FEELING SAFE DURING UNSAFE TIMES:

A GUIDE TO KEEPING YOURSELF AND YOUR CAMPUS SAFE

CAN'T BE IN DANGER

IF YOU ARE THE DANGER
GOALS FOR TODAY’S PRESENTATION

• Reshape your perspective of how you experience, perceive, assess and respond to inappropriate student behavior

• Define the two types of aggression: cognitive vs primal

• Explain howlers vs hunters

• Demonstrate how confronting and managing behaviors starts and ends with managing yourself

• Clarify which behaviors should be referred to authorities and campus officials

• Identify best practices in responding to student behaviors and how de-escalate
1. Shake It Fast
2. Watch Yourself
EARLY HISTORY OF SCHOOL SHOOTING

• July 26, 1764 – Greencastle, Pennsylvania

• The Enoch Brown school massacre appears to be the earliest shooting to ever happen on what would become U.S. soil. Three American Indians entered the schoolhouse, shot and killed schoolmaster Enoch Brown, and nine children (reports vary). only three children survived.
UNDERSTANDING (CAMPUS) VIOLENCE

• Current examples...

So the real questions are
• Could/should we have known in advance?
  • Were there warning signs?
• What could have been done to prevent these attacks?
  • Are there themes or trends?
• Can we predict these behaviors?
  • Will this ever end?
WHERE DOES THIS LEAVE US?
PREVENTABLE?

"I was in a band which we called The Prevention, because we hoped people would say we were better than The Cure."

Alan Sharp
PREVENTABLE?

• Most campus violence is preventable. That conclusion results from several well established facts:

  • Nearly all campus threats come from those who are members of the campus community, or closely related to it
  • Nearly all campus violence is not spontaneous, but targeted and planned; and
  • Nearly all targeted violent actors raise concerns, share their plans, or parts of their plans with others prior to their acts (leakage)
SOMETIMES IT’S A MATTER OF PERSPECTIVE

A Young Woman Or Old Woman?
WHAT ARE SOME OF THE DIFFERENT, DIFFICULT, DISRUPTIVE, OR DANGEROUS BEHAVIORS WE SEE?
CONCERNING BEHAVIORS WE SEE

Anger/aggression
Threatening words or actions
Yelling
Threatening online posts
Bad Attitude – “Baditude”
Demanding Immediate…
Not listening
Wanting it “their way”
Suicidal ideations
SO HOW DO WE ASSESS & ADDRESS THREATENING BEHAVIOR (EITHER HARM TO SELF OR OTHERS)?
SHIFTING YOUR FRAME OF REFERENCE

I HAVE NO IDEA WHAT'S GOING TO HAPPEN.

AND I LOVE IT.
AGGRESSION TYPES:

**PRIMAL**
- Primal
  - Immediate
  - Unplanned
- Affective
  - Emotion driven
  - Reactive
- Low Risk
  - Loud Bark
  - Easily spotted

**COGNITIVE**
- Cognitive
  - Delayed attack over time
  - Thoughtful; Practice
  - Fueled by hostile intent
- Targeted
  - Strategic and Tactical
  - Fixed and Focused
- High Risk
  - Deadly, mass causality
  - More difficult to detect
HOWLERS VS HUNTERS
HOWLERS VS HUNTERS

Howlers want to be seen and heard, but they don’t necessarily want to harm others physically. Instead, they want to control their victims’ emotional state. “Howlers are very overtly in your face,” Albrecht said. “Their goal is to frighten you. Their behavior is identifiable and recognizable.” Howlers want to be seen and heard, but they don’t necessarily want to harm others physically. Instead, they want to control their victims’ emotional state. “Howlers are very overtly in your face,” Albrecht said. “Their goal is to frighten you. Their behavior is identifiable and recognizable.”

Hunters, on the other hand, “operate in stealth. They are predatory, focused on harming others and not gaining attention,” he said. Hunters follow a path of progression toward violence: They conduct surveillance, gather intelligence, obtain weapons and then make a violent attempt. They are more dangerous because they avoid attention and try to get close to their targets without being seen.
Pathway to Violence

When it comes to “odd,” aggressive, disruptive and/or violent behavior, we are looking for either of the two following behaviors:

1. Deviation from baseline
2. “Leakage”
What is Behavioral Baseline?

It depends on who you are. We all have our own baseline of behavior or disposition...

The real concern is when there is a deviation from the individual’s baseline behavior, especially when those behavioral changes are SUDDEN AND/OR EXTREME. For example:

- Extreme mood changes
- Depression
- Aggressiveness
- Flat Affect (No emotional response or expressions)
- Significant changes in appearance or hygiene
WHAT IS LEAKAGE?

