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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 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 those who serve students can profoundly affect the lives of youth. An international authority who has keynoted from Virginia to Vietnam, 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 6,000 public, charter, parochial and independent schools. During his 25 year public safety career, he became a 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. Michael was appointed as the 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.

A prolific writer having authored and co-authored 27 books on school safety and emergency management, Michael is a graduate of the 181<sup>st</sup> 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, Mexico, the Caribbean, Central America, Europe, Asia, Africa, India, 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 has authored six active shooter web training courses for Scenario Learning Inc. Michaels latest book, *Staying Alive – How to Act Fast and Survive Deadly Encounters* was released by Barron's in bookstores in 2014. Michael has provided post-incident support for eleven K12 active shooter and targeted school shooting incidents in the United States and Canada.

We hope you find this session to be helpful and worth 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:

- Practical School Security Measures
- The Last Straw – Student Threat Evaluation and Management
- Permission to Live – Proven Emergency Preparedness Concepts for Schools
- The Body Language of School
- Weakfish – Bullying through the Eyes of a Child

### Section One – Practical School Security Measures

Topics covered

1. The importance of assessment
2. What penetration testing teaches us
3. Safety, security and emergency preparedness assessments
4. Access control for schools
5. Security cameras
6. Security films, laminates and ballistic protection
7. Visitor screening and management
8. Pattern matching and recognition
9. Security for athletic and special events

#### Detailed information:

*Relative Causes of Death in K12 Schools Study 2014*

- 62 People murdered by active shooters on school property per the U.S.D.H.S definition
- 129 Suicides on K12 school property
- 489 Homicides on K12 on school property
- 525 School-traffic fatalities
- ? Deaths from medical emergencies etc.
- 77 million K12 students in the United States

Source: Report of Relative Risks of Death in U.S. K12 Schools by Stephen Satterly (2014). Can be retrieved at [http://safehavensinternational.org/wp-content/uploads/2014/08/Relative\\_Risks\\_of\\_Death\\_in\\_U.S.\\_K-12\\_Schools.pdf](http://safehavensinternational.org/wp-content/uploads/2014/08/Relative_Risks_of_Death_in_U.S._K-12_Schools.pdf)

Other points of interest:

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## Section Two – The Last Straw – Student Threat Evaluation and Management

Topics covered

1. What are our real risks?
2. Early warning signs
3. Imminent warning signs
4. U.S. Secret Service/U.S.D.O.E student threat assessment guide
5. Multidisciplinary threat assessment
6. Case studies

Detailed information:

### *Anonymous Threats vs. Student Threats*

- Anonymous threats:
  - Subject of interest is unknown
  - Can be made by a student or an outsider
  - Can be made inside a school or on social media, in writing or via phone
  - Can target many schools at a time
- Student threats:
  - Subject(s) of interest is known
  - Not always clear about the level of threat
  - Can be not tangible threats
  - Usually target students/staff at a specific school

### *U.S. Secret Service/U.S.D.O.E. Research*

- Found there is no viable profile of a “school shooter”
- Found that students who commit targeted acts of violence often signaled the attack in some way
- Determined that there were missed opportunities to avert many targeted acts of violence
- Later research explored why bystanders often did not come forward with information prior to the event

### *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

#### *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

#### *Six Foundation Principles of a Threat Assessment Process*

1. Targeted violence is the end result of an understandable, and often times discernable process of thinking and behavior.
2. Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
4. Effective threat assessment is based upon facts, rather than on characteristics or “traits.”
5. An “integrated systems approach” should guide threat assessment inquiries and investigations.
6. The central question in threat assessment inquiry or investigation is whether a student poses a threat, not whether the student has made a threat.

Source: *Threat Assessment in Schools: A Guide to Managing Threatening Situation and to Creating Safe School Climates*, US Secret Services and US Department of Education.

#### *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?
  - School attacks or attackers
  - Weapons
  - 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?

Source: *Threat Assessment in Schools: A Guide to Managing Threatening Situation and to Creating Safe School Climates*, US Secret Services and US Department of Education.

Other points of interest:

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### Section Three – Permission to Live

Topics covered

1. The first 30 seconds
2. What will they do under pressure?
3. Survival stress responses
4. Drills requiring staff to make decisions, initiate action and communicate
5. Why planning concepts are important

**SAFE HAVENS INTERNATIONAL**  
**The Window of Life**  
 IN A LIFE-THREATENING CRISIS:

<p>1</p>  <p><b>PROTECT YOURSELF</b>        Protect yourself so you can protect others.</p>	<p>2</p>  <p><b>PROTECT OTHERS</b>        Take action to warn and protect others in the immediate area.</p>
<p>4</p>  <p><b>NOTIFY PUBLIC SAFETY</b>        Once immediate life-saving actions are taken, call for help.</p>	<p>3</p>  <p><b>PROTECT THE PLACE</b>        Warn and protect others in and around the building or space.</p>

In an emergency, quickly deciding which actions to take first can improve your chances of survival. Take personal protective action first, then warn others around you when it is safe to do so. If possible, warn and protect others in and around the building or space and then call 911 or emergency services as soon as you can. If you have the help of others, delegate action to get help more quickly. Use your judgment to determine the priority of your actions, since each situation will require a unique response.

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Other points of interest:

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**Section Four – The Body Language of School Safety**

Topics covered

1. The words, policies, actions of people
2. Pervasive building body language
3. Opportunities in the design process

Other points of interest:

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