

SOURCES AND METHODS

The LiveSafe Guide to Early Warning Threat Detection and Reporting For School Safety and Security Programs

Introduction By Mark Sullivan, 22nd Director, United States Secret Service

LiveSafe
Tel. 703.436.2098
www.LiveSafeMobile.com

Sources & Methods:

The LiveSafe Guide to Early Warning Threat Detection and Reporting For School Safety and Security Programs

About LiveSafe

LiveSafe is the leading mobile safety communications platform delivering actionable community-sourced safety and security risk intelligence. LiveSafe's risk intelligence technology platform surfaces early warning insights and prevents serious safety and security incidents to mitigate operational risks, reduce financial losses, and make places safer for people to work, learn, and live. Follow LiveSafe on Twitter [@LiveSafe](#), and learn more at [LiveSafeMobile.com](#).

Principal Author



Dan Verton

Dan Verton is LiveSafe's Content Leader & Strategist, drawing upon 25 years of experience as a United States Marine Corps intelligence officer, terrorism awareness trainer, and an award-winning journalist and author.

Special Contributor



Mark Sullivan

Mark Sullivan is a 35-year veteran of federal law enforcement. He served as the 22nd Director of the United States Secret Service. Prior to that, he served as the Deputy Director and Assistant Director for the Office of Protective Operations, where he managed all protective activities for the agency.

Table of Contents

A Word About What's In This Report	2
Introduction	3
Sources & Methods: Early Warning	14
Preventing Targeted Acts of Violence	16
Typology of School Attackers	20
Community-Sourced Risk Intelligence	20
Figure 1. Components of a Successful Crowdsourcing Initiative	22
Case Study: High Point University	24
Case Study: Georgia Tech	26
Case Study: Duke University	27
Managing Risk In Education	28
"It Can't Happen Here"	29
Mental Health & Threat Assessments	31
Psychological symptoms	32
Behavioral symptoms	33
Common Thread	33
Personality Dynamics	34
FERPA - Myths & Reality	34
Inside The Threat Assessment Process	36
Pathway to Violence	37
LiveSafe Resources	40
Prevention Podcasts	40
SafeTalk Blogs	42

A Word About What's In This Report

On Nov. 15, 2019, the United States Secret Service National Threat Assessment Center hosted a full-day training conference in Washington, D.C., for school officials and resource officers on their new study of targeted acts of violence. LiveSafe attended this training session to better inform our approach to safety and security risk management in the K-12 education space. That knowledge is reflected extensively throughout this report.

This report also benefits from a detailed introduction on the key elements of a successful violence prevention program written by Mark Sullivan, who served as the 22nd Director of the United States Secret Service.

We also include the knowledge, observations, and analysis of more than a dozen current and former campus law enforcement professionals, former school resource officers, survivors of school shootings, university researchers, and education risk and insurance professionals. This information is based on first-hand interviews conducted during the last 18 months as part of the weekly LiveSafe Prevention Podcast program. All of those interviews are available on the LiveSafe website and are listed in the resources section at the end of this report.

The overall goal of this report is to bring the knowledge and insights of the experts interviewed for this report to the nation's K-12 and higher education leaders. It is also our goal to educate school officials on the importance of community-sourced risk reporting to the overall threat assessment process.

Community reporting of concerns about potential risks is the cornerstone of any school safety and security program. Reporting must be easy and intuitive and conducted through a state-of-the-art mobile app that is always available to those we depend upon to share their concerns. And reporting must be discreet, allowing for community members to share their concerns anonymously. Reporting of early warning threat indicators makes our schools safer places to work, learn, and live.

Introduction

By Mark Sullivan

22nd Director, United States Secret Service

In my Secret Service days, when we had to tackle a complex problem, we'd pull together people from across the organization and from outside it. This is what we'd call a "task force approach."



We tapped into Federal, state, and local law enforcement, religious and civic leaders, academia, and the finance and business communities. We each brought specific expertise and perspective that helped see the same problem through a different lens. One hundred percent of the time, we had a better grasp of the problem and a more effective solution because we approached it as a multidisciplinary group.

When it comes to safety and security risk, whether for enterprise or school safety, we are all on the same side. We have to act as a united front, an integrated team. Each of you has a unique and important role to play in keeping the community safe.

What is school safety?

Let's start by trying to define "school safety." It's hard not to think first about school shootings. In fact, at the time of this writing the nation learned of the 30th school shooting in 2019 at Saugus High School in Santa Clarita, California. In the past few years we've raged and grieved over the horrific slaughter of children and staff in Parkland, Florida; Santa Fe, Texas; Newtown, Connecticut, and too many more communities. It's understandable that many of us have come to associate "school safety" exclusively with gun violence.

