SCHOOL SAFETY

PSYC 7090

By: Robyn Hardern

Overview

- School Violence Theories
- Targeted Acts of Violence (ex. School Shootings)
  - Case Study
  - Are Schools Safe?
  - The Media
  - Problems with Misconceptions
  - Threat Assessment
  - Crisis Intervention
- Bullying
  - Case Study
  - Definitions of Bullying
  - Negative Effects
  - Statistics
  - Interventions/Prevention/Supports
  - Training & Awareness
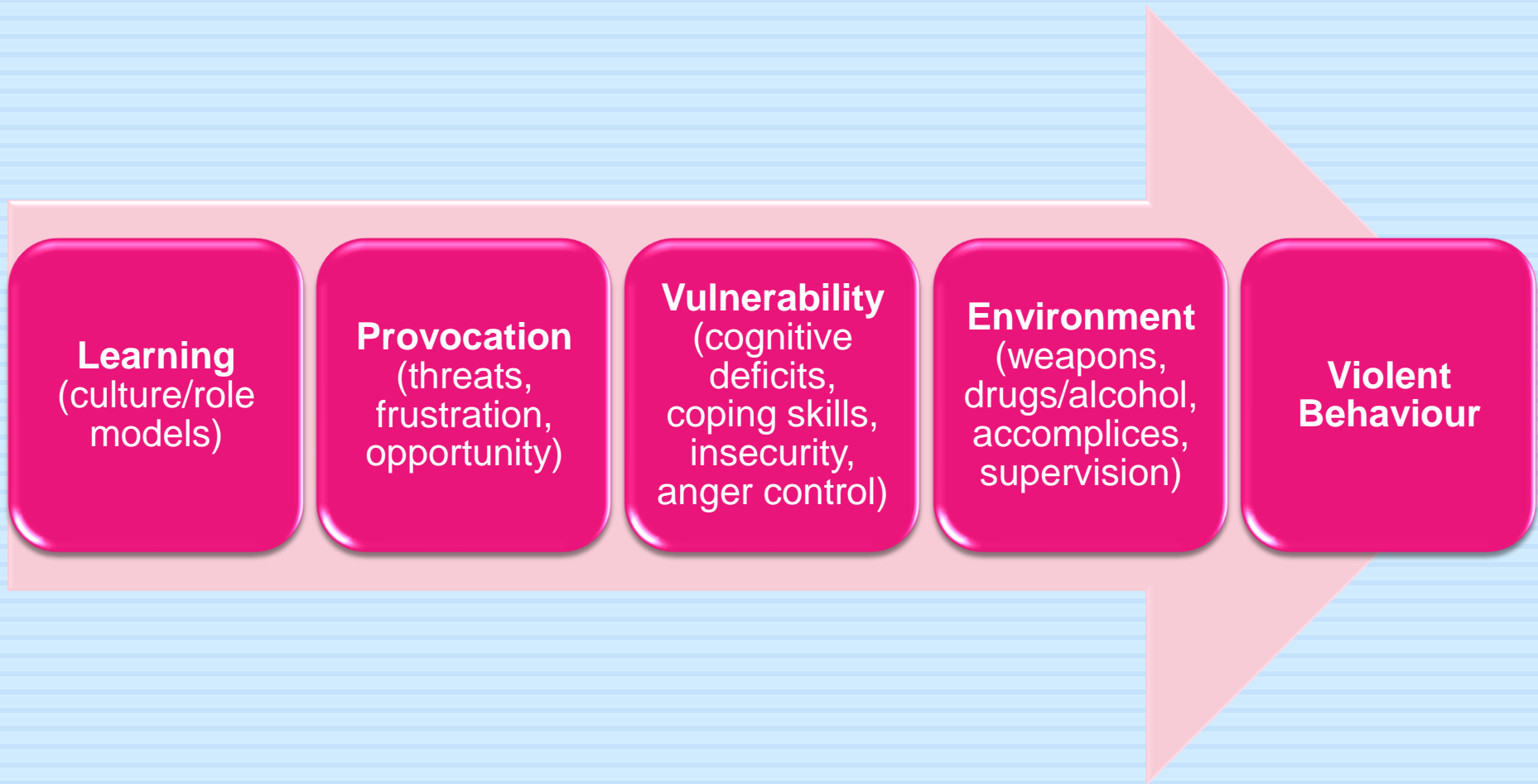
School Violence Theories

- Violence is a learned behaviour (family, peers, media)

- Threats of violence are a symptom of underlying problems

- <u>Frustration-Aggression:</u>

  - Aggression occurs due to frustration in goal achievement

    (Dollard, 1939, Berkowitz,1989, 1993, as cited in Browning Wright, D).

- <u>Social Learning Theory:</u>

  - Behaviour can be learned through direct experience or observing those around us. Through differential reinforcement, successes are reinforced.

    (Bandura,1971).

The Path to Violence

Learning (culture/role models) → **Provocation** (threats, frustration, opportunity) → **Vulnerability** (cognitive deficits, coping skills, insecurity, anger control) → **Environment** (weapons, drugs/alcohol, accomplices, supervision) → **Violent Behaviour**

Browning Wright, D.

Targeted Acts of Violence: Case Study

- Columbine High School, 1999

- 2 teenage male students

- Killed 13 people, injured 24

- Had not been bullied

- Psyched each other up over a year

- Committed suicide

- Police found evidence disproving media rumours in journals and from witnesses

Targeted Acts of Violence: Are Schools Safe?

- Decrease in school violence

- Biggest threats come from problematic policies

- Difficult to determine actual number of school-related violent deaths

- Decline in weapon possession & injuries from physical fights

- Most students & teachers feel safe

- Public is concerned (School Board, Parents, Etc.)

Martella

Targeted Acts of Violence: The Media

- Portrays a lack of school safety

- Fears are increasing while violent deaths are decreasing

- 68% believe a nearby shooting could happen

- 49% more fearful

- 80% anticipated more shootings

- 52% parents worried about children

- Rural parents more concerned

- Public opinions are NOT accurate

Targeted Acts of Violence:
The Problem with Misconceptions

1. **Safety Technology**
   - Metal detectors, cameras, access, locks, alarms

Do you foresee any issues with these devices?
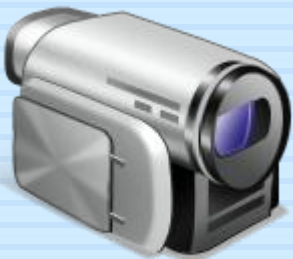
Martella

Targeted Acts of Violence: The Problem with Misconceptions

1. Safety Technology
   - Metal detectors, cameras, access, locks, alarms

2. Harsh Punishment

3. Civil Rights

4. Profiles:
   - Sets of behavioural indicators forming characteristic patterns or actions/emotions leading to certain conditions

Martella

What do you think the profile would look like?

