

# Campus Safety CONFERENCE 2019

Making Campuses Safer — TOGETHER

## Workshop A: Recognizing Red Flags: Working TOGETHER to Prevent Violence

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[CampusSafetyConference.com](http://CampusSafetyConference.com)

# Housekeeping

- Cellphones on vibrate or silent
- Access to the presentation will be sent out after the conference
- Q&A Session at end
- Evaluations
- Social Media



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#CSC19

#MakingCampusesSaferTOGETHER

# About Me

- SMS – School Counselor – 20 yrs.
- “Recognizing Red Flags: An Educators Role in Preventing School Violence”
- September 28, 2016
- Congressional Medal Of Honor Citizens Honor Recipient
- Molly B. Hudgens Communications
- Wife, Mom, Daughter, Teacher, Believer



# **Part 1**

## **Follow Up Session for the Keynote Address**

# Takeaways

- How prepared is your campus for an interior threat?
- Who on your campus is responsible for knowing and understanding your students and their families?
- How prepared are you personally in your specific occupation to intervene in the life of a child in crisis?
- What one piece of information presented today will you take back to your campus safety team?
- What changes will you make in your personal approach to dealing with individuals on your campus based on new knowledge learned here?

## Follow up Questions

i.e. What do you *really* want to know about the incident that occurred at our school on 9/28/16 and its aftermath? 😊

## Creating a “Saving” Climate

Create a positive culture by connecting students with counselors and other adults in your school

- Role of support services – how counseling works at Sycamore Middle
- Circle of Confidence – how the administrative team and SRO function as a working entity at SMS
- Building a foundation of trust – how to train your staff to listen and report

# Creating a Culture of Awareness through Support Services

## Utilize your Support Services system to “Recognize Red Flags”

- Role of Support Services – how your SpEd staff can be an asset for identifying students in crisis
- Intervention possibilities – options your campus may have for student intervention
- Chain of Command Branches – how to determine who is in the know



- Most asked questions?
  - What happened to the child involved?
  - How well did you know the student and were there any “red flags” with this particular student ahead of time?
  - If you never would have researched what to do in the situation you encountered prior to it happening, would you have acted the same way you did?
  - How can students prevent situations like these from happening?
  - How has this changed your life?

# **Part 2**

# **Why Every Relationship Matters**

# About this Session

## Session Takeaways

- How will you connect with others on your campus after today?
- Are you allowing love and encouragement to be part of your interactions with others?
- Have you considered how your relationships with others on campus can affect the outcome to crisis situation?
- How would you de-escalate an armed student using only your words?
- What could a counselor or mental health professional see in an at-risk individual that an SRO or teacher might miss?

- Step 1: Instill Hope



- Step 2: Show them and tell them that you love them.

- Step 3: Read to them

- Step 4: Know the history of those who have gone before



- Step 5: De-escalation is about a calm demeanor and a lot of faith

## Part 3

# The Best Plan You Hope to Never Use: Safety and Crisis Training for Your Campus

# Takeaways

- Who is part of your Crisis Safety Team? How did you choose them?
- Have you considered your plan as if you are a perpetrator?
- How will you communicate in the event of an emergency?
- How often do you practice your plan? How often do you re-evaluate it?
- What changes will you consider when you return to your campus?

1. Plan
2. Prepare
3. Practice



4. Prevent
5. Prevail

## Selecting A team

- Consider staff:
  - with military or law enforcement backgrounds
  - who have flexible schedules
  - who are not responsible for students on a routine schedule
  - with knowledge of your school families
  - who are interested in being part of the team

# Remember...

## students are stakeholders



# Understand the Layout of your School and Campus

- Ask your staff to walk through your school pointing out concerning areas
- View your school through the eyes of a perpetrator
- How do your doors lock?
- How are visitors admitted?
- What are your means of communication?