IT’S THE WARNING SIGNS OF BIGGER ISSUES TO COME

OFTEN WHAT PEOPLE ARE REFERRING TO WHEN THEY SAY, “I SHOULD’VE SEEN THIS COMING WHEN I SAW THAT PERSON…”

COMMUNICATION TO A THIRD PARTY OF AN INTENT TO DO HARM THROUGH AN ATTACK

SEEN IN CHANGES IN BEHAVIOR, “DISTURBING” COMMENTS, OUTBURSTS, SUBSTANCE USE/ABUSE, ETC

DETECTING LEAKAGE IS A CRITICAL WARNING BEHAVIOR
WHAT ROLE DO WE PLAY AS COMMUNITY MEMBERS?

DIRECT CONFRONTATION?
CARE REFERRAL?
C.I.T. REFERRAL?
DIRECT CONFRONTATION VS CARE
REPORT VS C.I.T. REFERRAL

COMPLICATED?
THINK BACK TO YOUR CHILDHOOD…DO YOU REMEMBER THE GAME “RED LIGHT, GREEN LIGHT?”

- **GREEN LIGHT** – LOW OR NO RISK TO SELF OR OTHERS, ANNOYING BEHAVIOR, MISSING ASSIGNMENTS, POOR ACADEMIC PERFORMANCE, CONSISTENTLY LATE.

- **YELLOW LIGHT** – STUDENT MOVING TOWARDS CRISIS, LOWER LEVEL OF DISTRESS, POTENTIAL MENTAL HEALTH CONCERNS, PHYSICAL SAFETY CONCERNS (INCLUDING EXAMPLE DOMESTIC VIOLENCE).

- **RED LIGHT** – EMERGENCY/CRISIS…STUDENT CURRENTLY IN CRISIS. SEXUAL HARASSMENT, VIOLENT BEHAVIOR, ALCOHOL AND DRUGS, DISRUPTIVE BEHAVIOR.
### DIRECT CONFRONTATION VS CARE REPORT VS C.I.T. REFERRAL

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Direct Confrontation</th>
<th>Care Report</th>
<th>C.I.T. Referral</th>
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<tbody>
<tr>
<td>• Disruptive or erratic behavior</td>
<td>• Emotionally behaviorally disruptive, unusual, and/or bizarrely acting</td>
<td>• Aggressive/violent behavior</td>
<td>• DEPENDING ON URGENCY OF ISSUE, CONTACT POLICE</td>
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<tr>
<td>• Rude behavior/poor disposition</td>
<td>• Showing indications of a lack of touch with reality</td>
<td>• Suicidal, para suicidal</td>
<td>• Contact C.I.T. Committee</td>
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<tr>
<td>• Excessive fatigue, exhaustion, looking tired</td>
<td>• Destructive, apparently harmful to others</td>
<td>• Engaging in risk-taking behaviors (e.g., substance abusing)</td>
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<tr>
<td>• Visible changes in weight</td>
<td>• Possibly substance abusing</td>
<td>• Hostile, aggressive, relationally abusive</td>
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<tr>
<td>• Frequent or chronic illness</td>
<td>• Showing a lack of social norms in their behaviors</td>
<td>• Deficient in skills that regulate emotion, cognition, self, behavior, and/or relationships</td>
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<tr>
<td>• Flat affect, low level or no engagement</td>
<td>• “Erratic behavior“</td>
<td>• Direct threat of violence</td>
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<tr>
<td>• Significant changes in behavior</td>
<td>• Substance abuse concerns</td>
<td></td>
<td></td>
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<tr>
<td>• NO threat of violence</td>
<td>• Indirect/veiled threat of violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions</td>
<td>• Direct confrontation from observer</td>
<td>• DEPENDING ON URGENCY OF ISSUE, CONTACT POLICE</td>
<td></td>
</tr>
<tr>
<td>• Submit Care Report</td>
<td>• Contact Dean of Counseling</td>
<td>• Contact C.I.T. Committee</td>
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</tbody>
</table>
HOW DO YOU RESPOND TO INAPPROPRIATE OR AGGRESSIVE INDIVIDUALS?
Sometimes students aren’t at their best...and they show it!

So how do we respond?
In my world there are **NO BAD KIDS**, just impressionable, conflicted young people wrestling with **emotions & impulses**, trying to communicate their **feelings & needs** the only way they know how.