Quiz: *Test Your Inner Profiling Skills!*

Targeted Acts of Violence: Typical Profile

- Ages 11 – 21

- Male

- Various races/ethnic backgrounds

- Various family situations

- Academically poor – excellent

- Popular – isolated

- 0 – many problems

- No change in academic performance, friendships, school interest, discipline

- Few had previous mental disorders

- <33% had previous drug/alcohol abuse

Martella

F The youngest school shooter was 14.

F School Shootings have been committed almost equally by males and females.

T The crimes were committed by students from various racial and ethnic backgrounds.

F Most were from "broken homes."

T These attackers ranged from poor to excellent academically.

F School shooters were almost always socially isolated.

F All of the attackers had many problems.

F There was usually a change in academic performance or friendships.

T Few had previous mental disorders.

F Drug and alcohol use was usually a factor.

Targeted Acts of Violence: Problems with Profiling

- Not effective at identifying "at risk" students

- Implementing special services

- Expulsion and suspension

- Student rights

Targeted Acts of Violence: Lets Focus on the FACTS!

- Student communications

  - Have they developed a plan?

- Have they been bullied?

- Concerning behaviours

  - Trying to get a weapon; uttering threats

- Do they have access to weapons?

Martella

Targeted Acts of Violence: Fact-Based Threat Assessments
FBI's Key Concepts

1. Threat

2. Motivation

3. Signposts

4. Detail, Plausibility, Emotion

5. Level of Threat
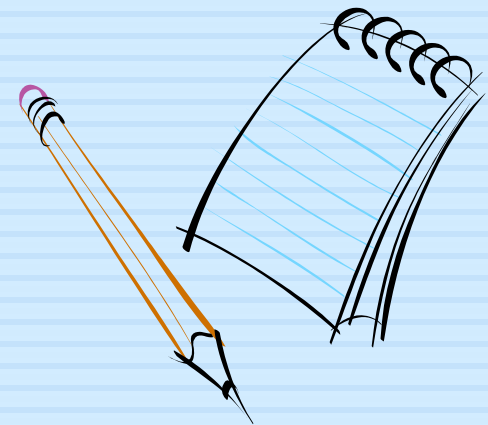
Martella

Targeted Acts of Violence:
Fact-Based Threat Assessments
FBI's Key Concepts

1. Threat: "An expression of intent to do harm or act out violently against someone or something." (Martella, p. 71)

   ☐ Direct – explicit & specific act against specific target; suggests violence WILL occur

   ☐ Indirect – vague and tentative; violence MAY occur

   ☐ Veiled – implies but not explicit; HINTS at violence

   ☐ Conditional – demands need to be met; violence is contingent upon some want
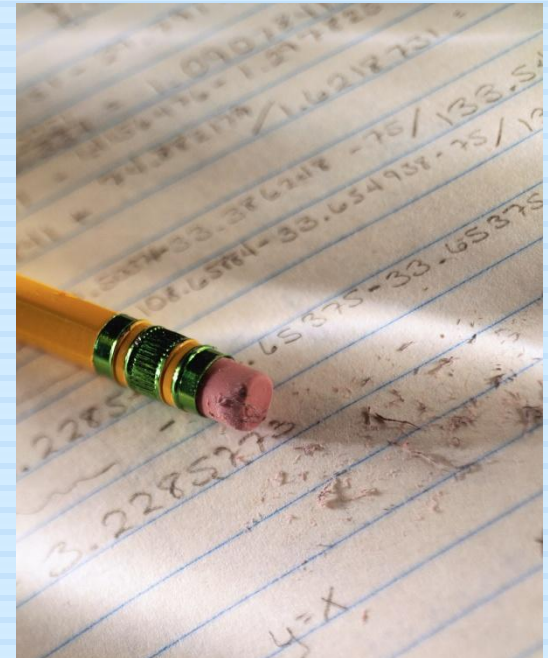
2. Motivation

- Why do the feel the need to make the threat?
  - "Unfair" punishment
  - Anxiety
  - Attention
  - Manipulation
  - Intimidate
  - Striking Back

Martella

3. Signposts

- Evident in speech, writing, drawing, behaviour

- Detail & Plausibility

- Emotion

- Stress

Martella

Targeted Acts of Violence:
Fact-Based Threat Assessments
FBI's Key Concepts

4. Level of Threat

Direct, specific, plausible
Concrete steps taken
Detail on time & place

More direct/concrete
Some thought given
Possible place & time
Unlikely steps have been taken
Content suggests threat is possible