The best way to chat with everyone you know

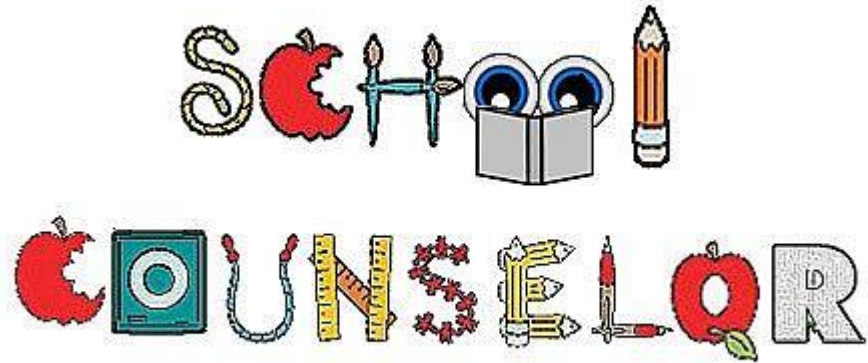
remind 101



# How well do you know your students?

- Who on staff is responsible for having an intricate understanding of students in your school?
- How do they develop and maintain these relationships?
- How will you ensure that they are allowed to be available to these students?
- Who on your staff would you go to if you were in crisis?
- How are these staff members trained?

# Have you ever talked to your school counselor about a student?



# Learning from others who got it wrong

- Lockout vs. Lockdown
- Erasers in your doors
- Monitoring your entrances/exits during arrival and dismissal
- Practice makes perfect
- Don't show all your cards

# Go Cheap!



# Know your place...and everybody else's

- What is your role in a crisis?
- What do you need to evacuate your school?
- What will a reunification site look like?
- How will you deal with the media? Parents?
- Where will law enforcement find you and your students if you have to flee?

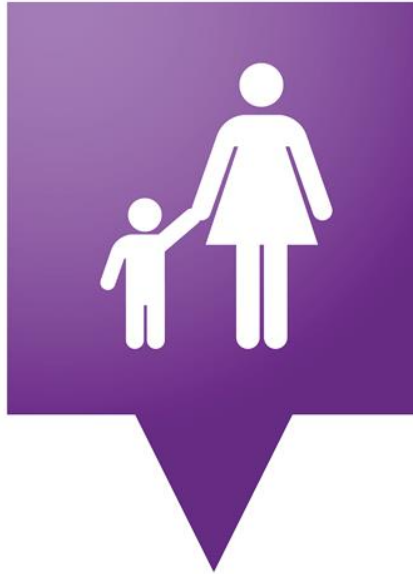
# If you're lost, you could be dead...



# Writing Your Plan

- Team Members
- The role of staff when a “Lockout” or “Lockdown” is called
- Specific personalized assignments
- Time goal – less than three minutes
- Where will you hide them?

# Here come the Mamas...



**REUNIFICATION**



# Getting the staff to buy in...



## Remember to forget the odds

- You have a less than one percent chance of dying inside of a school.
- Tell that to the families in Kentucky, Florida, and Texas...

# Protect every child as if they are your own

- Practice your plan
- Troubleshoot issues that arise
- Plan, Prepare, Practice again
- Update annually, but update weekly if needed
- There are no perfect plans, but there are perfect intentions.

## Part 4

# Recognizing Red Flags: Working TOGETHER to Prevent Violence

# Takeaways

- What have you learned about the three types of school or teen shooters that would apply to your campus?
- What tool will you utilize to recognize and gauge red flags?
- What options does your campus have for intervention?
- What common mistakes might administrators, principals, and law enforcement in your area make when dealing with troubled kids/
- What additional training might educators on your campus need to effectively address students who have the potential for violence?

# 10 Years Before 9/28/16

- School Counselors' Institute
- February 2009
- Carla Jeffers



November 8, 2005 - Campbell County  
Comprehensive High School – Jacksboro, TN



Gary Seale,  
Principal



Ken Bruce,  
Assistant Principal



Jim Pierce,  
Assistant  
Principal

Campbell County Comprehensive High School  
Jacksboro, TN



In 2007 Bartley appealed claiming that he had not had sufficient counsel at the time of the plea bargain.

Kenneth (Kenny) Bartley, Jr., 14, was sentenced to 45 years in prison



He lost that appeal.



After eight years of incarceration, Bartley was acquitted of first-degree murder, and found guilty instead of reckless homicide. He was freed in April 2014.

<https://www.youtube.com/watch?v=GQvvnVEIL5M>

If it could happen there...it could happen here.

Who knew that Ken Bartley had issues?

How old was this kid?

What grade was he in?

Did he have a history of violence?

What could have been done to have prevented this from happening?

Shortly after his release, Bartley was arrested for assaulting his parents in two separate instances. He had also been accused of removing the monitoring device he wore to detect alcohol usage. He would serve approximately 4 months.

In May of 2015, Bartley was questioned in connection with the death of a 3-year-old boy who was the son of his former therapist with whom he had been living in Virginia.