Even one school shooting is one too many. And we can't allow ourselves to become numb to that reality. Yet it's undeniably true that school safety is about more than gun safety.

I think every one of us would agree that students, teachers, and school staff have a right to feel safe in school. But to a certain extent, the word "safe" is subjective. Students have a

right to feel safe from gun violence, but also from bullies, gangs, drugs, and sexual predators.

If you ask ten different people in ten different professions, you'll get ten different—but “definitive”—answers about how to keep kids physically, emotionally, and psychologically safe in school.

This is especially true in the aftermath of a tragedy, when we feel a sense of urgency to solve the problem. We propose broad solutions—yet though they are well intentioned, each “solution” produces complex downstream effects.

Some say the answer is arming school staff. But this exponentially raises the risk of theft, accidental discharges, and so on.

Some say the answer is to add more security guards and metal detectors. But others may say this creates an intimidating learning environment.

Some say we should focus on mental health or fostering a sense of connectedness. Kids who are isolated, depressed, or angry may have a much harder time learning. But how does that work in schools where the majority of students are disadvantaged and the majority of staff are already stretched to their limits?

Regardless of your perspective, this all makes for healthy discussion in finding the right solutions.

These examples make it clear there is no one-size-fits-all approach to school safety. We need to ask different questions. And we need to work together to find the best answers. That's why it's vital to have administrators, teachers, business leaders, local officials, mental health professionals, legislators, technology experts, and law enforcement all contributing to this effort sharing their unique perspectives.



Everyone has to move beyond our own perspectives, policy goals, and dearly-held opinions. Everyone has to dig deeper. Everyone has to work together to forge the path of prevention and protection—versus reacting to a horrific incident.



Let's talk history for a minute: In 1984, the IRA planted a bomb in a Brighton hotel and tried to assassinate Prime Minister Margaret Thatcher. The statement they released said this: "You have to be lucky all the time. We only have to be lucky once."

Those words come back to us every time we read about a school shooting or a terrorist attack. They are always on the minds of Secret Service agents, who protect presidents, vice presidents, and their families. We used to say that the most challenging aspect of law enforcement was that we had to be right one hundred times out of one hundred. And the bad guys only had to be right—or "lucky"—once. So, you know...no pressure!

Maybe we do get lucky sometimes—and I won't say no to good luck! But we can't rely on it. We can't factor luck into any plan. Preventing an attack is about relentless preparation, strong partnerships, and constant vigilance.

There is no way we can guarantee that every child in every school will be safe every day from every threat. But we should be able to guarantee that we have done everything within our power to keep them from harm and *prevent* an attack.

That starts right here.

By being prepared—and by forming strong partnerships—we increase the chances of preventing a tragedy by an order of magnitude.

How Do We Keep Schools Safe?

Each of you has a different school safety priority, depending on your role.

- Superintendents may want school communities to feel safe without looking like locked-down institutions.
- Some policymakers may want to allocate resources to physical security; others to human resources.
- Counselors may prioritize emotional wellness over test scores.
- Teachers may believe that a strong education, not strong security, gives students the best chance of living a safe and productive life.

Again, you're all right! But that's only part of the picture.

One of the most fascinating, and fun projects I've been involved in is assessing security plans for Major League Baseball stadiums. As you probably know, there's a huge difference between Chase Field and Wrigley Field, or SunTrust Park and Fenway Park.

Fields have different shapes, sizes, and dimensions. The walls are different heights. The old ballparks were basically neighborhood parks. They were wedged into their communities in whatever strange shape and style could accommodate.

The new ones have all sorts of bells and whistles, from expansive parking to retractable roofs to the literal bells and whistles of the train that runs through Minute Maid Park when the Astros hit a homerun.

School districts are the same. Each is different depending on the community it serves.

- Some schools are urban, some suburban, some rural.
- Some are open campuses, some are locked down.
- Some are huge, some incredibly small.
- Some are bursting with resources, some are starving for staff.
- Some have strong security; others have one SRO for ten different schools.
- Some are dealing with gang violence; others are more likely to be navigating custody disputes.

There's another key difference: When it comes to emergency planning, every school does something different. It defies logic to ask them all to have the same prevention or response plan.

But it's entirely reasonable to expect them to have the same fundamental goal: *prevention*.

School systems may want to consider approaching emergency prevention and response planning the way the Secret Service prepares for National Special Security Events. Think about the last time you watched or attended something like the Super Bowl, the presidential inauguration, an international summit, or a visit from a high-profile person like the Pope. To your eyes, everything moves like clockwork. It looks seamless.