Vague
Indirect
Inconsistent
Implausible
No detail

Martella
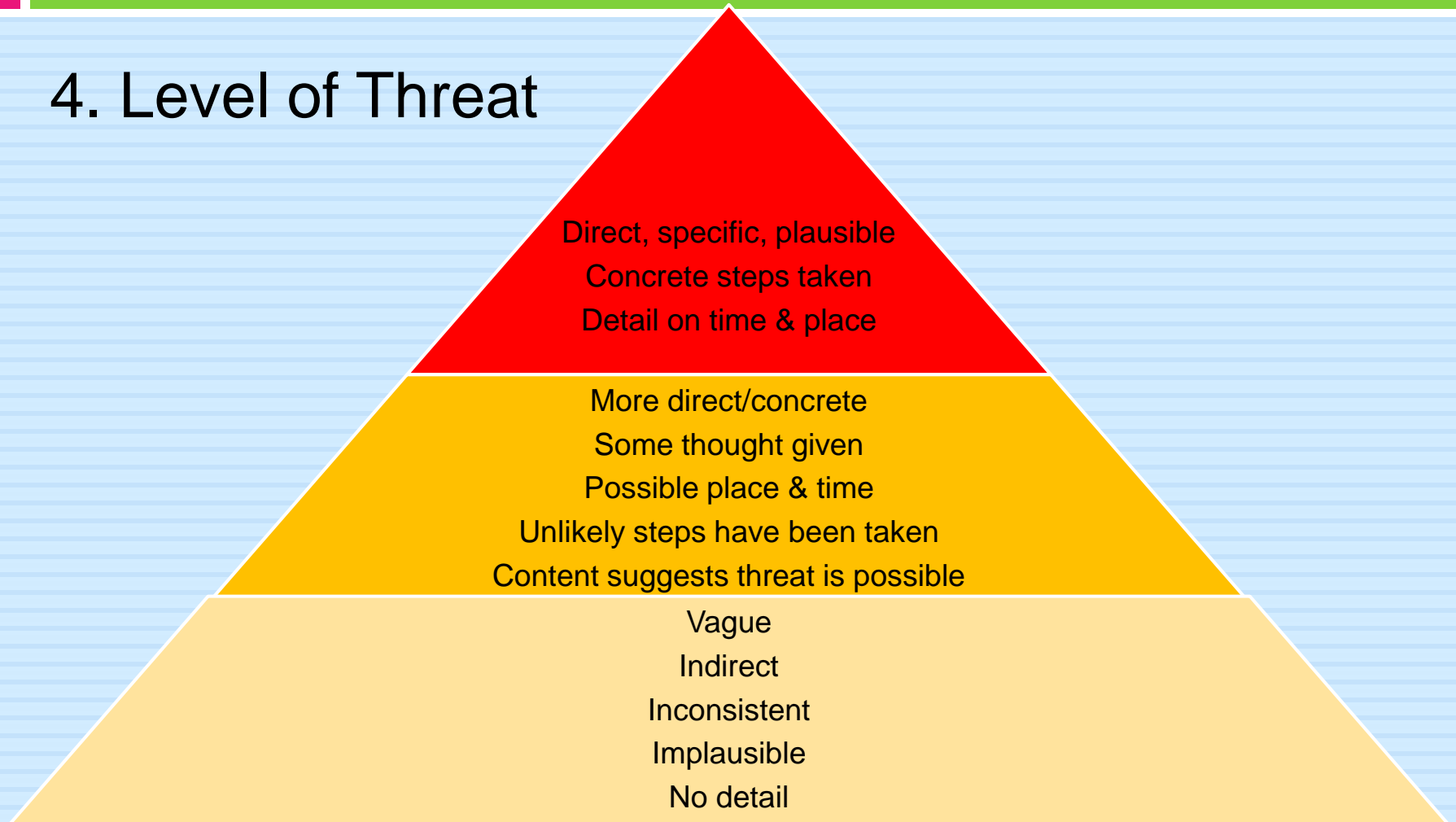
Targeted Acts of Violence:
Four-Pronged Threat Assessment Approach

- Personality

- Family Dynamics

- School Dynamics

- Social Dynamics

Martella ; Patterson, 1982,as cited in Martella

Questioning

Questions to Ask the Student Who Made the Threat

1. Do you know why I wanted to talk to you?

2. What happened today when you were there?

3. What exactly did you say and do?

4. What did you mean when you said/did that?

5. How do you think they feel about what you said?

6. What was the reason you said that?

7. What are you going to do now?

Browning Wright, D.

Questions to Ask Witnesses

1. What happened when you were there?

2. What exactly did they say/do?

3. What do you think they meant?

4. How do you feel about what they said?

5. Why do you think they say that?

Browning Wright, D.

Parent Interviews
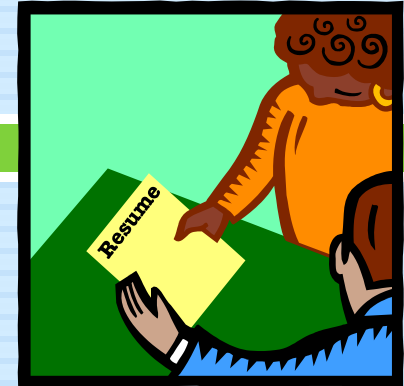
1. Knowledge of threat?
2. Current stressors
3. Family relationships
4. Recent behavior & mental health
5. School adjustment
6. Peer relations & bullying
7. History of aggression or exposure to violence
8. Availability of weapons
9. Willingness to be part of a safety plan
10. Parental attitudes of school & law enforcement

Browning Wright, D.

Crisis Intervention

- ☐ Required after threats to the safety of students & staff

- ☐ Team approaches are best

- ☐ Provide assistance & support

- ☐ Need a "take-charge" leader

Schonfeld, D. J., Lichtenstein, R., Kline Pruett, M., Speese-Linehan, D. (2002)

Crisis Intervention: A System-Wide Model

□ 3 Levels of Organization

Regional Resource Group

District Crisis Team

School-Based Crisis Team

Schonfeld, D. J., Lichtenstein, R., Kline Pruett, M., Speese-Linehan, D. (2002)
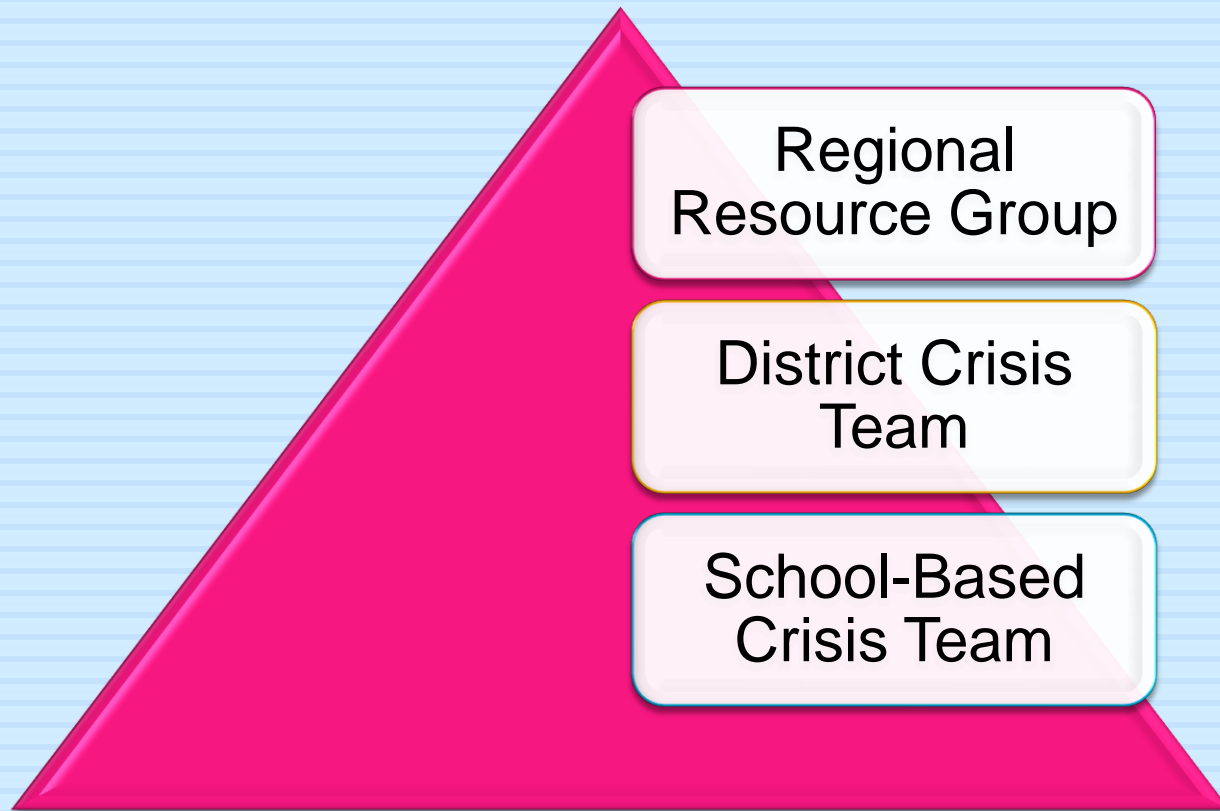
Crisis Intervention: Implementation

