

**December 2012 Connecticut School Shooting Position Statement
Interdisciplinary Group on Preventing School and Community Violence**

December 19, 2012

The undersigned school violence prevention researchers and practitioners and associated organizations wish to comment on the tragic acts of violence at Sandy Hook Elementary School, which have shaken the nation, and express our deepest condolences to families and loved ones of the victims and the entire Newtown community. We all share a common priority: Keeping our children safe. We need to come together in our communities to share our grief and talk about how we can move forward in light of this tragic event. This document updates the School Shootings Position Statement that was disseminated nationally following the tragic school-related shootings of 2006.

It is important to emphasize that our concern is not limited to schools. The Connecticut tragedy is referred to as a school shooting, but it is better described as a shooting that took place in a school. It is also relevant to consider the hundreds of multiple casualty shootings that occur in communities throughout the United States every year. Few of them occur in schools, but of course are especially tragic when they occur. Yet children are safer in schools than in almost any other place, including for some, their own homes.

While schools are of paramount concern, the location of a shooting is not its most important feature, although it is the most visible. From the standpoint of prevention, what matters more is the motivation behind a shooting. It is too soon to draw conclusions about this case, but in every mass shooting we must consider two keys to prevention: (1) the presence of severe mental illness and/or (2) an intense interpersonal conflict that the person could not resolve or tolerate.

Inclinations to intensify security in schools should be reconsidered. We cannot and should not turn our schools into fortresses. Effective prevention cannot wait until there is a gunman in a school parking lot. We need resources such as mental health supports and threat assessment teams in every school and community so that people can seek assistance when they recognize that someone is troubled and requires help. For communities, this speaks to a need for increased access to well integrated service structures across mental health, law enforcement, and related agencies. We must encourage people to seek help when they see that someone is embroiled in an intense, persistent conflict or is deeply troubled. If we can recognize and ameliorate these kinds of situations, then we will be more able to prevent violence.

These issues require attention at the school and community levels. We believe that research supports a thoughtful approach to safer schools, guided by four key elements: Balance, Communication, Connectedness, and Support, along with strengthened attention to mental health needs in the community, structured threat assessment approaches, revised policies on youth exposure to violent media, and increased efforts to limit inappropriate access to guns and especially, assault type weapons.

Balance – Communication – Connectedness – Support

A **balanced approach** implies well-integrated programs that make sense and are effective. Although it may be logical to control public entrances to a school, reliance on metal detectors, security cameras, guards, and entry check points is unlikely to provide protection against all school-related shootings, including the shooting at Sandy Hook Elementary. Indeed, shootings have occurred in schools with strict security measures already in place. A balanced approach to preventing violence and protecting students includes a variety of efforts addressing physical safety, educational practices, and programs that support the social, emotional, and behavioral needs of students.

Communication is critical. Comprehensive analyses by the U. S. Secret Service, the FBI, and numerous researchers have concluded that the most effective way to prevent many acts of violence targeted at schools is by maintaining close communication and trust with students and others in the community, so that threats will be reported and can be investigated by responsible authorities. Attempts to detect imminently violent individuals based on profiles or checklists of characteristics are ineffective and are most likely to result in false identification of innocent students or other individuals as being dangerous when they actually pose little or no threat. Instead, school authorities should concentrate their efforts on improving communication and training a team of staff members to use principles of threat assessment to take reasonable steps to resolve the problems and conflicts revealed through a threat investigation.

Concerned students, parents, educators, and stakeholders in the community should attend to troubling behaviors that signal something is amiss. For example, if a person utters threats to engage in a violent act or displays a pronounced

change of mood and related social behavior, or is engaged in a severe conflict with family members or coworkers, it makes sense to communicate concerns to others who might provide assistance. Early identification is important not only to prevent violence, but to provide troubled individuals the support, treatment, and help they need.

Schools and communities must find effective means to overcome any reluctance to break unwritten rules against “tattling” or “snitching” by communicating to all community members that their lives or the lives of their friends might depend on seeking help for troubled individuals before problems escalate. Channels of efficient, user-friendly communication need to be established and maintained, and can be facilitated when community members, students and staff members feel comfortable bringing concerns regarding safety to the attention of school administrators.

