



IT TAKES A VILLAGE: VIOLENCE IN OUR SCHOOLS

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FIRST KNOWN SCHOOL MASSACRE

Enoch Brown School Massacre

Franklin County, PA

July 26, 1764

During Pontiac's Rebellion, Delaware (Lenape) American Indian warriors killed Schoolmaster Enoch Brown and 9 children. Two children survived.

Retaliation!!

BATH SCHOOL BOMBING

Largest Loss of Life (U.S. K12)

Bath School Bombing

44 killed (38 children, 6 adults)

58 wounded

Bath Township, MI

May 18, 1927

Perpetrated by school board member Andrew Kehoe who was **upset** by a property tax levied to fund school construction. After killing his wife and setting his farm on fire, Kehoe **detonated explosives** in the school. As rescuers arrived, he detonated a bomb inside his truck, killing himself and others. Planning for this attack began over a year in advance.

JONESBORO, AR

Diversionsary Attack

5 killed, 10 wounded

Jonesboro, AR

March 24, 1998

Mitchell Johnson (13) pulled the fire alarm and then joined his friend Andrew Golden (11) in the woods where the two boys opened fired on teachers and students. Johnson had held a grudge against a teacher and, prior to the shooting, told some of his friends he had a lot of killing to do.

INCREASE IN FEMALE-INITIATED VIOLENCE

Girls are being raised to be more assertive and self-reliant, and to stand up for themselves

Now going to extremes

Make up 30% of teen arrests

They think it is a way to gain respect from others

Think they will be taken more seriously

More likely to imitate media depictions of relational aggression if they perceive the behavior as normal, socially approved and expected of women (Eastin, 2013).