- Establish ongoing relationship with police

- Brief staff meeting prior to next school day

  - To share information

  - Plans for notifying students & parents

  - Enables asking questions

  - Offers support for staff members

  - Refresher of crisis intervention model

  - Outline the plan

- Follow-up meeting 24 hrs later

Schonfeld, D. J., Lichtenstein, R., Kline Pruett, M., Speese-Linehan, D. (2002)

Crisis Intervention: Implementation

- Contact the victim/family members

- Announce to students

- Announce to parents

- Maintain regular classroom routines

- Availability of counseling & support rooms

- Memorialisation

- Follow-up

Schonfeld, D. J., Lichtenstein, R., Kline Pruett, M., Speese-Linehan, D. (2002)

Crisis Intervention: Training

- Implications of crises in school settings

- Theories of loss & grief

- Developmental issues regarding death/loss

- Responding to various crises

Schonfeld, D. J., Lichtenstein, R., Kline Pruett, M., Speese-Linehan, D. (2002)

Crisis Intervention: Clinical Support

- Traumatic events typically lead to:

  - State of shock

  - Longer period of upset/emotional disorganization

- Skilled adult to help exert mastery & positive recovery

Schonfeld, D. J., Lichtenstein, R., Kline Pruett, M., Speese-Linehan, D. (2002)

Crisis Intervention: Supports & Interventions

- Classroom Discussion

- Brief Therapeutic Interventions

- School-Based Groups for At-Risk Students

- Community Resources

- Staff Support

Schonfeld, D. J., Lichtenstein, R., Kline Pruett, M., Speese-Linehan, D. (2002)

Bullying

Case Study

Amanda Todd

Bullying: What is it?

- Bullying encompasses:

  - Aggression

  - Power differential

  - Repetition

  - It is a relationship problem

  - Varies with stages of development

Olweus, D. (1993) as cited in: Prevnet.ca bullying definitions fact sheet

Bullying:
What is it?

- Physical

- Verbal

- Social

- Cyber-bullying

- Racial

- Religious

- Sexual

- Disability
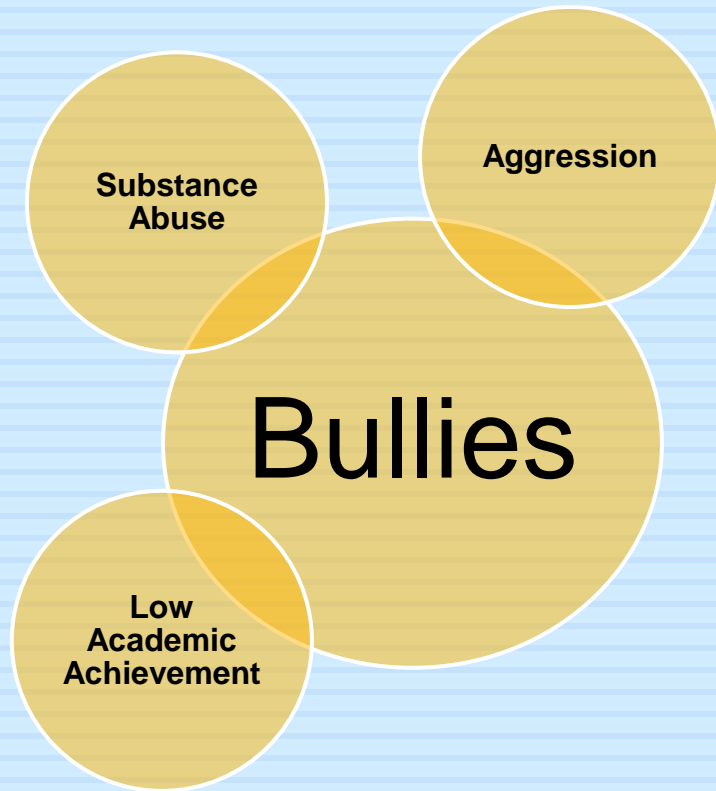
Bullying: Characteristics of Victims

- Less-accepted by peers

- Impulsivity, anxiety and friendship conflict

- Higher achieving

- Male

Richard, J. F., Schneider, B. H., Mallet, P. (2011); Prevnet.ca Gender Differences in Bullying Factsheet

What negative effects do you foresee for **victims & bullies**?