But if you could see under the surface, you'd see things are humming: police dogs, surveillance, agents, officers, counter-snipers, medical staff, sophisticated technology, multi-agency coordinating centers, strategic street closures. All of that is planned, coordinated, and rehearsed as if it were opening night of the New York Philharmonic.

Every person, no matter what job or agency, has the same goal: to prevent anything bad from happening. To keep everyone safe.

The Secret Service works with local law enforcement, first responders, and military experts to develop the plan. The FBI handles intelligence, counterterrorism, and criminal threats. FEMA leads recovery management in the event something goes terribly wrong. It's only thanks to a mind-boggling multi-agency effort that things go right.

What you're really seeing is the fruits of thousands of hours of planning and practice and thousands of years of collective experience.

This is exactly the model that school districts should consider: Prevention is the end goal. Coordination and communication are how you get there. Every school should have a clear and consistent prevention and response plan. And every staff member should know exactly what his or her role is. Figuring things out on the fly is not a plan; it's a guarantee of disaster.

And this is easier to achieve than you might imagine. You don't need the full power of law enforcement at your disposal: you already have the bulk of the expertise among you.

I can boil it down to four steps:

1. Develop a plan.
2. Communicate the plan.
3. Test the plan.
4. Practice the plan.

It's vital to do this first on the individual school level. And then it's just as critical to do this district- and state-wide.

First, make an emergency prevention and response plan that makes sense for your community.

You start by assessing the risks unique to your system. And believe it or not, this is something everyone can help do. Whatever your role, you will observe things that others

won't notice. It's a matter of being intentional about what you observe, and learning when and how to share it. It's a matter of mindset: everyone should be an intelligence officer.

When I work with organizations to prepare for the possibility of an active shooter, I tell them that more often than not, intuitive colleagues notice characteristics of potentially violent behavior. Just as local police are often the first to notice patterns and anomalies, it's likely that students, teachers, administrators, counselors will be the first to notice red flags. If we're paying attention, we can intervene before anyone can cause harm to himself or others.

These are some of the things you should be paying attention to:

- Demographics: Do kids have a strong support system beyond the school or are they on their own?
- Security: What kind of physical security do you have? Where are you vulnerable? Where have you seen breaches?
- Resources: What kind of resources do you have? Do you have enough teachers, counselors, resource officers?

And behavior:

- Is there a lot of bullying?
- What about cyber bullying, which is a lot harder to see?
- Truancy? Drugs, alcohol, weapons?
- Are you seeing unexplained absences? Withdrawal or depression? Resistance to change?
- Do you see an uptick in anger or aggression?
- Have you noticed mood swings, out-of-context outbursts, or empathy with people who commit violence?
- Have you observed a steady stream of violations of rules?
- Are you hearing about problems at home?

I know the "see something, say something" idea can be uncomfortable. None of us want to overreact or mistakenly suspect or accuse someone of plotting harm. Most of us aren't experts, and so much is subjective:

-
- What's a low risk versus a moderate risk versus a high risk? How do you mitigate that risk?
 - When is a kid just having a tough time versus contemplating violence?
 - Who is a "problem person" as opposed to a person who has a problem?
 - And perhaps hardest of all: When do you simply monitor as opposed to intervening?

There are no easy answers. We may err on the side of extreme caution, but we can't let the perfect be the enemy of the safe.

Having better situational awareness—and knowing who to talk to about things we observe—is crucial to our collective security.

“Prevention is not a pipe dream.”

— Mark Sullivan, Former Director, U.S. Secret Service

So once you have a detailed picture of your unique situation, you make a plan to mitigate risks. As best you can, you align resources against the highest risks. Write out in granular detail how each person should respond in case of emergency: every teacher, cafeteria worker, administrator, and coach. Every single person working in your school should know exactly what to do, who to call, what number to dial, where to go, who to check in with.

Then, run your plan by other people who are coming at it from a different angle. There's no such thing as pride of authorship in prevention planning. Sharing best practices is in everyone's best interest.

Your prevention strategy and response plans should be as finely tuned as a Rube-Goldberg contraption: everyone has a vital role, whether active or passive, in reaching a safe resolution as quickly as possible. No exceptions.

But a well-designed plan won't get you anywhere if your people don't know exactly what's in it. So you have to communicate it, often. Explain what must happen and why it's so

important. Build it into performance plans if need be. Your chances of “lucking out” collapse unless you practice your plan.

Prevention is not a pipe dream. And emergency response cannot be merely theoretical. It has to be in the muscle memory.

It’s the same principle as fire drills. You need to practice exactly the chain of events that should take place when a threat appears: picking up phones, evacuating or locking down buildings, counting heads.