The child died of blunt force trauma to the head after sustaining injuries that Bartley claimed occurred during a fall down the stairs.



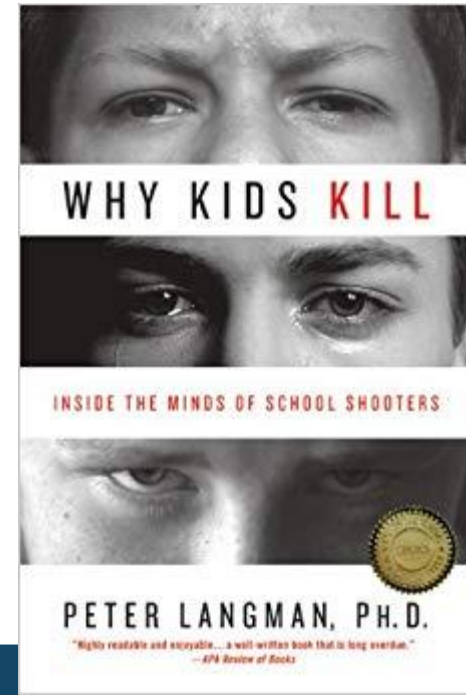
He was never charged with the child's death.



In August of 2018, The Knox News published that Bartley had been arrested again for assault.

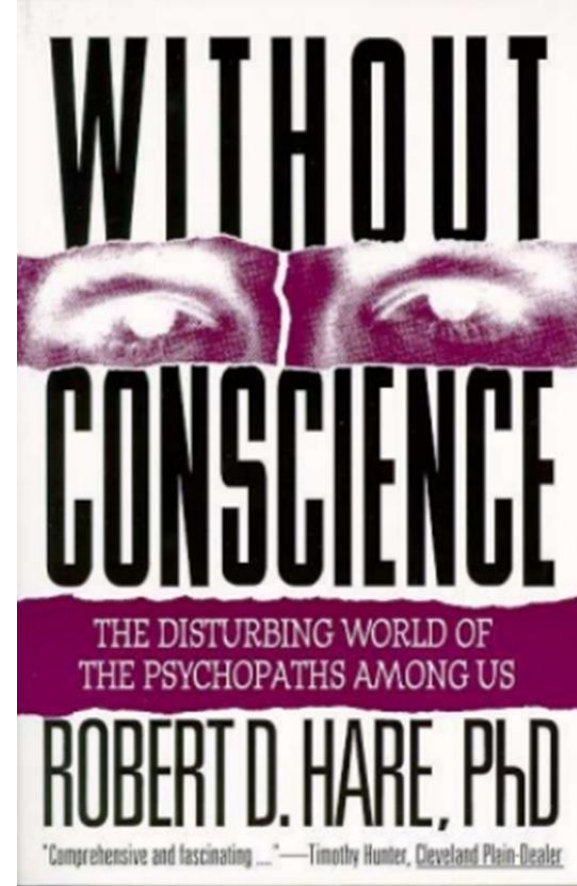
In understanding the psychology behind school shooters, it is important to know that there are three categories. Dr. Peter Langman, in his book, *Why Kids Kill*, explains the three in specific detail:

Psychopathic  
Psychotic  
Traumatized



# Psychopathic Shooters

- Psychopaths are defined by a cluster of personality traits.





*They are extremely narcissistic.*

- Narcissism involves two related concepts – egotism and egocentrism



(Without Conscience pg. 38)

They have no use for morality – no concern for traditional ideas of right and wrong – because morality interferes with the ability to meet their needs.



(Without  
conscience) pg.  
44

(Without  
conscience)  
pg. 4

As a result of their lack of empathy and lack of morality, they do not experience guilt or remorse.

They do what they need to do to satisfy themselves, with no concern for the consequences to others.

They are essentially people without a conscience.



(Without Conscience pg.  
44-46)



They tend to have anger management issues.

- Because they are so preoccupied with meeting their own needs, they have extremely angry responses when their desires are not met.



(Without Conscience pg. 59-60)

Common everyday frustrations can  
generate rage.

And because they lack empathy and  
morality, their anger can be dangerous.



(Why Kids Kill pg. 22)

They may strike people as being charming, cute, or charismatic, and their narcissism allows them to present as supremely confident. This is called Impression Management.