Bullies

- Substance Abuse
- Aggression
- Low Academic Achievement

Victims

- Depression
- Loneliness
- Anxiety
- Social Maladjustment
- Suicide
- Avoidance
- Low Academic Achievement
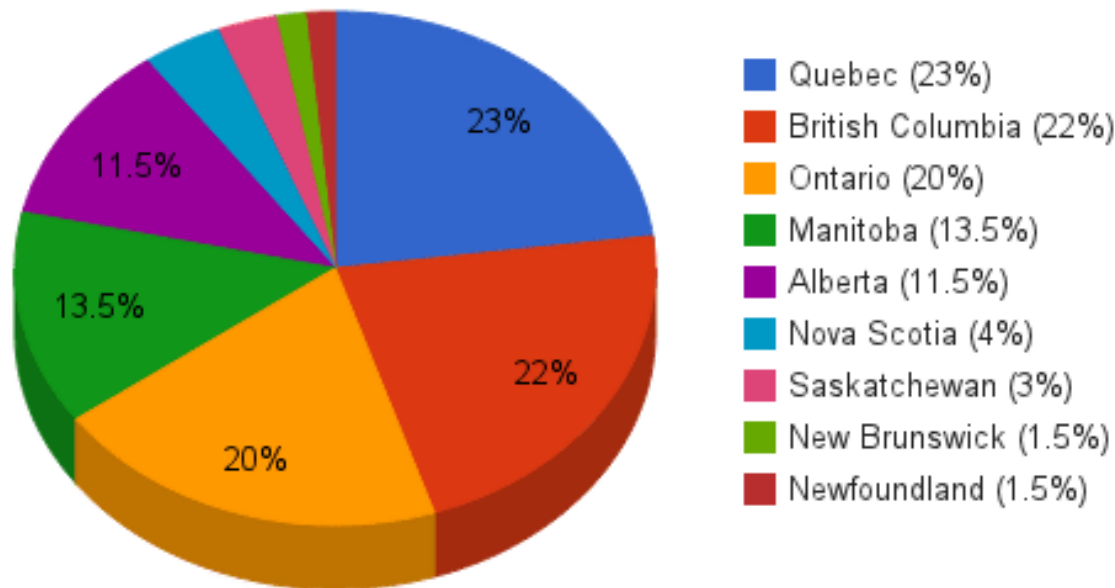
Bullying: Negative Effects

Bullying: Statistics
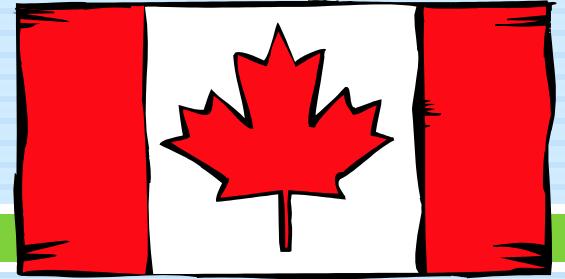
- Canada ranks 9th out of 35

- 38% adult males & 30% adult females were bullied as students

- 47% of parents reported that they had a child who had been bullied

Canadian Council on Learning

Bullying: Statistics

STOP A BULLY
☘ SAFE & ANONYMOUS

INCIDENT REPORTS BY PROVINCE
(StopABully School Reports from May 2009 - July 2013)

- Quebec (23%)
- British Columbia (22%)
- Ontario (20%)
- Manitoba (13.5%)
- Alberta (11.5%)
- Nova Scotia (4%)
- Saskatchewan (3%)
- New Brunswick (1.5%)
- Newfoundland (1.5%)

23%
22%
20%
13.5%
11.5%

* *Stop A Bully* receives more Incident Reports from Provinces which have more Member Schools.

STOP A BULLY
SAFE & ANONYMOUS

TYPES OF BULLYING REPORTED
(StopABully School Reports from May 2009 - July 2013)

Type of Bullying	Percentage
Name Calling / Insults (63.5%)	63.5%
Shoving / Hitting (40%)	40%
Involving Friends / Peers (32.5%)	32.5%
Threats / Intimidation (31%)	31%
Cyberbullying (30%)	30%
Spreading Rumours (28%)	28%
Exclusion / Leaving Out (20%)	20%
Fighting (20%)	20%
Sexual Comments (15.5%)	15.5%
Homophobic Comments (15%)	15%
Racist Comments (12%)	12%
Cell Phone Messages (10%)	10%
Damaging Property (9%)	9%
Disability Comments (7%)	7%
Weapon Related (5%)	5%

0%   20%   40%   60%

*Multiple types of bullying can be selected.

Retrieved from: http://www.stopabully.ca/about-us/stopabully-statistics

STOP A BULLY
SAFE & ANONYMOUS

BULLYING NOTIFICATION
(StopABully School Reports from May 2009 - July 2013)

- First Time Reporting (45%)
- Told a Friend (38%)
- Told Parent/Guardian (32.5%)
- Told Bully to Stop (29%)
- Told Teacher (21.5%)
- Told Vice/Principal (18.5%)
- Told Counsellor (11%)
- Told Police (5.5%)

0%   15%   30%   45%
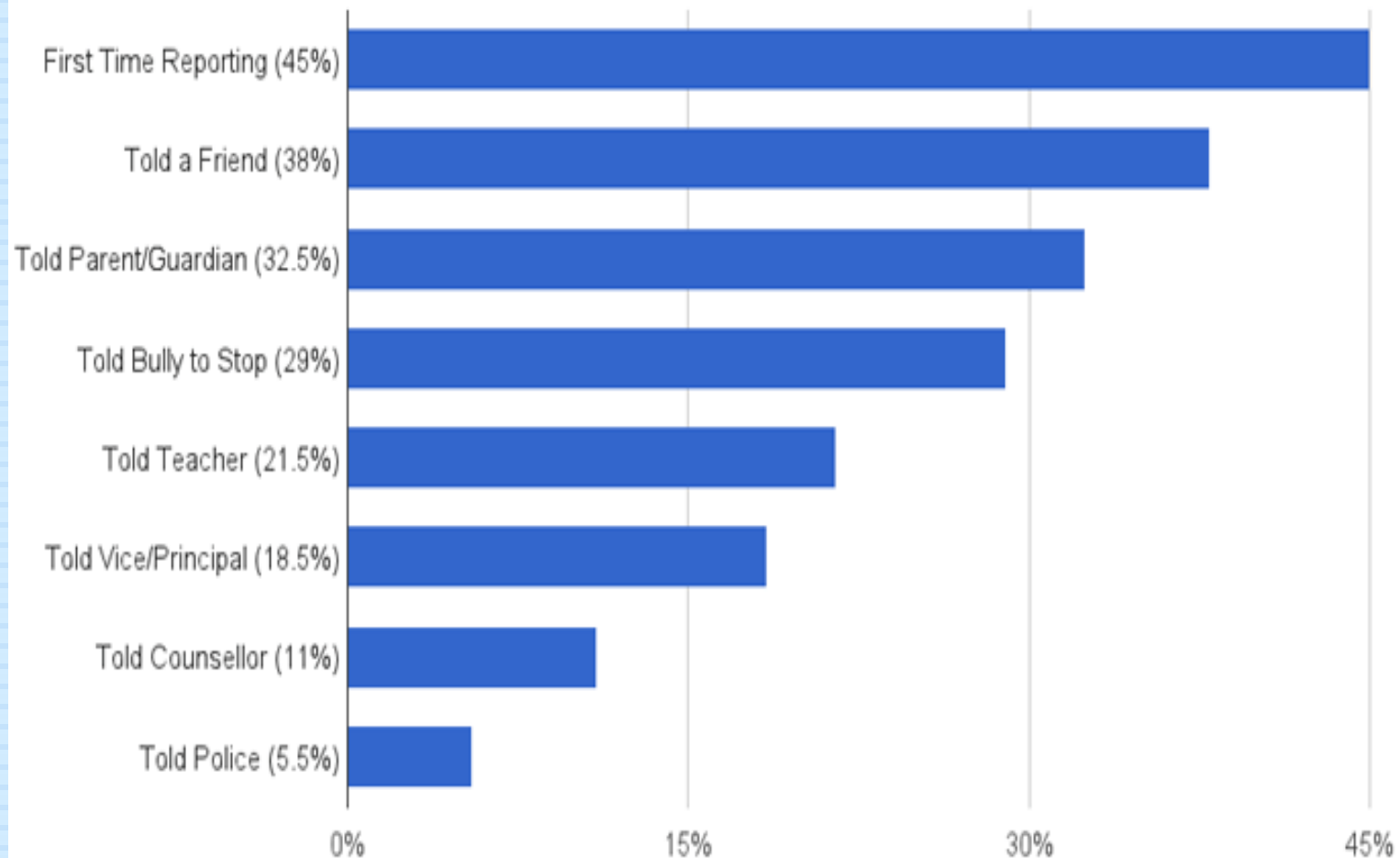
* Multiple categories can be selected