SHAMING IS BULLYING

Body shaming

- Dress code
- Exposed, ridiculed, embarrassed
- Increases anxiety

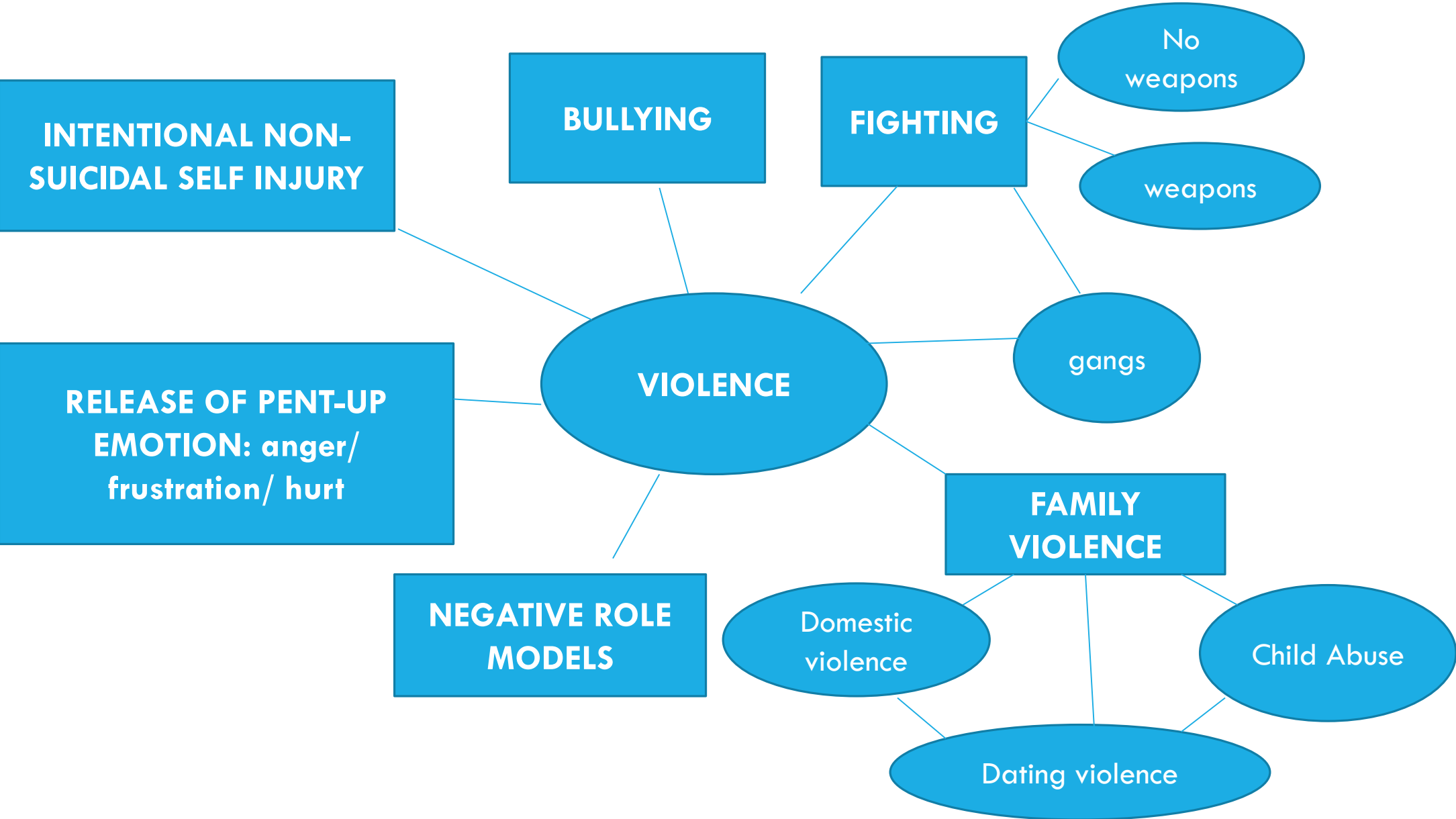
Lunch shaming

APRIL 20, 1999

Columbine High School (Colorado)

Eric Harris and Dylan Klebold (students)

Shot and killed 13, injured 21.



VIOLENCE

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation”

(World Health Organization, 2014)

4 categories: physical, sexual, and psychological attacks and deprivation



VIOLENCE AFFECTS EVERYONE

The victim

The witnesses

The offender

The school

The home

The community

VIOLENCE

All forms of violence are ADVERSE CHILDHOOD EXPERIENCES

ACES result in multiple negative mental health outcomes

- Alcohol and illicit drug abuse; smoking
- Depression and suicide attempts
- Early sexual activity, adolescent pregnancy, sexually transmitted diseases
- Risk of sexual and partner violence
- Poor academic achievement
 - (CDC, 2016)
- Trauma-Informed Care

STATISTICS

69% of all schools record incidents of violence each year

- Rate is higher in middle school

16.2% of high school students carry a weapon (gun, knife, club)

- 4.1% on school property
- 5.4% carry a gun (8.7% male)
- 6% were threatened or injured with a weapon on school property

22.6% of high school students were in a physical fight in past year

- 7.8% were on school property [highest among 9th graders]

20% were bullied

5% of students >12 reported they were afraid of harm at school and avoided at least one school activity or class

From 2013-2018, 306 school shootings in US (1/week)

VIOLENCE TO TEACHERS AND STAFF

- 9% of secondary teachers and 11% of elementary teachers threatened by a student
- 9% of elementary teachers and 2% of secondary teachers physically attacked (2015-2016)
- Disrespect and verbal abuse occur daily

HOMICIDE

HOMICIDE IS THIRD LEADING CAUSE OF DEATH IN 10-24 YEAR OLDS

86% of homicides of 10-24 y.o. in 2014 were by firearm [12/day]

During 2014-2015, 48 homicides occurred in schools
20 were suicides

1300 children and youth die from gunshot and another 6000 are wounded by guns
EVERY YEAR

- Includes those who use guns to commit suicide

2015 VIOLENT CRIME ARRESTS IN 10-24 YEAR OLDS

- >600 for murder
- 2745 for forcible rape
- 21,993 for aggravated assault

2014

- 841,000 reports of theft, forcible entry, or non-fatal violent victimization of students 12-18

2016

- 749,400 victimization at school



IMAGINE IF THERE WERE NO GUNS

Impact on loss of life

Impact on fear of loss of safety

Impact on depression and anxiety

Impact on how we deal with problems

GUNS

US makes up 5% of the world's population, but 31% of its mass shootings

Gun homicide rates are >25 times higher in US than in other high-income countries

As availability of guns increased, so has increase in serious injuries and adverse outcomes

In states with more restrictive gun laws, there is a decreased likelihood of students carrying guns



GUNS LETHALIZE ANGER AND DESPAIR

- Marion Wright Edelman

PROPOSAL TO ARM TEACHERS

9 states allow school staff to carry guns on campus

Increases stress

Increases accidental shootings (>30 since 2014)

Increases chance that arriving police may mistake the teacher for the shooter

Proposal for bullet-proof backpacks

WHAT ARE THE REAL PROBLEMS?