Connectedness refers to what binds us together as families, friends, and communities. All students need to feel that they belong at their school and that others care for them. Similarly, local neighborhoods and communities are better and safer places when neighbors look out for one another, are involved in community activities, and care about the welfare of each other. Research indicates that those students most at risk for delinquency and violence are often those who are most alienated from the school community. Schools need to reach out to build positive connections to marginalized students, showing concern, and fostering avenues of meaningful involvement.

Support is critical for effective prevention. Many students and family members experience life stresses and difficulties. Depression, anxiety, bullying, incivility, and various forms of conflict need to be taken seriously. Every school should create environments where students and adults feel emotionally safe and have the capacity to support one another. Schools must also have the resources to maintain evidence-based programs designed to address bullying and other forms of student conflict. Research-based violence prevention and related comprehensive support programs should be offered, following a three-tier approach, operating at universal (school-wide), targeted (for students who are at risk), and intensive (for students who are at the highest levels of risk and need) levels.

Mental Health, Integrated Threat Assessment, Media Effects, and Access to Guns

Nationally, the mental health needs of youth and adults are often shortchanged or neglected. That needs to change. Using much-needed federal and state funding, community-based mental health organizations should work in cooperation with local law enforcement, schools, and other key community stakeholders to create a system of community-based mental health response and threat assessment. These efforts should promote wellness as well as address mental health needs of all community members while simultaneously responding to potential threats to community safety. This initiative should include a large scale public education and awareness campaign, along with newly created channels of communication to help get services to those in need.

Research has established that continued exposure to media violence (e.g., TV, movies, video games) can increase the likelihood of physically and verbally aggressive behavior, aggressive thoughts, and aggressive emotions. Exposure to violence in the media can lead to (1) displacement of healthy activities, (2) modeling inappropriate behaviors, (3) disinhibition of socially proscribed behaviors, (4) desensitization to the harmful effects of violence, (5) aggressive arousal, and (6) association with a constellation of risk-taking behaviors. Taken together, this research speaks to a strong need to revise policies on youth exposure to violence in the media.

Finally, it is also important to acknowledge that access to guns plays an important role in many acts of serious violence in the United States. Multiple lines of research have demonstrated a clear connection between local availability of guns and gun-related violent behaviors, with estimates of close to 2 million children and adolescents having access at home to loaded, unlocked guns. Although guns are never the simple cause of a violent act, the availability of lethal weapons including assault type weapons to youth and adults with emotional disturbance and antisocial behavior poses a serious public health problem. Our political leaders need to find a reasonable and constitutional way to limit the widespread availability of guns to persons who are unwilling or unable to use them in a responsible, lawful manner.

In summary, we ask for a renewed nationwide effort to address the problem of mass shootings that have occurred repeatedly in our schools and communities. Now is the time for our political leaders to take meaningful action to address the need for improved mental health services and protection from gun violence. At the same time, concerned citizens in every community should engage in comprehensive planning and coordination to prevent violence in our schools and communities. These plans should include access to mental health services for youth and adults who are showing signs of psychological distress, including depression, anxiety, withdrawal, anger, and aggression as well as assistance for the families that support them. The bottom line is that we must all work together toward the common goal of keeping our schools and communities safe.

The position statement and a complete list of organizations endorsing it is posted at:

<http://curry.virginia.edu/articles/sandyhookshooting>

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Alberti Center for the Prevention of Bullying Abuse and School Violence, University at Buffalo
Alliance for Children and Families
American Academy of School Psychology
American Association of Colleges for Teacher Education
American Association of Pastoral Counselors
American Association of University Women (AAUW)
American Board of School Psychology
American College Counseling Association
American College Personnel Association's Commission for Counseling & Psychological Services (CCAPS)
American Council for School Social Work
American Dance Therapy Association
American Educational Research Association
American Federation of Teachers
American Group Psychotherapy Association
American Music Therapy Association
American Orthopsychiatric Association
American Professional Society on the Abuse of Children
American School Counselor Association
Association for Ambulatory Behavioral Healthcare
Association for Trauma Outreach & Prevention (ATOP)
Association for University and College Counseling Center Directors (AUCCCD)
Association of Counseling Center Training Agencies
Association of School Business Officials International
Beach Center on Disability, University of Kansas
Born This Way Foundation
Bullying Research Network
California Association of School Social Workers (CASSW)
California Organization of Counseling Center Directors in Higher Education
California Pupil Services Coalition