Retrieved from: http://www.stopabully.ca/about-us/stopabully-statistics

Cyber-Bullying

- Girls more likely to be bullied
- Threats & aggressive emails/instant messages are most common
- 1/10 parents had a child who was a victim
- 14% of cases were reported to police
- Usually occurred by a classmate

percentage of adults with a child victim of cyber-bullying

Statistics Canada – Self-reported Internet victimization in Canada; Statistics Canada – Canadian Bullying Statistics
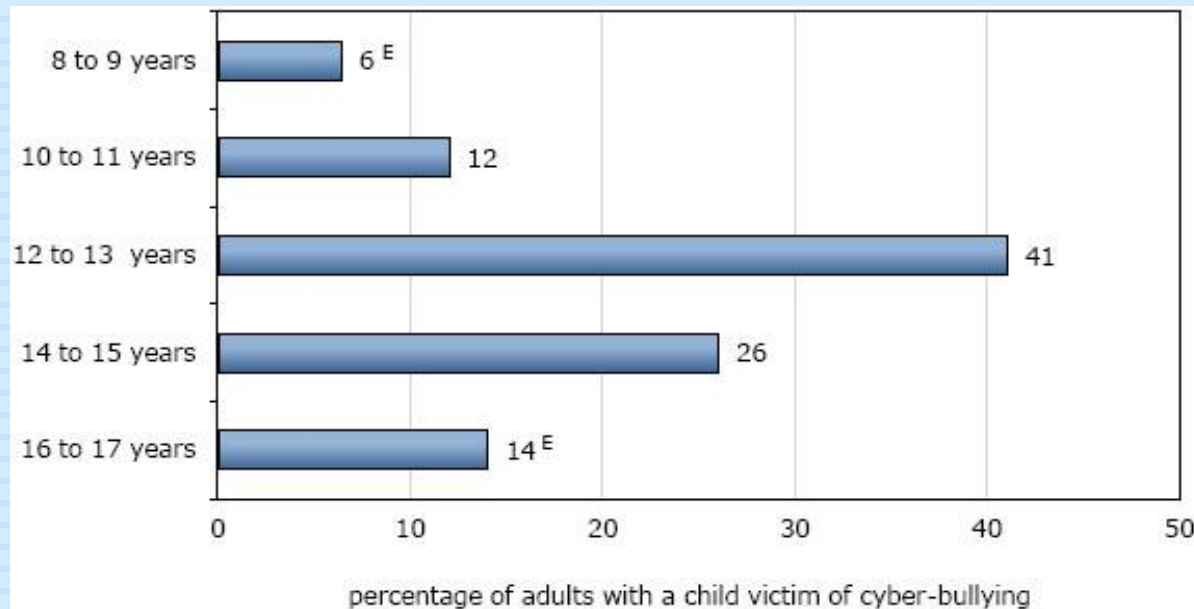
Bullying: LGBT Students

- Rate of bullying is 3x higher than non-LGBTQ youth
- 2009 National Climate Survey (LGBT youth)
- Hostile School Environments:
  - 72.4% heard homophobic remarks
  - 61.1% felt unsafe
  - 84.6% verbally & 40.1% physically harassed
  - 18.8% physically assaulted
  - 52.9% experienced cyber-bullying
- Absentees
- Lowered education aspiration/academic achievement
- Poorer psychological well-being

Government of Alberta; Kosciw, J. G., Greytak, E. A., Diaz, E. M., Bartkiewicz, M. J. (2009)

Bullying: Student Reports on Environment

- Danger zones:
  - School yard & recess break
  - Hallways
  - Classroom
- Ways to reduce bullying:
  - Increased surveillance
  - Monitoring interactions
  - Peer mediators
  - Allies

Vaillancourt et al. (2010); Cunningham et al. (1998)

Bullying:
Parenting Factors

- Bullies
  - Lack of warmth & cohesion
  - Parental conflict
  - Parental mistrust
  - Physical punishment
  - Lack of parental monitoring
  - Poor communication
- Victims
  - Parental intrusiveness

Flouri, E., Buchanan, A. (2003); Steven, B. S., Joyce, L. E. (2002); Baldry, A. C. (2003); Bauer, et al., (2006); Espelage, D. L., Bosworth, K., Simon, T. R. (2000); Gage, J. C., Overpeck, M. D., Nansel, T. R., Kogan, M. D. (2005); Haynie, D. L., Nansel, T., Eitel, P. (2001); Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007); Espelage, D. L., Bosworth, K., Simon, T. R. (2000)as cited in: Prevnet.ca Parenting and Bullying Factsheet