HOW DO WE HANDLE/ DEAL WITH:

Lack of respect

- For others
- For the property of others
- For self

Lack of ability to deal with emotions in a healthy way

Anger

Retaliation

Possessiveness

Power

NOW WE CAN START TO PLAN OUR INTERVENTIONS

WHY??????

Violence is what they see around them

- 60% of children exposed to violence annually
- By age 12, have seen 8000 murders and 100,000 other acts of violence on TV
 - **Become immune to violence**

Society promotes it

Victim mentality: vengeance/ retaliation

WHY

Need to feel powerful and important

Children and adults have poor impulse control; difficulty delaying gratification

Egocentricity

Weaker parenting skills

- Lack of behavior limits for children

Lack of respect for others, the property of others, and for oneself

Poor conflict resolution skills

HURT PEOPLE HURT PEOPLE



THE BOTTOM LINE

VIOLENCE IS A LEARNED BEHAVIOR!

VIOLENCE IS A PUBLIC HEALTH PROBLEM

VIOLENCE IS PREVENTABLE

2 PRONG ATTACK

Prevention

Response

- To behaviors
- To crisis
 - If this is all you have, you have a crisis orientation and nothing will change.



#1 SAFETY FOR THE SCHOOL NURSE

Ensure your safety

Know your resources

Think through responses

#2 SCHOOL SECURITY

All schools have something in place to increase safety and security.

1. written student codes of conduct
2. visitor sign in
3. hallway supervision by school staff
4. controlling access to the school during school hours
5. using security cameras to monitor areas of the school
6. requiring faculty and staff to wear badges or picture IDs
7. strict dress codes or uniforms
8. random checks by drug-sniffing dogs
9. random metal detector checks
10. school resource officer



Note: armed security guards in some schools, there are no requirements for them to take mental health or psychological tests to carry a weapon.

Note: active shooter drills may increase anxiety and fear

There is a whole field developing of environmental design regarding locking of doors, clear sightlines from administrative offices, glazing windows, shatter-proof glass in doors.

#3 ROLE PLAY: SO THERE IS VIOLENCE IN YOUR SCHOOL — WHAT DO YOU DO?

Panic buttons?

Know in advance what to do and what resources your setting has

Know the role of each staff member

- Similar to a code
- Code words to imply in-house emergency???

When do you call 9-1-1

- Find out what your policy is
- Who calls police?

What should you do while waiting?

This is NOT the time to be lady-like!

#4 HOW AND WHY ARE STUDENTS DISCIPLINED?

REASONS FOR SCHOOL DISCIPLINE RELATED TO VIOLENCE

39.2% attacked without a weapon

8.5% attacked with a weapon

33.4% were for vandalism

HOW DOES SUSPENSION OR EXPULSION FOR MINOR INFRACTIONS HELP THE STUDENT?

- Yes, if a threat to the school
- What alternative learning environment exists?

Be reasonable regarding ZERO TOLERANCE

DISCIPLINE BY HITTING

Hitting with the hand or an implement for the purpose of changing behavior has NOT been demonstrated to be effective in teaching the intended lesson.

- Increases the likelihood of engaging in aggressive and delinquent behavior and continuing this method of discipline on their own children

Corporal punishment (paddling) by staff is legal in 21 states

- Varied rules related to number of times a child can be paddled (1-8)
- Some have limits on type of implement that can be used
- Reported 4000 times in the 2013-2014 school year

Rates of Physical fighting are 42% less for girls and 69% less for boys in countries with bans on corporal punishment at home and school [30/88] than nations without prohibitions on spanking or hitting kids (10/17/2018)

NASN POSITION STATEMENT: CORPORAL PUNISHMENT IN SCHOOLS

“Corporal punishment places students at risk for negative outcomes, including injury, altered social development and mental health issues. Restraints and seclusion should only be used briefly, where permitted by law, for the purpose of preventing imminent danger to the child, staff or classmates.”