(Why Kids Kill pg.  
22)

Ted  
Bundy



Jeffrey  
Dahmer



Scott  
Peterson



Two examples of Psychopathic Shooters?

Both were part of a “team.”

Anybody know who they were?



Why would it be highly unlikely if not impossible for a pair of psychopaths to commit a school shooting?

- Feel entitled due to their perceived superiority
- Ordinary frustrations generate extraordinary reactions
- The narcissism hides a weak, vulnerable identity
- Threats to the self-created “glorious image” must be eliminated

The second type of  
school shooter is  
the

Psychotic Shooter

## Part 4

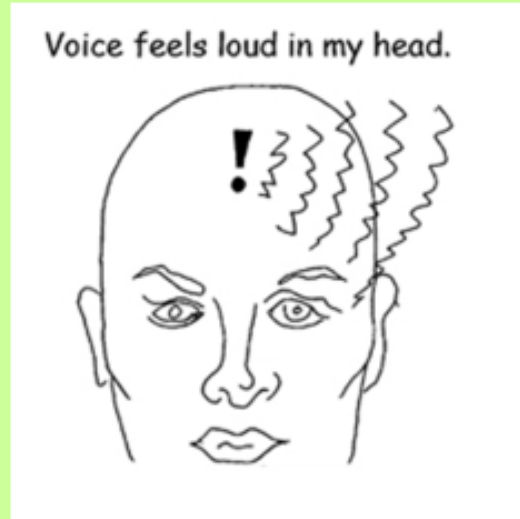
# Recognizing Red Flags: Working TOGETHER to Prevent Violence

“Psychotic” means being “out of touch with reality.” A person can, however, be in touch with reality in most areas but out of touch in particular ways.

There are two ways that a person can be psychotic: hallucinations and delusions.

Hallucinations = sensory experiences not grounded in real events

These most commonly involve hearing voices, but can be experienced through any of the five senses



(Why Kids Kill pg. 49-50)

Delusions are false beliefs.

Two types common among school shooters:

1. Delusions of grandeur in which they believed they had “god-like” status



(Why Kids Kill pg. 50)

2. Paranoid delusions where they feel that someone or something(s) was/were trying to harm or kill them

These shooters suffered from *severe* psychotic disorders such as schizophrenia and schizotypal personality disorders.