Bullying: School Climate

- Positive social climate relates to reduced bullying

- Teacher behaviours are important

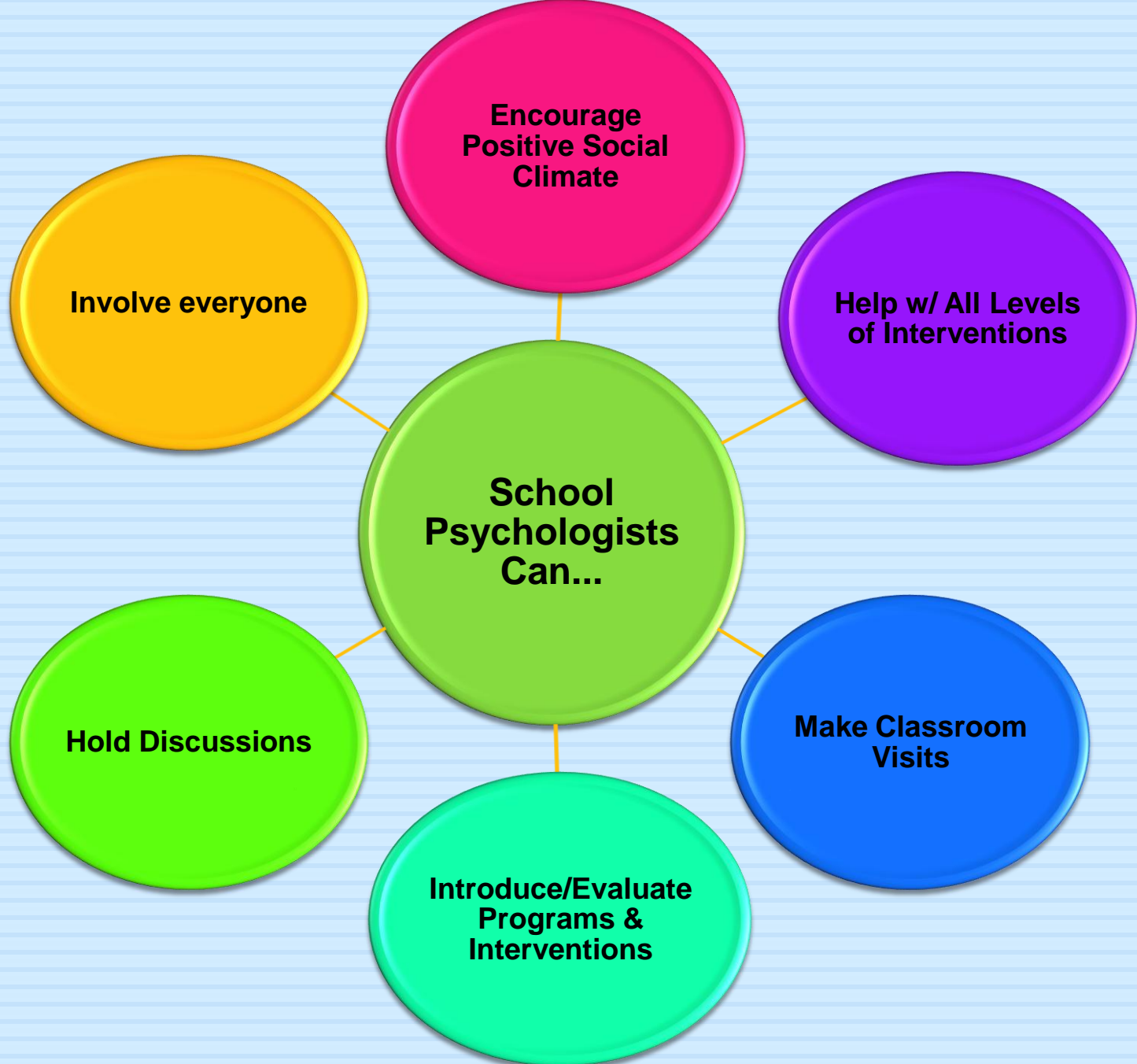- Bullying prevention programs should focus on student-teacher relationships

Richard, J. F., Schneider, B. H., Mallet, P. (2011)

Bullying:
According to School Psychologists...

- Individual interventions occurred frequently
- Student involvement was rare
- Most effective strategies:
    - School-wide positive behavior support plan
    - Modifying space & schedule
    - Immediate response
- Most ineffective strategies:
    - Avoiding contact
    - Disciplinary consequences
    - Anti-bullying policies (mixed views)
- Areas of Improvement:
    - Staff education & training
    - Reporting procedures
    - School-wide positive behavior support plan
- Barriers:
    - Other priorities
    - Few trained staff

Sherer, Y. C. & Nickerson, A. B. (2010)

Richard, J. F., Schneider, B. H., Mallet, P. (2011); Whitted & Dupper (2005); Hertz-Lazarowitz, R., & Od-Cohen, M. (1992) as cited in Richard, J. F, Schneider, B. H., Mallet, P. (2011).

Bullying:
The Role of School Psychologists

- Improving & promoting systems-level prevention & intervention efforts

- Active involvement of students

- Staff training prevention & intervention

- Make prevention & intervention a priority

  - In-service training to raise awareness

Sherer, Y. C. & Nickerson, A. B. (2010)

Bill 18 – The Public School Amendment Act: Safe & Inclusive Schools
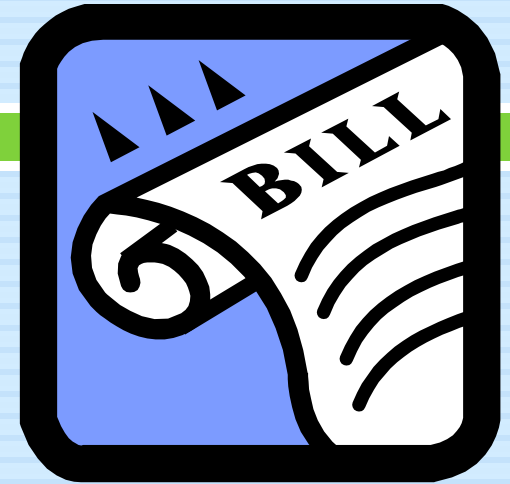
Respect for Human Diversity Policy

- Promote and enhance:
    - Safe & inclusive learning environment
    - Acceptance of and respect for others
    - Creation of a positive school environment
- Address training for teachers and other staff