School nurses should advocate for the elimination of corporal punishment in the schools

#5 QUESTIONS TO DISCUSS WITH SCHOOL ADMINISTRATORS

When a student or staff says “me too” – how do you respond?

How many active shooter drills are too many?

- RUN, HIDE, FIGHT

Are you prepared for 3 days of ‘shelter in place’?

How do you announce a danger in the school?

- Do NOT use code words or colors
- Do teachers know how to barricade doors
- Are outside doors labeled for police
- How long will it take police and EMS to arrive at your school?

STOP THE BLEED

INTERVENTIONS BY THE NURSE

Verbal judo

- De-escalating skills; how to 'talk them down'
 - Do not argue with the combatants
 - Do not take sides
 - If your response makes **you** feel better.....don't say it

DO SOMETHING

- Engage or retreat
- Inaction is not an option
 - Yell
 - Use barriers in the room
 - Never limit your options / use all and every resource
 - Act quickly and decisively
 - Never give up!

ASSESSMENT SKILLS

What did you see

What did you hear

What else was going on around you

BE A GOOD WITNESS

What are the antecedents?

- WHY is the child lashing out?
 - Feeling disconnected
 - Not receiving emotional support
- Interventions respond to the antecedents

What if I take the wrong action?

- Do what a 'reasonable person' would do
- Don't worry about lawsuits; do what you think is right

SO WHAT DO I DO WITH ALL MY EMOTIONS AFTER AN EVENT? POST-INCIDENT RESPONSE

What do I do with all my emotions following an event?

- Debriefing
- Counseling for staff

PREPARING AND PREVENTING

WHO IS MONITORING SOCIAL MEDIA?

- 80% of school shooters told someone

Teach pre-teens and adolescents what to do if dating violence occurs

- Work with the police for this

Best intervention is prevention

INTERVENTIONS FOR THOSE WORKING WITH CHILDREN

Catch children being good; being sensitive, being accepting

- Praise them

Make all children feel special

Make sure all children and families are **‘connected’** to adults and to the school and community

- Magic Mondays

INTERVENTIONS FOR THOSE WORKING WITH CHILDREN

Develop clear behavior rules

- Identify what is acceptable behavior and what is not
- Explain why the rules are there
 - People are offended, hurt, scared
 - It makes people feel sad

Act immediately when a child (or adult) is aggressive

- “We don’t do that here”
 - Do not accept, “I only.....” “I just....”

Having staff in the halls before and after class and at change of classes decreased violence by 26%

INTERVENTIONS

Ask “What would your classmates say you did wrong and will not be tolerated?”

Develop sensible consequences that fit the situation

- If you do ..x., I will deny you..y., for ..z..period of time

Decrease access to violent games and videos

Accept a child’s feelings when they express them

- Just help them redirect how they are being expressed

Teach about consent

Teach about touch

INTERVENTIONS FOR THOSE WORKING WITH CHILDREN

Build self esteem, especially related to behaviors that enhance learning and build character

Involve youth in positive community causes (and parents)

Role model non-violent behavior

- Emphasize sharing, caring, and helping
- Teach how to problem-solve
- Teach how to resolve conflicts, manage relationships, and manage emotions

INTERVENTIONS FOR THOSE WORKING WITH CHILDREN

Build a climate of tolerance

- THIS IS A TEAM EFFORT – IT TAKES A VILLAGE

Promote RESPECT


- For self, others, and the property of others

Enhance conflict resolution skills

Empower parents to take control of their children and to put their children first

- Parents must know WHERE their children are and WITH WHOM

Instill hope and optimism for a future



“Children should not have to pass through metal detectors to go to school. Nor should teachers have to arm themselves to keep students safe. Safety drills and lockdowns are school rituals because we have failed as a nation to address the root causes of violence”

(Arne Duncan, Former US Secretary of Education, 2018)