*THE TIMES ARE A-CHANGIN

PUBLIC POLICY

Legislative
School Districts
Schoolwide
Classroom

INDIVIDUAL

PBS/RtI (MTTS)
Prevention
Punishment (of Beh)
Teaching
Restorative Disc.

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INTERESTING PERSPECTIVE

If antisocial and aggressive behavior is not changed by 3rd grade, it should be considered a chronic condition:

1. think care not cure
2. we need systems, including school systems, dedicated to providing ongoing support and intervention.
3. stop hoping for a cure with ABA and R and P!!!!!

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INTERVENTION WEBSITES

www.evidencebasedprograms.org

www.colorado.edu/cspv/blueprints/index.html

www.whatworks.ed.gov

www.campbellcollaboration.org

INTERVENTION WEBSITES

Substance Abuse & Mental Health Services Administration (SAMHSA)

School Mental Health Project at UCLA
www.smhp.psych.ucla.edu

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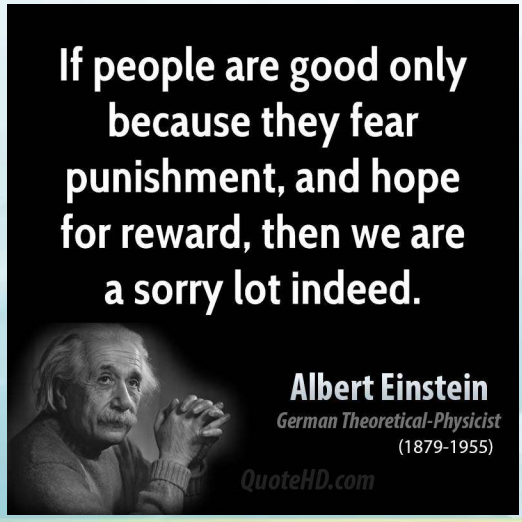
HOWEVER…



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WHEN NOTHING WORKS

How long do we try?

Don't abandon the teacher

After third grade, it's a chronic ailment

GAF

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RISK OF HARM

SB 7026 Public Safety (CH. 2018-3, Laws of Florida)

Florida AWARE Program Model

The PREPaRE School Crisis Prevention & Intervention Curriculum

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VIOLENCE ASSESSMENT

1. CONCEPTUAL SHIFT

   Violence Prediction Model--either one is dangerous or not

   Risk Assessment Model—situational, subject to change, risk is on a continuum

2. PRACTICES SHIFT

   To SPJ (Structured Professional Judgment)

   - the final judgment is based on research
   - considers the changes that adolescents might make
   - considers that risk is dynamic and contextual

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SPJ INSTRUMENTS

Structured Assessment of Violence Risk in Youth (ages 12-18)

Historical Clinical Risk-20 V3 (18-65)

Early Assessment Risk List for Boys (<12)

Early Assessment Risk List for Girls (<12)

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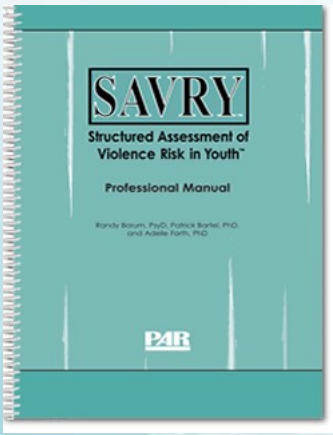
Structured Assessment of Violence Risk in Youth

Ages 12 – 18
No cut-off or percentile scores
It structures the assessment

24 Risk Factors—rated Low, Moderate, High



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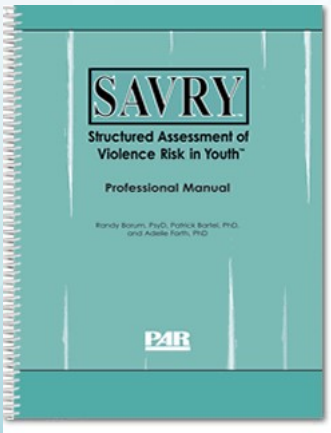
Structured Assessment of Violence Risk in Youth

RISK FACTORS

- Historical Risk Factors (1-10)
- Social/Contextual Risk Factors (11-16)
- Individual/Clinical Risk Factors (17-24)