California Society for Clinical Social Work
California Technical Assistance Center on PBIS
CAMH Centre for Prevention Science, Toronto, Canada
Carolina Network for School Mental Health
CAST
Center for Behavior Education and Research. Neag School of Education, University of Connecticut
Center for Child and Family Well-being at the University of Nebraska Lincoln
Center for Health and Health Care in Schools at George Washington University
Center for Health Promotion and Disease Prevention, Winder Research Institute, Windber, PA
Center for School Mental Health at the University of Maryland School of Medicine
Center for Violence Prevention, University of Northern Iowa
Character Education Partnership (CEP)
Child Abuse Prevention Services (CAPS), Roslyn, New York
Child Welfare League of America
College of Education and Human Development, University of Maine
College of Education, University of Illinois
Communities Healing Adolescent Depression & Suicide (CHADS) Coalition for Mental Health
Connecticut Association of School Psychologists (CASP)
Council for Children with Behavioral Disorders (CCBD)
Council for Exceptional Children
Council for Exceptional Children Division for Research (CEC-DR)
Council of Administrators of Special Education
Council of Directors of School Psychology Programs (CDSPP)
Council of New York Special Education Administrators
Council on Social Work Education
Division of Learning Disabilities, Council for Exceptional Children
Early Care and Education Consortium
Education Development Center
Everyone Reading
Families International Incorporated
Family Violence and Sexual Assault Institute, San Diego, CA
FedED--thefeded.org
FEI Behavioral Health, Inc.
Gateway to College National Network
Gateway Youth Suicide Prevention Resources Partnership, St. Louis
Gevirtz Graduate School of Education, University of California Santa Barbara
Graduate School of Education, Rutgers, the State University of New Jersey
Hazelden Foundation
Higher Education Consortium for Special Education
HighScope Educational Research Foundation
Illinois Council for Exceptional Children
Illinois School Psychologists Association (ISPA)
Institute on Violence and Destructive Behavior, University of Oregon
Institute on Violence, Abuse and Trauma, San Diego, CA
Interdivisional Task Force on Child and Adolescent Mental Health of the American Psychological Association
International Bullying Prevention Association Board
International Association of Applied Psychology (ECOSOC and DPI)
International Reading Association
International School Psychology Association
International Society for the Study of Trauma & Dissociation (ISSTD)
Johns Hopkins Center for the Prevention of Youth Violence
Just Community, Inc., Quakertown, PA
Kids Under Twenty One (KUTO)
Leadership Council on Child Abuse & Interpersonal Violence
Learning Disabilities Association of America
Maine PBIS Leadership & Policy Council
Massachusetts School of Professional Psychology
Massachusetts School Psychologists Association
Meaningfulworld

Mediation Center of Dutchess County, NY
Mediation Works
Mental Health America
Midwest Symposium for Leadership in Behavior Disorders
Misericordia University Teacher Education Department
Mississippi Psychological Association
National Association for Children's Behavioral Health
National Association for Pupil Transportation
National Alliance of Black School Educators
National Alliance to Advance Adolescent Health
National Association for the Education of Young Children
National Association of Anorexia Nervosa & Associated Disorders, Inc.
National Association of County Behavioral Health and Developmental Disability Directors
National Association of Elementary School Principals (NAESP)
National Association of Pediatric Nurse Practitioners
National Association of School Nurses
National Association of School Psychologists
National Association of School Resource Officers
National Association of Secondary School Principals (NASSP)
National Association of Social Workers
National Association of Social Workers-California Chapter
National Association of State Boards of Education (NASBE)
National Association of State Directors of Special Education (NASDSE)
National Association of State Directors of Teacher Education and Certification (NASDTEC)
National Career Development Association
National Center for Learning Disabilities
National Education Association
National Federation of Families for Children's Mental Health
National Head Start Association
National Organization of Forensic Social Work
National Partnership to End Interpersonal Violence Across the Lifespan (NPEIV)
National School Climate Center
Neag School of Education, University of Connecticut
Nebraska Center for Research on Children, Youth, Families, and Schools at the University of Nebraska
New Jersey Association of School Psychologists
New Jersey Coalition for Bullying Awareness and Prevention
New York Association of School Psychologists
New York State Center for School Safety
Parents Forum
Pasadena Pride Center
Pennsylvania Association of Colleges and Teacher Educators (PAC-TE)
Prevent Child Abuse America
Puerto Rico Psychology Association
Robert F. Kennedy Center for Justice and Human Rights
School of Education, Arcadia University
School of Education and Human Development, University of Southern Maine
School Social Work Association of America (SSWAA)
Sheppard Pratt Health Systems, Baltimore Maryland
Social Work Program, University of Wisconsin-Superior
Social Work Section, American Public Health Association
Society for Social Work and Research (SSWR)
Society for the Study of School Psychology
Special Education Program, College of Education, University of Washington
Stop Abuse Campaign
Student Affiliates in School Psychology (Division 16), American Psychological Association
Suffolk County Psychological Association (SCPA)
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Teacher Education Division of the Council for Exceptional Children
TESOL International Association