This starts at the school level—but you have to do the same thing across schools, districts, and agencies. That means that you share your plans, and you practice them together. At the community level, you should be asking each other:

- What should our highest priorities be?
- How do we maximize the resources we have?
- What are the biggest gaps in our knowledge and how can we work together to fill them?
- How do we avoid duplicating efforts?
- How can we make our relationships stronger?
- What is our greatest risk, or fear—and what can we do to prevent it from becoming a reality?

Call to Action

The 9/11 Commission famously called the September 11 attacks a “failure of imagination.”

But it was also a failure of prevention—and that was due to a failure of coordination among law enforcement, intelligence, and first responder communities. We realized, too late, that in trying so hard to do our individual jobs well, we had failed to understand what everyone else was doing. Too many first responders met for the first time in the rubble of the World Trade Center.

This should never happen again, on any scale.

The stakes could not be higher.

In March, two students who survived the shooting at Marjorie Stoneman Douglas High School took their own lives. Just days later, the father of a first grader who was killed at Sandy Hook Elementary School committed suicide. Their deaths are a painful reminder that the effects of trauma reverberate through time and eternity. And they compel us to do everything we can to ensure that our schools are spaces where our children can learn and grow in safety and peace.

The most important thing is not how many iPads or championships or National Merit Scholars your schools or districts have. It's whether or not kids feel welcome and safe in their classrooms, libraries, fields, and labs. That's why when something traumatic happens in a school, we feel doubly betrayed. It feels like a failure of leadership, and sometimes that's true.

But you have the power to change that.

You have the opportunity to set the example for school districts across the country: not by telling them which cameras to install or how many counselors to train, but demonstrating how to leverage whatever you have and collaborate fearlessly—with the singular goal of keeping kids safe.



In a perfect world, there would never be a need for sirens to show up at schools. In a perfect world, we would be able to predict, preempt, and prevent every threat from turning into a living nightmare. That's what we are aiming for.

But if we fail to meet the goal of prevention, and something bad does happen, the next best thing is ensuring that we are all prepared. If things go south, everyone must know who to call and have the tools to do so.

The only one-size-fits-all approach to school safety is to focus relentlessly on prevention, preparedness, and partnership. Let that begin anew today.

About The Author

Mark Sullivan

Mark Sullivan was a federal law enforcement agent for nearly 35 years. Mr. Sullivan concluded his federal service as the Director of the United States Secret Service (USSS), beginning as an entry level field agent and ultimately serving in a variety of leadership roles in the organization for nearly 30 years.



As an effective and strategic chief executive, Mr. Sullivan led high impact initiatives in criminal investigations and protective operations, strategic planning, threat assessment and risk management, human capital management, technology deployment, IT modernization and budget development and execution.

Sources & Methods: Early Warning

Surprise is the opposite of intelligence. In the world of national security, surprise is synonymous with intelligence failure. The same holds true for safety and security risk management for K-12 schools and higher education institutions. If known or unknown risks are able to develop into emergency incidents, it is most likely because your intelligence process failed to pick up on the early warning threat indicators that are present in the days, weeks or months leading up to most types of incidents.

For example, according to the U.S. Secret Service, 79 percent of mass shooting incidents are preventable due to the presence of early warning threat indicators.¹ While those indicators come in many forms, it is often the case that perpetrators communicate their intent to multiple individuals prior to carrying out their crime. In fact, more than 75 percent of mass shooters elicited concern from others before they carried out their attacks.

According to the latest edition of the U.S. Secret Service's *Mass Attacks in Public Spaces* report, "targeted violence may be preventable, if appropriate systems are in place to identify concerning behaviors, gather information to assess the risk of violence, and utilize community resources to mitigate the risk."²

At LiveSafe, we call this *community-sourced risk intelligence*.



¹ U.S. Secret Service National Threat Assessment Center, *2018 Mass Attacks in Public Spaces*.

² *Ibid.*, 2.

Safety and security risks are everywhere — at our places of work, schools, sporting events, concerts, shopping malls, government buildings, and even hospitals. However, the security personnel tasked with protecting us can't be everywhere at all times and often don't have the information they need to prevent a potential incident.



The process of leveraging community-sourced risk intelligence is based on the principle that members of communities (companies, K-12 schools, college campuses, etc.) know what normal looks like in their everyday lives and are capable of detecting deviations from that norm. We know when something appears dangerous, when a person is acting suspicious, or when a friend or colleague is in crisis. We see, hear, and learn things every day that could help prevent a safety or security incident from happening.

