident response group & national center for the analysis of violent crime. (2000). The school shooter: a threat assessment perspective. Quantico, va: us dept. Of justice)





A Conditional Threat

Warns that a violent act will happen unless certain demands or terms are met. Look for the words "if" and "or." It often is designed to intimidate the target into compliance:

“If you tell someone, you might not make it home today.”

(Critical incident response group & national center for the analysis of violent crime. (2000). The school shooter: a threat assessment perspective. Quantico, va: us dept. Of justice)





MAKING VS. POSING A THREAT

- ❑ Some students who make threats ultimately pose threats
- ❑ Many students who make threats do not pose threats
- ❑ Some students who pose threats never make threats
- ❑ **Implication: all threats must be taken seriously; threats are not a necessary condition to initiate an inquiry or preliminary evaluation**





Writing In Classrooms or Journals

**Well, since I am not welcome in Borora,
I should go on a shooting rampage.**

**By doing this I kill 713 members of my
school and also 21 of the staff members.**

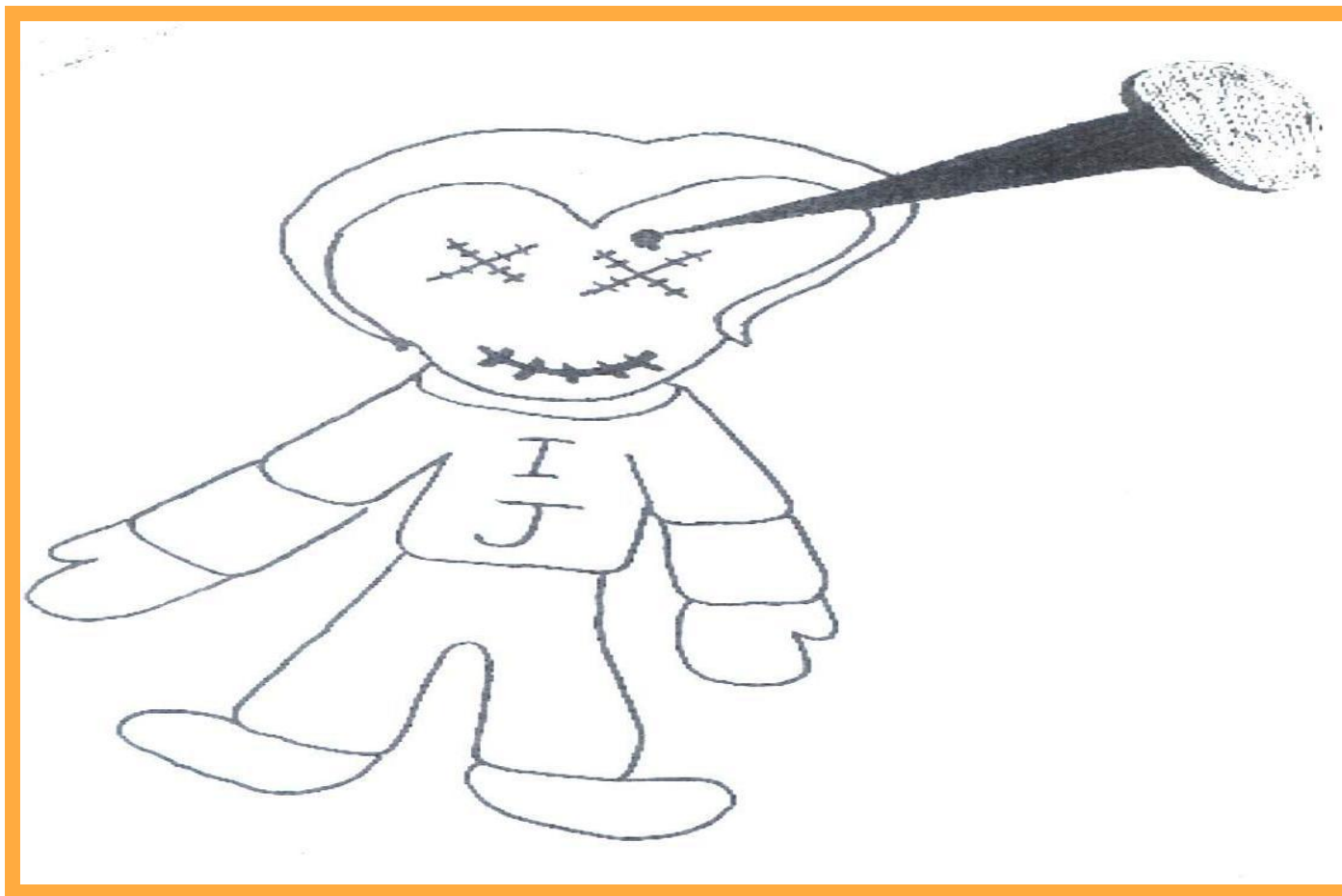
**After this I decide my life is not worth living
so Borora should be destroyed.**