Andrew  
Wurst



Kip  
Kinkel



Seung  
Hui  
Cho



Dylan  
Klebold



Michael  
Carneal



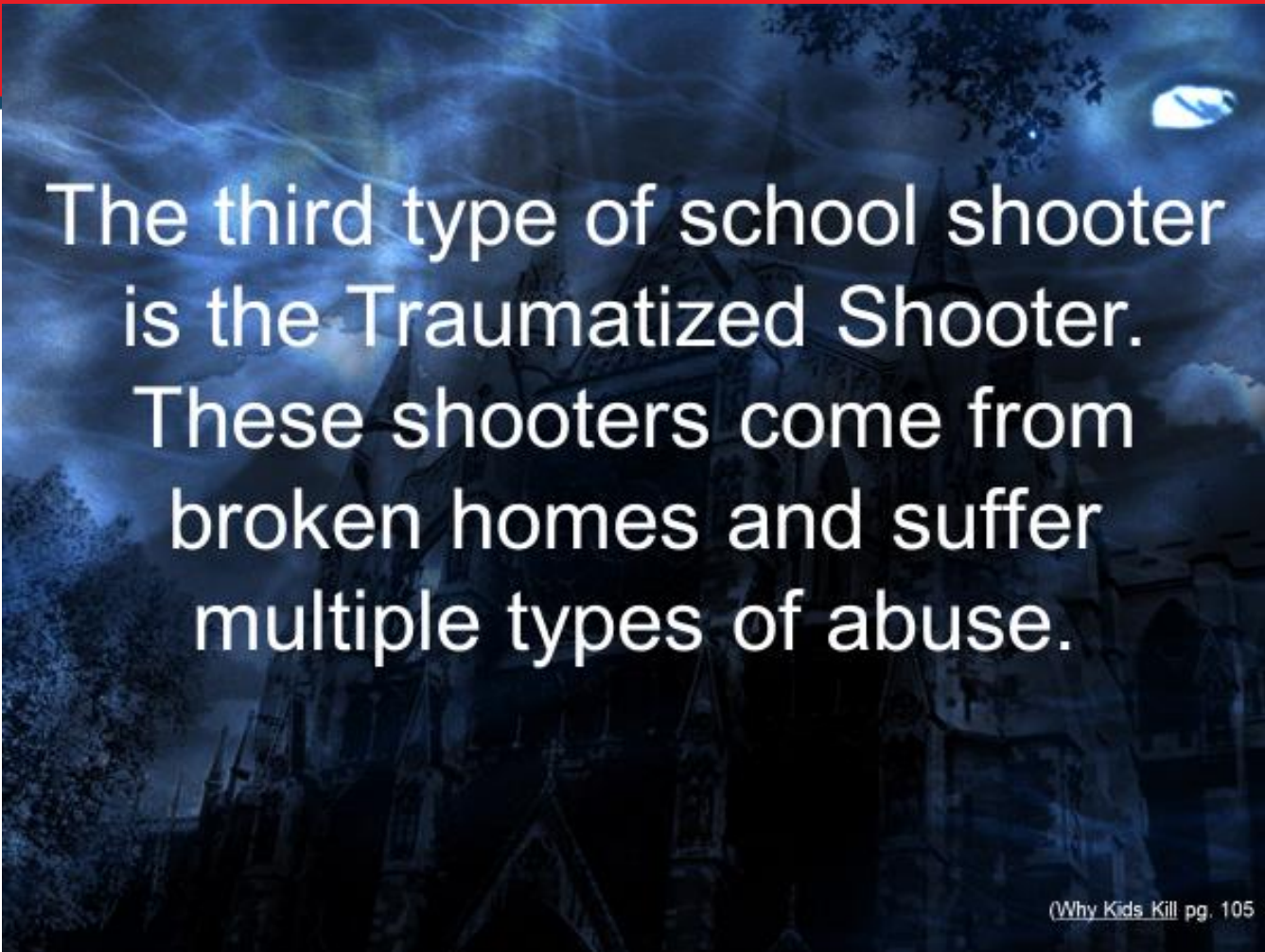
# Summary of Psychotic Shooters

## Common similarities

- 1.Paranoia and/or paranoid delusions
- 2.Delusions of grandeur and/or hallucinations
- 3.Varying levels of social impairment

The combination of these factors created a sense of profound alienation and desperation.

([Why Kids Kill](#) pgs. 99-101)



The third type of school shooter  
is the Traumatized Shooter.  
These shooters come from  
broken homes and suffer  
multiple types of abuse.

(Why Kids Kill pg. 105)

## Recap of Traumatized Shooters

- Physical and/or sexual abuse
- Damage to the shooters' identities due to the trauma which affected their relationships with others
- Ability to trust, love, and feel connected to others is affected
- Disciplinary issues at school in the weeks prior to the attacks

(Why Kids Kill pg. 124-125)

## Example of Mitchell Johnson



Name	Trauma	Schizophrenia Spectrum	Category
Michael Carneal			?
Seung Hui Cho			?
Andrew Golden			?
Eric Harris			?
Mitchell Johnson			?
Kip Kinkel			?
Dylan Klebold			?
Evan Ramsey			?
Jeffrey Weise			?
Andrew Wurst			?

- Rule of thumb when it comes to behavior...

- Leakage....

- Threat assessments...
- What are they?
- How do they work?
- What are some problems you can encounter with them?