That's why it's important for K-12 school districts and colleges to engage members of their community and tap into the knowledge that exists about potential safety or security risks. This is what U.S. Secret Service agents refer to as a "DLR" — Don't Look Right. The right tip at the right time could prevent the next school safety or security incident, including the next school shooting.

Preventing Targeted Acts of Violence

It is important for the reader to understand that this report was in production on the day of the mass shooting at Saugus High School in Santa Clarita, Calif. This tragic event occurred one week after LiveSafe attended a special training session hosted by the U.S. Secret Service for school officials on preventing targeted acts of violence.

Many of the key takeaways we observed during this training session, which was based on the U.S. Secret Service's National Threat Assessment Center's latest study of school shootings, played out for the nation to see in Santa Clarita.

The report, titled *Protecting America's Schools*, analyzed 41 incidents of targeted acts of violence from 2008 to 2017. Although many of the findings in the study demonstrate a continuation of the trends outlined in recent years, this latest report underscores the importance of prevention strategies.

The key takeaways from the latest study are as follows.

- Most school shooters exhibited observable warning signs before their attacks.
- Many of the schools that experienced these tragedies had already implemented physical security measures, like cameras, school resource officers, and lock down procedures.
- Bullying and mental health problems remain major risk factors for schools concerned about targeted acts of violence.
- Schools need to develop and deploy threat assessment teams and anonymous reporting systems.
- The vast majority of attacks are preventable.

Dr. Lina Alathari is the chief of the National Threat Assessment Center (NTAC) at the U.S. Secret Service, where she oversees the center's targeted violence behavioral research program. According to Alathari, all attackers exhibited concerning behaviors well before carrying out their attacks.

"Every single attacker in this report exhibited concerning behavior, and for many of them that behavior actually elicited safety concerns in those around them," she said, speaking

Nov. 8 at a training session for school officials attended by LiveSafe. “The majority of these behaviors were visible and observed by those around them.”



Dr. Lina Alathari, Director, National Threat Assessment Center.

Concerning behaviors range from relatively minor activities to actions that elicited fear in those who observed them. For example, some attackers made statements that were simply out of character for the attacker or displayed other minor changes in behavior, while in other cases attackers made direct threats of violence or brought weapons to school. In most of the cases, the attacker's behavior elicited concern from bystanders regarding the safety of either the attacker or those around them.

“And we also encourage paying attention to the lower level constellation of concerning behaviors. Those may include dramatic or sudden changes in mood, behavior, appearance, increased conflicts with peers, more depressive symptoms, and social isolation,” Alathari said.

In the vast majority of cases studied by NTAC, the attackers were making their intentions known that they were going to target the school, a person at the school, or staff at the school for an attack. They had also previously made threats against their intended target, Alathari said.

Despite what we know about observable warning behaviors and the ability of vigilant bystanders to report their concerns in time for schools and law enforcement to intervene, only 17% of the schools that experienced an attack had any type of system in place to

notify school staff or administrators of threatening or concerning student behaviors before an attack. Likewise, few states had implemented comprehensive statewide reporting programs at the times of the attacks.

The deployment of mobile reporting apps that provide students, teachers, and staff with discreet reporting capabilities, including anonymous reporting, as well as automated routing of reports to the appropriate individuals and agencies is no longer a 'nice-to-have' addition to a school's safety and security program. Reporting is the centerpiece of any prevention strategy.

However, communicating the role and value of preventative intelligence remains a challenge throughout the education sector. Many schools are doing great work, but some K-12 and higher education emergency managers remain unable to wrap their minds around prevention strategies and early warning reporting as critical investments.



As some experts warned at the Nov. 8 Secret Service training conference, a lot of this may have to do with the marketing success of unscrupulous security hardware vendors who have taken advantage of school officials and the fear that surrounds the threat of the next school shooting.

The reluctance to come to terms with the value of prevention tools is also partly a function of how these officials are measured and evaluated. Emergency managers are measured by how well they respond to emergencies, not by how many incidents they prevent.

Even after a full day of education by the Secret Service on the importance of prevention, some still asked questions about the latest panic button technologies. Missing in this discussion was the realization that if teachers and students are pushing panic buttons it is because prevention has failed.

The same argument can be made when it comes to the interest that some schools have shown in gunshot detection systems — systems that can detect and verify gunshots and

automatically alert local police. While such systems probably do save valuable seconds in helping police respond, they are of little to no value in incidents like Santa Clarita, which lasted 16 seconds and involved a suicidal attacker.

“This country must make significant changes if we hope to protect our students and teachers at school. Our nation must learn that the best way to stop a school shooting is to prevent it.”