-Written by Brian, 9th grade





DRAWINGS



-drawing by Rick, 10th grade





Reasons For Not Disrupting The Behavior





Denial





10 Killed Along With Brown

13 Victims at Columbine

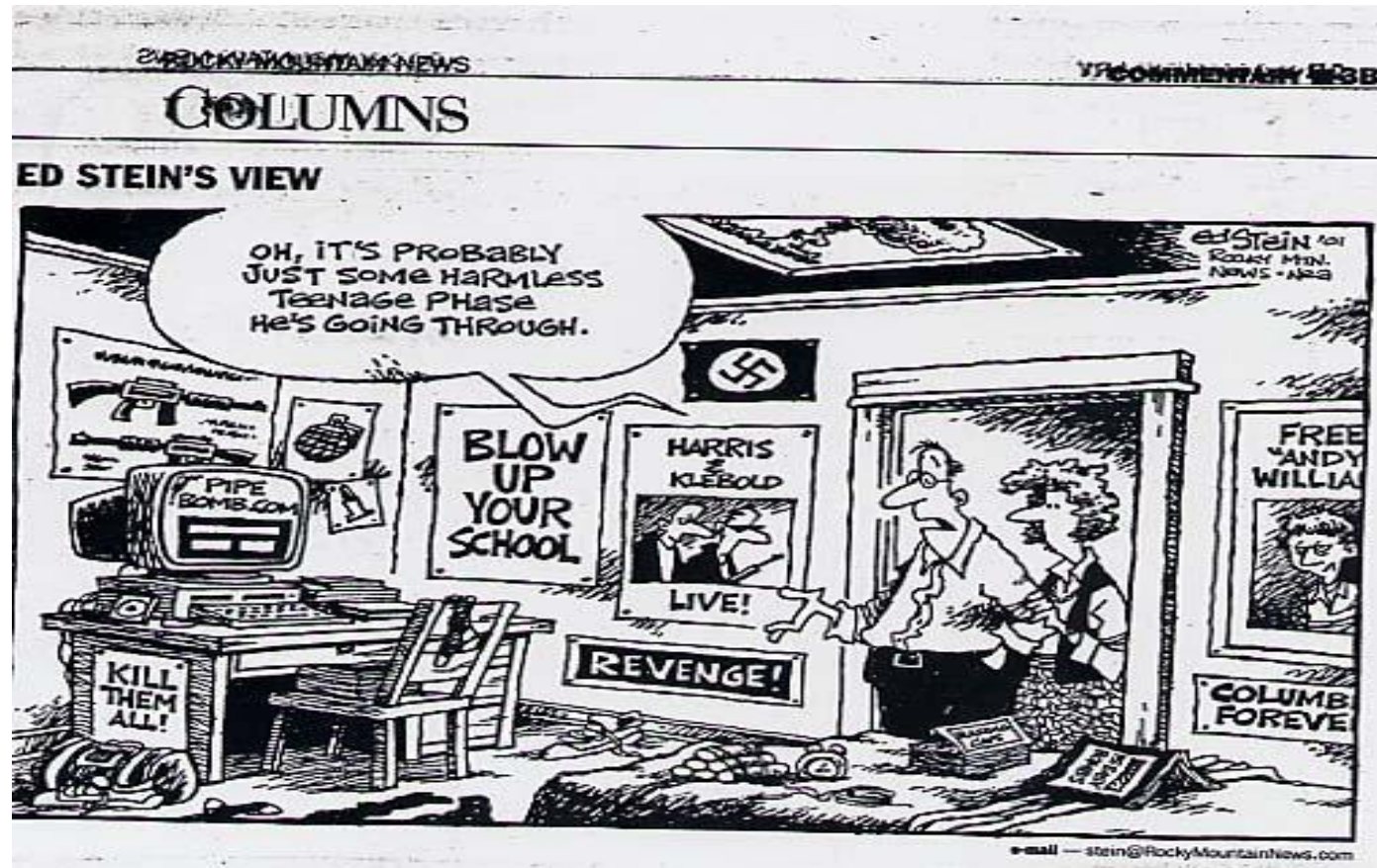
17 Killed At Parkland

What Has Changed!



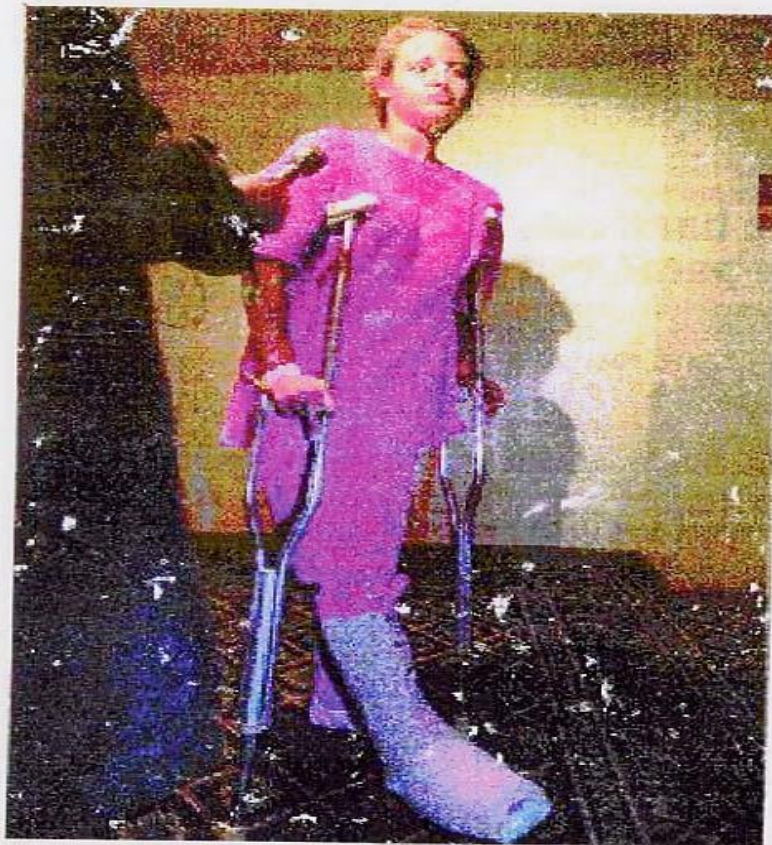


Rationalization -- Inserting 'Just' In The Behavioral Description





Believing In An Urban Legend



"Joe was
a nice
person.
He just
snapped!"





FERPA (1974)

- **2000 exception:** educational agencies and institutions may share information from educational records of at-risk or delinquent youth.
- **2008 exception:** may disclose information to appropriate parties when knowledge of the information is necessary *to protect the health and safety of a student or other individual*, if there is a significant and articulable threat to the health and safety of an individual
- **June, 2010:** directory information may be disclosed to an emergency agency trying to locate parents
- Information covered by FERPA can be disclosed to **school staff who have legitimate interests in the behavior of that student.** [Sec 99.36\(b\)2](#)
- Such information can be disclosed to staff of **another school** who have legitimate educational interests in the behavior of that student. [Sec 99.36 \(b\)3](#)
- Personal knowledge or observation
- Information overheard
- <https://www.Ncjrs.Gov/pdf/files/163705.Pdf>

– June 2011.





