This handout is designed for the presentation *The Last Straw – Behavioral Approaches to School Violence Prevention* presented by representatives of Safe Havens International Inc., an international non-profit school safety center. All content of this presentation is copyright protected and may not be reproduced in whole or in part without the express written permission of Safe Havens International Inc. Any such reproduction is illegal, unethical and immoral.

The presentation is divided into specific sections, and the presenter will notify you when moving into each section to make the presentation easier to follow, understand and retain in spite of the volume of information presented. This handout reflects the key points for the presentation and space for the attendee to make notes to improve retention of the information. This teaching and handout style has been developed specifically by Safe Havens using research-based concepts to dramatically improve attendee retention and is also designed to make the presentation more enjoyable for attendees. We welcome any comments or suggestions you might have to improve our presentation style, handouts or specific content.

**About your Presenter**

Michael Dorn believes that children can learn more if they attend a safe, orderly school which provides a caring and supportive environment. He also believes that every person in this room has incredible power to profoundly affect the lives of children. An international authority who has keynoted from Virginia to Vietnam and from Trinidad-Tobago to Toronto, Michael Dorn serves as the Executive Director of Safe Havens International Inc., a non-profit global school safety center. Safe Havens analysts have assisted with school safety, security, climate, culture and emergency preparedness assessments for more than 7,800 public, charter, faith-based and independent schools. Michael has provided post-incident assistance for 17 active shooter and targeted shootings in U.S., Canadian and Mexican K12 schools.

Michael began his 35-year career as a Mercer University police officer at the age of 18 and was promoted three times before being appointed as the Chief of the Bibb County, Georgia School System Police Department at the age of 27 where he served for ten years. Michael was appointed as the School Safety Specialist of the Georgia Emergency Management Agency – Office of the Governor in August 1999. In April 2003, he was selected as the State Antiterrorism Planner and a few months later named Lead Program Manager for the Terrorism Division in the Georgia Office of Homeland Security. Michael also served as the Senior Analyst for School Safety and Emergency Preparedness for Jane’s Defense.

A prolific writer having authored and co-authored 27 books on school safety and emergency management, Michael is a graduate of the 181st session of the Federal Bureau of Investigation National Academy. He was selected for a fellowship to participate in a delegation of law enforcement executives to the State of Israel in June of 1998 and received two weeks of intensive antiterrorism training by the Israel National Police, Israel Defense Forces, and Israeli intelligence services. Michael’s work has taken him to Mexico, Canada, Central America, the Caribbean, Europe, Africa, India, Asia and the Middle East.

Michael was selected along with five other Safe Havens analysts to co-author the IS360 active shooter training program for the 2013 White House School Safety Initiative, and his latest book, *Staying Alive – How to Act Fast and Survive Deadly Encounters* was released by Barron’s in bookstores in 2014. Michael is working on his next book, which is a 600-page university textbook - *Extreme Violence: Understanding and Protecting People from Active Assailants, Hate Crimes and Terrorist Attacks* due for publication by Cognella in 2019.

We hope you find this session to be helpful and worthy your time and we thank you for your efforts to make our schools safer. **Follow us online!** [www.Facebook.com/SafeHavensIntl](http://www.Facebook.com/SafeHavensIntl), [www.Twitter.com/SafeHavensIntl](http://www.Twitter.com/SafeHavensIntl), [www.Youtube.com/user/SafeHavensIntl](http://www.Youtube.com/user/SafeHavensIntl), and [www.Vimeo.com/channels/asksafehavens](http://www.Vimeo.com/channels/asksafehavens).

**Free resources**

- Federal emergency management agency
- United States Department of Education
- Safe Havens International ([www.safehavensinternational.org](http://www.safehavensinternational.org))
Sections Covered:

- Behavioral cues
- Early warning signs of destructive youth behavior
- Imminent warning signs and pre-attack behaviors
- Multi-disciplinary threat assessment and management

Section One – Behavioral Cues

Key points

- There is no reliable profile for people who will carry out an attack.
- There are pre-attack behaviors we can look for.
- Focus on what they say and do – not what they look like.
- Anomalies based on the time, place, setting and context.
- Clusters of behaviors

Other points of interest:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Section One – Early Warning Signs of Destructive Youth Behavior

Key points

- There is no reliable profile of “a school shooter”
- There are warning signs that can indicate increased risk for negative outcomes
- Set out to do no harm
- Look for patterns
- Look at context

Other points of interest:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Other Detailed Information:

Early Warning Signs

- Social withdrawal
- Excessive feelings of isolation
• Excessive feelings of rejection
• Feeling of being picked on/persecuted
• Being a victim of violence
• Low school interest and poor academics
• Expressions of violence in writings or video projects
• Uncontrolled anger
• Intolerance for differences and prejudice
• Patterns of impulsive and chronic hitting
• Intimidating and bullying behaviors
• History of discipline problems
• Drug and alcohol abuse
• History of violent and aggressive behavior
• Affiliation with gangs
• Inappropriate access to, possession and use of firearms and other weapons
• Threats of violence


Section Two – Imminent Warning Signs of Destructive Youth Behavior

Key points
• Indicate even higher risk levels
• Indicate the need for even more prompt attention and intervention
• Look for progressive patterns

Other points of interest:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Other Detailed Information:

Imminent Warning Signs
• Serious violent fighting with peers and family
• Severe destruction of property
• Severe rage for seemingly minor reasons
• Detailed threats of lethal violence
• Unlawful possession/use of weapons
• Self-injurious behaviors or threats/attempts at suicide
Behaviors to Look for

- Angry outbursts
- Excessive fighting and bullying
- Cruelty to animals
- Fire setting
- Frequent behavior problems at school
- Frequent problems in the neighborhood
- Lack of friends
- Alcohol/drug abuse
- Lack of academic progress


Section Four – Multidisciplinary Student Threat Assessment and Management

Key points

- One of the most proven prevention measures
- Not dependent on type of weapon(s) nor attack methods
- Important standard of care area
- Key questions to be answered

Other points of interest:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Other Detailed Information:

Eleven Key Questions of a Threat Assessment Inquiry

1. What are the student’s goal(s) and motives?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has the subject shown inappropriate interest in any of the following?
   a. Campus attacks or attackers
   b. Weapons
   c. Incidents of mass violence
4. Has the student engaged in attack-related behavior?
5. Does the student have the capability to carry out an act of targeted violence?
6. Is the student experiencing hopelessness, desperation, and/or despair?
7. Does the student have a trusting relationship with at least one responsible adult?
8. Does the student see violence as an acceptable – or desirable – or the only – way to solve problem?
9. Is the student conversation and “story” consistent with his or her actions?
10. Are other people concerned about the student’s potential for violence?
11. What circumstances might affect the likelihood of an attack?