Student Activities and Organizations

- Promote awareness and understanding of, and respect for:
    - Gender equality, antiracism, people with disabilities, people of varying sexual orientations
- Reporting of cyber bullying

Bullying:
NASP School Safety Tips

- ☐ Adequate hallway light

- ☐ Close off unused stairwells/do not leave areas unused

- ☐ Install lockers in visible areas (or remove altogether)

- ☐ Reduce blind spots (convex mirrors for hall monitors)

- ☐ No posters over windows

- ☐ Alarm system and/or a closed-circuit television monitoring system

- ☐ Clean and well-maintained building(s)

- ☐ Playground equipment should be easily observable

- ☐ Restrict roof access (dumpsters away from walls; cover drainpipes); Trees $\geq$ 10' away from buildings; Trim trees/shrubs to reduce hiding places

- ☐ Reduce gravel or loose rock surfaces

- ☐ Create vehicle access around building(s) for surveillance & emergencies

Bullying:
NASP School Safety Tips

- Parking lots that prevent through traffic/speed bumps

- Faculty & student parking are combined

- Separate parking lot for students/staff who are on school property before/after hours; monitor lots

- Minimize fences/gates (choose attractive wrought iron and secure with locks)

- Create policy to have full lighting or total darkness at night

- List of staff members who have building keys

- Immediately remove graffiti: *3 "Rs" (read, record, remove)*

- Provide extra-curricular activities for school/community; Implement after-school academic/recreational programs for latchkey students

- Background checks for new applicants – Criminal Record Check/Child Abuse Registry

Bullying & Crises:
Additional Training Programs for School Safety

- CPI - Nonviolent Crisis Intervention
    - Staff training program for human service professionals
    - Respectful, non-invasive ways to address disruptive behaviours
- WEVAS
    - Anxious – Comfort, confirm, connect, caring
    - Agitated – Respectful request, hesitate, humour
    - Aggressive – detach, defuse, detect, direct
    - Assaultive – protect self/others, prepare, partner

http://www.crisisprevention.com/About-CPI; http://www.wevas.net/

Bullying: Public Awareness

February 26, 2014

STOP A BULLY
✚ SAFE & ANONYMOUS
www.StopABully.ca

PINKWRIST CAMPAIGN

STOPABULLY.CA

BULLY

PREVNet.ca

Canadian Red Cross

http://www.stopabully.ca/; pinkshirtday.ca; http://www.redcross.ca/what-we-do/violence-bullying-and-abuse-prevention?gclid=CKW4m7vH4LkCFe1DMgodAQUAFw; prevnet.ca

Discussion Time!

Time to take a look at your graphic organizers!

blogdailyherald.com

References

Bandura, A. (1971). Social learning theory. New York: General Learning Press.

Browning Wright, D. Student threats of violence [PowerPoint slides].

Bullying Statistics. In Stop a Bully. *Retrieved from http://www.stopabully.ca/bullying-resources/bullying-statistics*

Canadian Council on Learning (2008). Lessons in learning: Bullying in Canada: How intimidation affects learning.

Cunningham, C. E., Cunningham, L. J., Martorelli, V., Tran, A., Young, J., & Zacharias, R. (1998). The effects of primary division, student-mediated conflict resolution programs on playground aggression. *Journal of Child Psychology and Psychiatry, 39*(5), 653-662. Retrieved from http://search.proquest.com/docview/619346491?accountid=14569

Dean, M. (2012, October 18). The story of Amanda Todd. *The New Yorker.* Retrieved from *http://www.newyorker.com/online/blogs/culture/2012/10/amanda-todd-michael-brutsch-and-free-speech-online.html*

Government of Alberta. Bully Free Alberta. Homophobic bullying. Retrieved from http://www.bullyfreealberta.ca/homophobic_bullying.htm

Government of Manitoba. Bill 18 The Public Schools Amendment Act (Safe and Inclusive Schools) Retrieved from: http://web2.gov.mb.ca/bills/40-2/b018e.php

Kosciw, J. G., Greytak, E. A., Diaz, E. M., & Bartkiewicz, M. J. (2010). The 2009 National School Climate Survey: The experiences of   lesbian, gay, bisexual and transgender youth in our nation's schools. New York: GLSEN.

Martella, R.C., Nelson, J. R., & Marchand-Martella, N. E. (2003). Managing the school environment. *Managing Disruptive Behaviors in the Schools: A Schoolwide, Classroom, and Individualized Social Learning Approach.* Boston: Allyn & Bacon.

Promoting Relationships & Eliminating Violence Network. *Bullying: Definitions*. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Bullying-Definitions.pdf

Promoting Relationships & Eliminating Violence Network. *Gender differences in bullying*. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Gender-Differences-in-Bullying.pdf

Promoting Relationships & Eliminating Violence Network. *Parenting and bullying*. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Parenting-and-Bullying.pdf

Richard, J. F., Schneider, B. H., & Mallet, P. (2011). Revisiting the whole-school approach to bullying: Really looking at the whole school. *School Psychology International, 33*(3), 263-284. DOI: 10.1177/0143034311415906

Schonfeld, D. J., Lichtenstein, R., Kline Pruett, M., & Speese-Linehan, D. (2002). How to prepare for and respond to a crisis 2nd Ed. Alexandria, VA: Association for Supervision and Curriculum Development.

Sherer, Y. C., & Nickerson, A. B. (2010). Anti-bullying practices in American schools: Perspectives of school psychologists. *Psychology in the Schools 47*(3), 217-229. doi: 10.1002/pits.20466

Statistics Canada. Canadian bullying statistics. Retrieved from http://www.statcan.gc.ca/pub/85-002-x/2011001/article/11530-eng.htm#a2

Statistics Canada. Self-reported internet victimization in Canada. Retrieved fromhttp://www.statcan.gc.ca/daily-quotidien/110915/dq110915c-eng.htm

The Public Schools Amendment Act: Safe and Inclusive Schools, *C.C.S.M. c. P250 amended*

Toppo, G. (2009, April 04). 10 years later, the real story behind columbine. *USA Today*. Retrieved from http://usatoday30.usatoday.com/news/nation/2009-04-13-columbine-myths_N.htm

Vaillancourt, T., Brittain, H., Bennett, L., Arnocky, S., McDougall, P., Hymel, S., . . . Cunningham, L. (2010). Places to avoid: Population-based study of student reports of unsafe and high bullying areas at school. *Canadian Journal of School Psychology, 25*(1), 40-54. doi: 10.1177/0829573509358686