— Tony Montalto, Father of Gina Rose Montalto and President, Stand With Parkland

According to the latest Secret Service study, nearly half of the attacks lasted less than one minute. If schools do not provide their communities with the tools necessary to effectively engage, report, and contribute to preventing school violence, it is a tacit acknowledgement that prevention is not a valued investment.

Tony Montalto is the father of one of the young victims of the 2018 shooting at Marjory Stoneman Douglas High School in Parkland, Fla., and he is the president of Stand With Parkland. For Montalto, there's no question that threat assessment and prevention strategies—including reporting capabilities—could have saved his daughter's life.

“This country must make significant changes if we hope to protect our students and teachers at school,” Montalto said, speaking to 600 attendees at the Washington, D.C., training session hosted by the Secret Service.

“Our nation must learn that the best way to stop a school shooting is to prevent it. As for myself, I was fortunate enough to attend a presentation regarding NTAC earlier this year,” he said. “I quickly came to the realization that, had the tools developed by NTAC been used properly, my lovely daughter and 16 other wonderful souls taken in the Parkland massacre might still be here today. Our entire community would be whole instead of forever shaken.”

Typology of School Attackers

There is no single profile of a school shooter. However, mental health remains a significant concern and risk factor for schools.

Two-thirds of the attackers studied by the Secret Service exhibited signs of depression and a similar percentage experienced suicidal thoughts. Noted psychologist Dr. Peter Langman, a recent addition to the National Threat Assessment Center team, started his professional work on violence in the days after the Columbine High School attack in 1999.

“We had a disturbing, steady trickle of these kids coming through our doors. Potential school shooters, sometimes people who wanted to kill their family members,” said Langman, explaining the nature and the depth of the mental health challenge during his portion of the Secret Service training presentation.



Langman recalled a 17 year-old boy who wanted to commit a school attack. The boy had bags of swords and knives, and had built Molotov cocktails. “He also had a chainsaw he was going to use in the attack,” Langman recalled. “I remember sitting with this young man and I asked him ‘why did you have a chainsaw? Were you going to use that to get through a locked door, or were you thinking you were going to use it on people?’

Langman was shocked by the answer he received. “The 17 year-old boy sat there, tears streaming down his face, and he said, ‘I was thinking I was going to use it on people.’ One of the most disturbing things I ever heard from a client.”

Community-Sourced Risk Intelligence

The LiveSafe approach to *community-sourced risk intelligence* is based on many of the fundamental principles behind *crowdsourcing* — a field of study that has attracted a significant amount of scholarly attention in the last decade. However, while crowdsourcing

technically focuses on tapping into the wisdom that exists in the entire global network of potential participants, a community-sourced risk intelligence program is focused on a well-defined group of potential participants, as well as unique time and space constraints (i.e. students who attend a particular school, during specific times of day or night, at specific buildings and in specific geographic locations).



Eliciting risk information from a community, therefore, should be easier than eliciting information from the internet at large, right? Wrong. Creating a participatory culture for safety and security risk intelligence shares the same challenges that traditional crowdsourcing initiatives face.

First, what do we mean by *crowdsourcing*? Broken into its basic components, scholars have agreed that for a task to be considered crowdsourcing, it must have the following four key ingredients: an organization that clearly defines a task that needs performing, a community that is willing to perform the task voluntarily, an online environment that allows interaction and work to take place, and mutual benefit to both the organization and community.³