PROTECTIVE FACTORS

- Prosocial Involvement
- Strong Social Support
- Strong Attachments & Bonds
- Positive Attitude to Authority
- Strong Commitment to School
- Resilient Personality Traits



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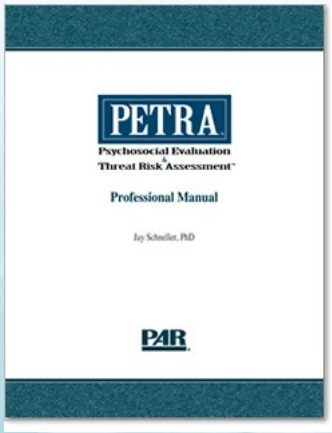
Threat Risk Assessment

There are warning signs along the way

75% of school shooters threatened or made intentions known.

PETRA assesses the threat of risk
PETRA assesses the content of the threat



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Personal Factors Associated with School Violence

Depression – 8% prevalence; in ability to cope leads to aggression, SA, suicide.

Aggression – a history of and interest in

Alienation – peer rejection; bullying

Egocentrism – entitlement, arrogance, lack of empathy, need for attention, manipulation of others.

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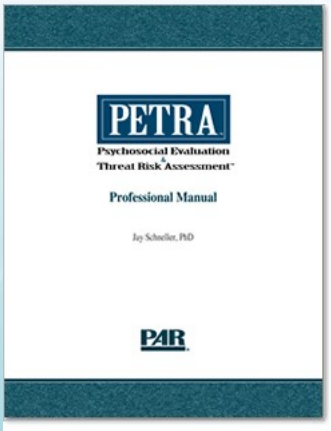
Ecological Factors Associated with School Violence

HOME

- easy access to firearms
- lack of parental supervision
- inconsistent, harsh, abusive discipline
- family life is stressful/dysfunctional

SCHOOL

- affiliate with other violent youth
- lack of involvement in school
- inconsistent & inequitable discipline



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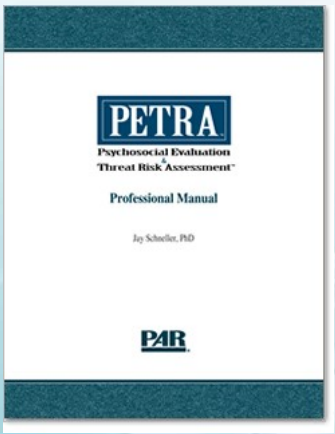
Resilience Factors

Stress – from home; from others (bullying, alienation)

Coping with Stress – denial, disengaged, use of drugs & alcohol.



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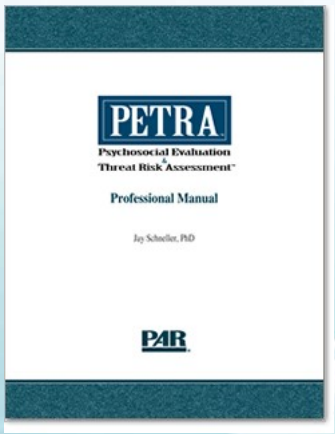
PETRA

Domains
- Psychological
- Ecological
- Resilience

Clusters
- Depressed Mood
- Alienation
- Egocentrism
- Aggression
- Family/Home
- School
- Stress
- Coping Problems

Critical Items – context of the threat



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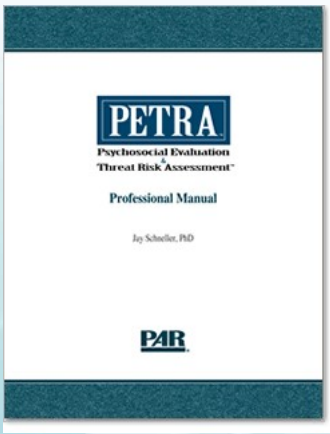
PETRA

Self-Ratings for ages 11-18

Based on FBI and Secret Service analyses of school shooters

60 items that include the psycho-social characteristics most commonly associated with school violence.

Assesses threat content and risk factors



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A Framework for Safe and Successful Schools

6. Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline.

http://www.fldoe.org/core/fileparse.php/18612/urlt/Framework-SafeSuccessful-Schools.pdf

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THANK YOU!☺

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