Activation of Countermeasures

Always Interrupt / Disrupt The Behavior





Disrupters/ Countermeasures

Category I

Questioning

Category II

Confronting

Category III

Behavioral Intervention



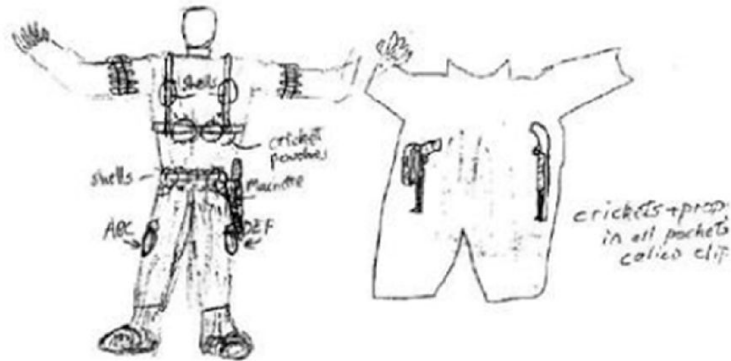


13 Questions

1. What are the student's motives and goal?
2. Have there been any concerning , unusual or threatening communications?
3. Has the student shown inappropriate interest in weapons, school shooters, mass attacks, or other types of violence?
4. Does the student have access to weapons?
5. Has there been stressful events, such as setbacks, challenges, or losses?
6. Is there any impact from emotional and developmental issues?



7. A
8. D
9. A
- 10.
- 11.
- 12.
- 13.



Walking, set bombs at 11:09, for 11:17
 Leave, set ~~car~~ bombs.
 Drive to concrete park, clear up.
 Get back by 11:15
 Park cars, set car bombs for 11:18
 get out, go to outside hill, wait.
 When first bombs go off, attack.
have fun!



ay



Parents As Partners



- Be aware of their fears, embarrassment
- Make early contact with parents & maintain contact
- Obtain medical release waiver
- Express concern for their child, as well as others
- Purpose of this process is to help their child and protect the safety of others

- Who is best on person your team to speak with parents about weapons?
- Are they concerned?
- Are they afraid?
- *Law Enforcement should be contacted **ANY** time information suggests criminal activity is involved.
- **Use your law enforcement partners, as needed**



<https://www.bing.com/videos/search?q=sandy+hook+promise+evan+video&&view=detail&mid=98355FB06491C72FEE4098355FB06491C72FEE40&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dsandy%2520hook%2520promise%2520evan%2520video%26qs%3DMM%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D1%26pq%3Dsandy%2520hook%2520promise%2520evan%2520video%26sc%3D2-30%26cvid%3D110AF58F24A441D4AEDD527B6E7BF173#>



Normal Behaviors

- Must be defined according to:
 - The specific environment
 - The individual
 - The event
- In reality, “normal behaviors” refer to behaviors that are accepted and tolerated.
- There cannot be any universal definition of “normal behaviors.”





Boundary Probing

- Involves pushing rules, regulations and tolerance levels.
- The purpose is to determine how much he/she can get away with.





**If the school only engages in
'observation' of a boundary
probe or attack related
behavior, then by default it is
reinforcing that behavior.**





Attack Related Behaviors

- Skill set building (gun range)
- Development of an armament inventory
- Development of an attack plan

- **Desensitization Behaviors (threat making, Video Games**

- **Dehumanization Behaviors**





Important Consideration

Once an individual has engaged in an attack-related behavior, he/she should **always** remain on the radar detector, even if the behavior appears to have stabilized.





Develop a Response, Management, and Support (RMS) Plan

Purpose:

Provide management of the situation

Protect and aid possible targets

Provide support and guidance to the student

Monitor the student short and long term

Connect student to services and support systems





Document and Keep Records of the Information and Actions Taken



“Without a vortex all events appear as isolated incidents.” J. Nicoletti





Preventing School Violence

- Develop and maintain a positive school climate
- Provide awareness and ongoing training in early warning signs
- Outline *clear procedures for reporting*
- Timely and appropriate response to threats
- Use a team process to gather information and evaluate threat
- Seek assistance, as needed
- Implement interventions that are equal in weight to the behavior(s) of concern
- Provide ongoing monitoring of students of concern