Texas Educational Diagnosticians' Association
The Boys Initiative
The Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill
The Hygiology Post
The Olweus Bullying Prevention Program
Therapists For Social Responsibility
Trainers of School Psychologists
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University of Louisville Kent School of Social Work
University of Southern California Rossier School of Education
University of Southern California School of Social Work
Upper Bucks Healthy Communities Healthy Youth Coalition
Virginia Anti-Violence Project
Voices for America's Children
Voices for America's Children
Wisconsin School Psychologists Association
Witness Justice
World Council for Psychotherapy (ECOSOC)

Individual Divisions of the American Psychological Association

Society for General Psychology (Division 1), American Psychological Association
Experimental Psychology (Division 3), American Psychological Association
Evaluation, Measurement, and Statistics (Division 5), American Psychological Association
Division of Behavioral Neuroscience and Comparative Psychology (Division 6), American Psychological Association
Developmental Psychology (Division 7), American Psychological Association
Society for the Psychological Study of Social Issues (Division 9), American Psychological Association
Society of Clinical Psychology (Division 12), American Psychological Association
Society of Consulting Psychology (Division 13), American Psychological Association
Society for Industrial and Organizational Psychology (Division 14), American Psychological Association
Division of Educational Psychology EC (Division 15), American Psychological Association
School Psychology (Division 16), American Psychological Association
Society of Counseling Psychology (Division 17), American Psychological Association
Psychologists in Public Service (Division 18), American Psychological Association
Applied Experimental and Engineering Psychology (Division 21), American Psychological Association
Society for Consumer Psychology (Division 23), American Psychological Association
The Executive Committee of the Society for the History of Psychology (Division 26), American Psychological Association
Society for Community Research and Action (Division 27), American Psychological Association
Psychotherapy (Division 29), American Psychological Association
Society of Psychological Hypnosis (Division 30), American Psychological Association
Division of State, Provincial and Territorial Affairs (Division 31), American Psychological Association
Intellectual and Developmental Disabilities (Division 33), American Psychological Association
Society for Environmental, Population, and Conservation Psychology (Division 34), American Psychological Association
Society for the Psychology of Religion and Spirituality (Division 36), American Psychological Association
Division of Health Psychology (Division 38), American Psychological Association
Psychoanalysis (Division 39), American Psychological Association
Division of Clinical Neuropsychology (Division 40), American Psychological Association
Society for Family Psychology (Division 43), American Psychological Association
Society for the Study of Lesbian, Gay, Bisexual, and Transgender Issues (Division 44), American Psychological Association
Society for the Psychological Study of Ethnic Minority Issues (Division 45), American Psychological Association
Society for the Study of Peace, Conflict, and Violence (Division 48), American Psychological Association
Society of Group Psychology and Group Psychotherapy (Division 49), American Psychological Association
Division of Addiction Research (Division 50), American Psychological Association
Society for the Psychological Study of Men and Masculinity (Division 51), American Psychological Association
International Psychology (Division 52), American Psychological Association
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Michelle Ybarra, MPH Ph.D., Center for Innovative Public Health Research (CiPHR)
Jina Yoon, Ph.D., Wayne State University
Marc Zimmerman, Ph.D., University of Michigan

We are not able to add more individuals to this list.

Organizations wishing to join the list can contact Matthew Mayer at mayerma@rci.rutgers.edu