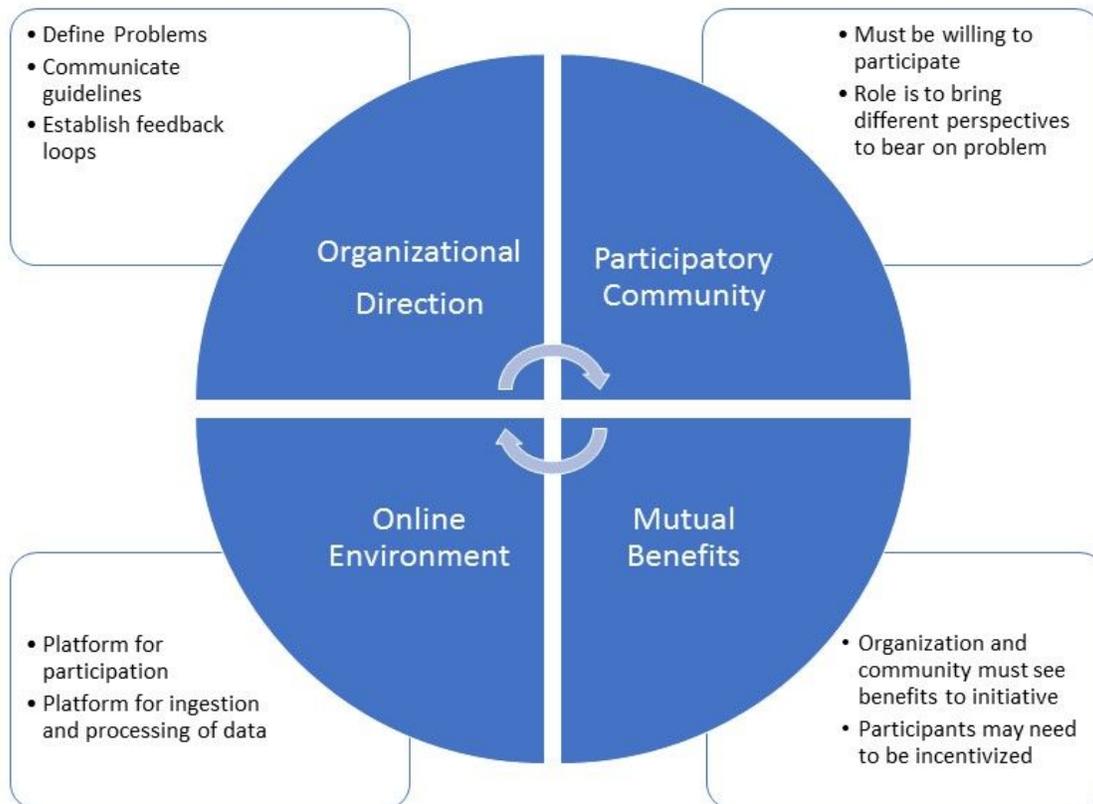
Establishing these four elements may be a challenge, but they are also the common ingredients shared by all successful crowdsourcing programs.

Crowdsourcing is well suited to knowledge discovery challenges like eliciting risk information. But the organization must provide a clear understanding of the task and the policy guidelines surrounding the crowdsourcing initiative. The organization then must

³ Bryan T. Coultas, "Crowdsourcing intelligence to combat terrorism: Harnessing bottom-up collection to prevent lone-wolf terror attacks," *Naval Postgraduate School* <http://hdl.handle.net/10945/45174> (March, 2015)

commit to those guidelines so that the crowd (or in our case, the *community*) is not discouraged from participating.⁴

Figure 1. Components of a Successful Crowdsourcing Initiative



LiveSafe was founded by Kristina Anderson, the most physically injured survivor of the Virginia Tech shooting in April 2007. She pursued the idea of engaging the community through the use of community-sourced intelligence in order to prevent and respond to incidents and improve overall security and safety.

One of the main objectives LiveSafe set out to meet is a primary element in the U.S. Department of Homeland Security's (DHS) "See Something, Say Something" campaign. The campaign is designed to encourage people to actively participate in the security and safety of their community by reporting security and safety issues to authorities.

⁴ Daren C. Brabham, *Crowdsourcing*, (Massachusetts Institute of Technology, 2013), 38-59.

Many times, though, the problem is that willing and able people are not quite sure what types of information warrant being reported and to whom they should report this information. Moreover, before the creation of LiveSafe, the mediums by which people could report suspicious activity were limited (e.g., calling security directly) and often required people to become intimately involved by either identifying themselves to law enforcement authorities, or waiting at the scene of a crime.

Generally speaking, people are more likely to help if the bar for participation is low. The more time it takes to participate (e.g., taking time out of their busy schedule to make a telephone call or stop by a security office), the more likely it is that people will not voluntarily participate. Moreover, some people are averse to getting too involved with a security and safety incident; making phone calls or appearing in person may make certain people reconsider whether to get involved at all. However, in every community there will be a significant number of people who are willing to help, if the cost to participate is low.



To answer that call, LiveSafe created a platform that incorporates the powerful capabilities of today's smartphone mobile devices to lower the bar for people to communicate by enhancing their ability to efficiently and effectively submit security and safety information to those responsible for security. The platform allows people to submit security and safety tips, providing as much information as they desire. More importantly, the platform is designed to identify the types of information that would be helpful for security personnel to have, taking the guesswork out of the process of reporting for community members.

“We very rarely get actionable information on our anonymous tip line,” said Jay Gruber, Chief of Police at Georgetown University in Washington, D.C. “It's pretty rare. It's not often we get calls from the community about suspicious people, suspicious activity, or things that we need to be concerned about. They do happen, but they're not that often. With LiveSafe,

at least for us here at Georgetown University, during the academic year we average about 15 tips every two weeks. They're all actionable in some way. It may be a noise complaint. It may be smell of drugs. It may be a suspicious person or a suspicious vehicle but they're all actionable in some way, which is great.”⁵

Case Study: High Point University

The first year of college can be full of stress for young people living on their own for the very first time. The more competitive the college, the more stressful it can be for the first year students. That means everybody from faculty to administrators, staff and students, must be willing and able to report the signs of those who might be dealing with serious mental health issues. And that's where LiveSafe comes in.