SCENARIOS





● STUDENT DRAWING

- --5TH GRADE STUDENT IN AN AFTER-SCHOOL PROGRAM, UNFAMILIAR TO TEACHER.
- --AT 4:00, STUDENTS LEAVE, 5TH GRADER RIPS DRAWING FROM HIS NOTEBOOK, FOLDS IT NEATLY IN HALF AND PLACES IT IN THE GARBAGE. HE LOOKS AROUND THE ROOM BEFORE LEAVING.
- --TEACHER PICKS UP THE DRAWING: IT IS A PICTURE OF A GIANT MASKED MAN HOVERING ABOVE THE SCHOOL'S FRONT ENTRANCE—LABELED WITH THE SCHOOL'S NAME. IN HIS HANDS THE MAN HOLDS TWO GUNS SPRAYING BULLETS OUT AT STUDENTS RUNNING OUTSIDE THE SCHOOL. IN FRONT OF THE SCHOOL ARE PICTURES OF STUDENTS WHO ARE DEAD, SHOT OR CRYING. ABOVE THE DRAWING IS WRITTEN A SINGLE SENTENCE. "WATCH OUT. YOU'RE ALL DEAD." IT WAS SIGNED WITH THE STUDENT'S NAME.
- --TEACHER BRINGS DRAWING TO YOU AND TELLS YOU WHAT HAPPENED. YOU ATTEMPT TO CONTACT THE STUDENT'S PARENTS. UNABLE TO REACH ANYONE AT HOME, YOU CALL ANOTHER MEMBER OF THE THREAT ASSESSMENT TEAM TO ASK ABOUT THE STUDENT.
- --THAT STAFF MEMBER IS FAMILIAR WITH THE STUDENT, STATING HE IS AWARE THE STUDENT WAS PREVIOUSLY HOSPITALIZED FOR A SUICIDE ATTEMPT. THE STUDENT IS TEMPORARILY LIVING WITH HIS GRANDPARENTS AND HAS NO REPORTS OF DISCIPLINE ISSUES IN THE SCHOOL. THE STAFF MEMBER DOES NOTE THAT THE STUDENT HAS AN INTEREST IN A BAND CALLED, THE DEATH ROCKERS, AND JUST THIS MORNING HE WAS SEEN PLAYING WITH AN EMPTY PACK OF CIGARETTES.





- MESSAGE ON SOCIAL MEDIA

- AT A HIGH SCHOOL BASKETBALL GAME ON A FRIDAY NIGHT, A CONCERNED PARENT PULLS YOU ASIDE TO SHOW YOU A POSTING THAT HER SON JUST SHOWED HER:



- YOU RECOGNIZE THE STUDENT AS ONE THAT HAS HAD A FEW FIGHTS IN THE PAST AND WAS RECENTLY SUSPENDED FOR POSSESSING MARIJUANA.
- YOU IMMEDIATELY CONTACT THE PRINCIPAL AND THE SUPERINTENDENT, WHO CALLS THE LOCAL POLICE. OFFICERS GO TO THE STUDENT'S HOUSE AND MEET WITH THE FAMILY. THE STUDENT WAS AGITATED ABOUT THE WHOLE SITUATION, BUT REPORTS THAT HE WAS "JUST JOKING AROUND." HE ADMITS TO BEING MAD ABOUT BEING SUSPENDED, BUT SAID HE "WOULDN'T DO ANYTHING THAT STUPID." OFFICERS ASK ABOUT WEAPONS IN THE HOME AND THE PARENTS REPORT THAT THERE ARE ONLY TWO SHOTGUNS LOCKED IN A GUN SAFE. LAW ENFORCEMENT REPORTS BACK TO SCHOOL OFFICIALS THAT THEY DO NOT FEEL THIS IS AN IMMEDIATE CONCERN, BUT THEY WILL KEEP AN INVESTIGATION OPEN.





What would you do?

1. A student with a history of fighting draws up a list of students to beat up.
2. A student tells two friends that she is going to stab another student.
3. A student says he is going to sodomize another student in the bathroom.
4. A student says she's going to break both legs of a student for beating her in a race.
5. A student calls in a bomb threat. No bomb is found & he knows nothing about bombs.
6. A student screams obscene insults at a teacher, then storms out of the classroom.





Thank you for all you do for your students!

Dr. Dale Stripling

Alabama Safe Council

Safe School Administrator

ABTA trainer

(205) 288-3266

dstripling@alsde.edu





That's all Folks!