- Janet Lansbury
CONFRONTATION

kon-fruh n-tey-shuh n

noun

1. an act of confronting.
2. the state of being confronted.
3. a meeting of persons face to face.
4. an open conflict of opposing ideas, forces, etc.
5. a bringing together of ideas, themes, etc. for comparison.
6. Psychology. a technique used in group therapy, as in encounter groups, in which one is forced to recognize one’s shortcomings and their possible consequences.
“CONFLICT IS INEVITABLE BUT COMBAT IS OPTIONAL”
- MAX LUCADO
Don’t Over Think It, It’s As Simple As:

\[ Y(B) \geq (M)X = +O \]

OR

\[ Y(B) < (M)X = -O \]

Y(B) => Your Behavior  M(X) => My Expectations  O => Outcome
MAKE YOUR EXPECTATIONS CLEAR

• POSITIVE RESULTS:  \( Y(B) \geq (M)X = +O \)

• NEGATIVE RESULTS:  \( Y(B) < (M)X = -O \)
  • \( Y(B) \rightarrow \) YOUR BEHAVIOR
  • \( \geq \rightarrow \) NEEDS TO EQUAL OR EXCEED
  • \( (M)X \rightarrow \) MY EXPECTATIONS
  • \( O \rightarrow \) OUTCOME (POSITIVE OR NEGATIVE)

• Make expectations simple and clear

• I need you to XXXX or XXXX will happen

• LRPD is always an option…HOPEFULLY, THE LAST OPTION!
IN THE MOMENT: ADDRESSING INAPPROPRIATE BEHAVIOR

• Express empathy where you can. You understand where they are, you’ve been in similar shoes.
• Avoid argumentation – not the time for that...instead actively listen, simple reflections, summary reflections.
• Roll with resistance – think judo!
  • Student: “you’re not going to help me, no one at this school helps.”
  • You: “that may have been your experience, but you’re working with me now and I'm pretty known for my customer service. Do you want to give me a chance to show you otherwise?”
  Remember: I don’t want your cheese!
• Set clear expectations
IN THE MOMENT: ADDRESSING THE ANGRY OR ASSERTIVE STUDENT

- Meta communication: separate CONTENT from DELIVERY.
- Don’t respond in kind to the delivery.
- Try to connect with the person’s content…what is the delivery masking? Frustration, fear, fatigue, helplessness, feeling that I don’t matter/no body cares?
- Feed back (not feedback) to them what they are sharing…i.e. Summarize or restate.
- Connect with the content in order to address the delivery and articulate your expectations
- “It sounds like your frustrated and feeling challenged about being able to get an appointment. During this time of the year trying to get an appointment can be very upsetting. I want to help resolve this issue, how about we work together to figure something out? In order for you to get the best service from me, I really need you to lower your voice and refrain from vulgarity. Can you do this?
ONE OF YOUR MOST POWERFUL TOOLS:
EMPATHY

• “I UNDERSTAND THAT YOU ARE UPSET AND I’M GLAD YOU ARE SPEAKING WITH ME BECAUSE I REALLY WANT TO HELP, I’M SO SORRY YOU’RE GOING THROUGH THIS…”

• “Most students get upset, but rarely come to speak with someone and I’m glad that you’re giving me that chance to help. I believe we can work together to solve this problem. Would you like to work with me to resolve this??”

• “I want help…” “Let’s work together…” “I think I can see why you’re upset…” “Tell me what happened…what upset you?”
DE-ESCLATION TECHNIQUES

• CLEAR COMMUNICATION
• SHOW EMPATHY AND LISTEN
• CONNECT WITH THEIR EXPERIENCE, PAIN, FEELINGS, ETC
  • UNDIVIDED ATTENTION
  • BE NONJUDGMENTAL
  • REFOCUS ON POSITIVE
• SILENCE IS YOUR FRIEND
  • ACTIVE LISTENING
DE-ESCLATION PHRASES

• “I want to help you!”
• “How can I be helpful?”
• “I’m so glad that you came to me, I'm really good at helping frustrated students.”
• “Please tell me more so I better understand how to help you.”
• “Let’s call Mr. Smith … I know he would be able to help with this…”
• “Ms. Jones handles this for our district, let’s ask her what she thinks about this situation … she is always willing to help!”
GENERAL SAFETY TIPS

• It all starts with you!
• Remember where you are and be aware of your environment
• Park and walk-in well-lit areas
• Walk with other people (use the buddy system)
• Carry only necessary credit cards and money
• Avoid late visits to ATMs (if possible, use convenience store, supermarkets or local police department)
• Avoid late trips to stores
• Always keep doors locked
• If you are followed, act suspicious…use your cell phone
• Show confident body posture
• Don’t be a bystander!