

To Whom it may Concern:

The attached document was prepared for a meeting held earlier this month with administrators from districts in the EASTCONN region, excerpted from current research. It may be of use to members of the mental health services subcommittee, or even other of the subcommittees dealing with the work of making Connecticut safer for our children. Therefore I respectfully request that it be shared with whomever might find it to be of use.

Thank you in advance for honoring this request.

Sincerely,

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School Shootings Fact Sheet

Not all school shootings are the same:

- A. Gang violence
- B. Drug disputes
- C. Homicides as a means to address disputes of any kind
- D. Rampage school shootings

Rampage School Shooters: what we know

- A. Data are qualitative, rather than quantitative:
 - Interviews
 - Media reports
 - Psychological autopsies
 - Retrospective case studies
 - Sample size is small; therefore it is essential to be very careful about drawing conclusions or making generalizations
 - No consistent, reliable profile of school shooters exists; therefore, predicting that someone might become one is not supportable
 - Threat assessments are more helpful; therefore schools can refer out for these to be made by qualified individuals
- B. Personal characteristics:
 - White males
 - Personal problems and/or family instability
- C. Psychological characteristics:
 - Has experienced a (possibly perceived) significant loss or injustice, including...
 - Loss of perceived social standing
 - Depressed; hopeless

- Suspiciousness; resentfulness; deep anger
 - Feels persecuted/bullied/socially rejected/alienated
- D. Personality characteristics:
- Lack of empathy; unattached; dehumanization of others
 - Difficulty coping with life's stressors; invested in resenting and blaming others
 - Narcissism
 - Moral disinhibition
 - Poor anger management
 - Fascination with violence and destruction; may associate these with increased stature
 - Typically loners; increasingly alienated, withdrawn and disconnected; may be socially incompetent; marginalized by peers as well as adults; "invisible" children as opposed to acting out children

Essential Antidotes:

- A. Improve school climate to support student achievement
- B. Foster resiliency in **all** students
- C. Ensure connectedness for **every** learner, both with peers and at least one caring adult
- D. Ensure the development of self-regulation and empathyⁱ

ⁱ Source: Flannery, Daniel J., Modzeleski, William, & Kretschmar, Jeff M. (2013). **Violence and School Shootings.** *Current Psychiatry Reports*, 15, 331-336.