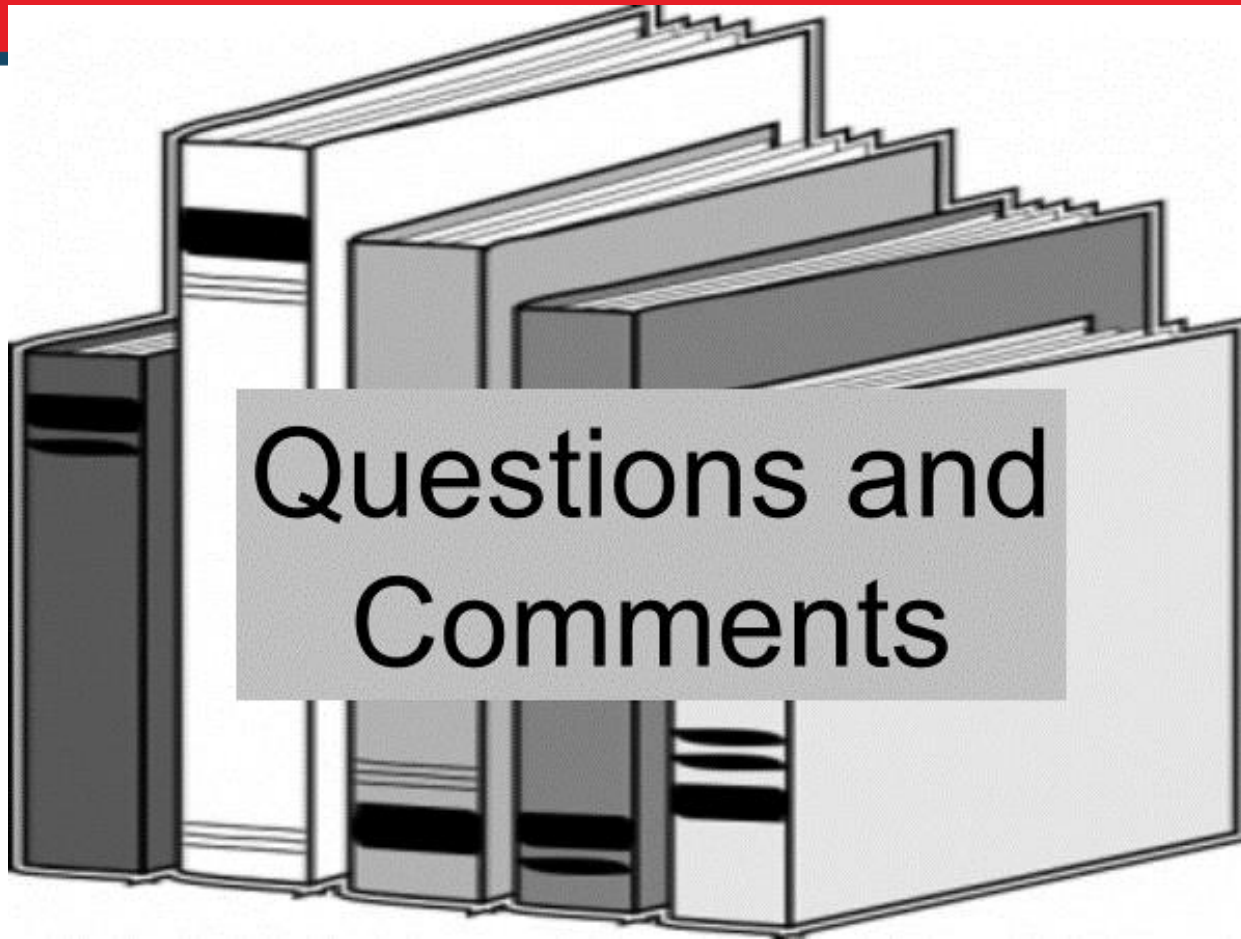


- Teach your students what to look for and what to report.
- They are our first and best line of defense.

- You must have someone who harbors the secrets....in other words...all information about a student for whom you are concerned...must flow to one individual. This mirrors an incident commander. This person will always be the first person on the scene when it comes to the concerning kid.

- Make sure that the adult who collects the information is someone who is easily available to students, staff, parents, and the community.
- AND...whoever that person is...ensure that they have a flexible schedule.

- It might not be the counselor...
- Example of Miss Carla



# Recognizing Red Flags: The Role of Educators in Preventing School and Teen Violence



# **Part 5**

# **Transitioning Students**

# Takeaways

- How do you currently transfer concerning students from your school to another?
- Who is your point of contact?
- What information can you share? What should you share?
- How do you handle new transfers?
- What can you live with not sharing?



# Transitioning from Elementary to Middle School

- Two Feeder Schools
- Face-to-Face meeting with counselors
- Teacher input on every single student
- Photographs in Student management system

## Transitioning from Middle to High School

- Face-to-face meeting with the counselor
- Sharing of student counseling information
- Copy of the yearbook
- SRO sharing

# Transitioning from school to school

- Within district
- Outside of district
- Who do you know? Who do you trust?
- What can you share?
- Do you have a “Miss Carla”?
- What did we do at SMS?

## Transitioning from High School to college

- What can you share?
- Who can you talk to?
- Who will make that call?
- What grounds should be used for making it?

# Seung Hui Cho

- What do we know?
- What went wrong?
- When was this first noticed?
- How was it handled in primary and secondary school?
- How did he transition to college?
- Was there information shared?

**What can you live with knowing and not sharing?**

## Reminders

- Access to the presentation
- Evaluations
- Social Media

## Contact Info

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