“Some of the more impactful stories from LiveSafe are friends of students dealing with mental health issues reaching out through the app to alert our department about a suicidal student or someone dealing with mental health issues that our security department has been able to mobilize the campus response team and we're able to get the resources to help that student.”

— Gus Porter, Environmental Health, Safety and Preparedness Manager

High Point University, North Carolina

High Point University in North Carolina has worked diligently to lower the barrier and any friction points in engaging its campus community and starting a two-way dialogue of learning about concerns that may exist on campus. The school leverages all of the

⁵ Interview with Jay Gruber, The Prevention Podcast, Episode 02: Georgetown University Chief of Police Jay Gruber, August 14, 2018. <https://www.livesafemobile.com/safetalk/prevention-podcast-02/>

traditional safety and security methodologies, including blue light towers on campus, call buttons in every classroom and a crime stoppers page on the school's website.

"But LiveSafe is the method that our campus is most comfortable [with] engaging our security department," said Gus Porter, the environmental health, safety and preparedness manager at High Point University in North Carolina.

"Once we get in the swing of the semester, we're receiving about a dozen tips a day," said Porter. "And I think our students recognize that our dispatcher will quickly respond to their request or their complaint. Most of the tips that we receive are noise violations, odor of drugs on campus. But we have been able to learn of suspicious individuals on campus that our department has been able to intercept," he said.



"I think we live in a time where no one is more than two feet from their phone at all points in the day. And especially with our student population, texting is the preferred method of communication. If LiveSafe operated in memes, I'm sure that our students would use that to communicate with us as well. But they know that our dispatchers are there 24/7 and when that alert gets sent in, there is someone that will respond to it very quickly. And with

the size of our campus and the team that we have in place, we're able to act on those tips, either our security department or our resident life and housing team, we will respond and I think we've built that credibility and trust with our community," Porter added.

"Some of the more impactful stories from LiveSafe are friends of students dealing with mental health issues reaching out through the app to alert our department about a suicidal student or someone dealing with mental health issues that our security department has been able to mobilize the campus response team and we're able to get the resources to help that student."

Case Study: Georgia Tech

When you take young people away from home for the first time, not only are they responsible for their own safety for the first time, but they also lose their support network. So they're under a great deal of stress, according to Captain Tony Leonard from Georgia Tech University. "And if that support network is across the country or on the other side of the planet, that can lead to a great deal of stress and can lead to some serious mental health problems," he said.

"We've had several instances where people have reported folks that they knew, whether they were friends or roommates, that were having a mental health crisis, whether it's depression or feelings of suicide or things like that," Leonard said. "We have been able to use that information to intervene before those folks were able to harm themselves."

Campus Engagement At-A-Glance

Georgia Tech: More than 12,000 students have downloaded the LiveSafe app (approximately 50 percent of student body). Received 90 tips during the month of August, as well as 156 SafeWalk requests and five 911 emergency calls through the app. Has documented 542 reports/tips during the past 12 months.

High Point: Receives about 12 tips per day through the LiveSafe app, including suspicious person reports and tips about students experiencing critical mental health crises.

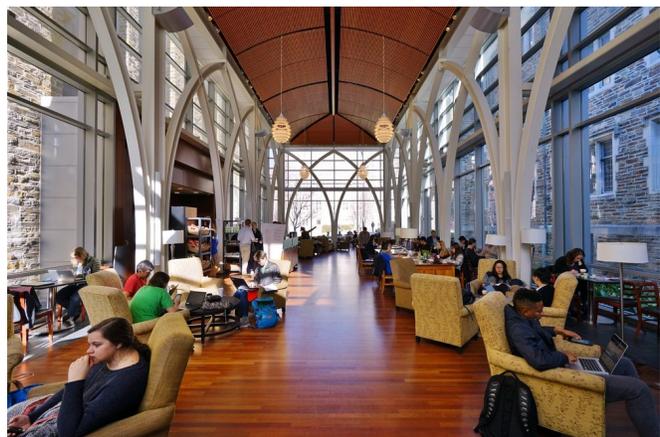
Case Study: Duke University

More than 170 colleges and universities across the country use LiveSafe to help keep their campuses safe, and while a majority of those who use LiveSafe are students, there's a broader story to be told.

For example, Duke University has about 15,000 students but also has about 2,500 academic staff and 8,000 administrative staff, making it essentially as big as a large corporation in terms of employee size.

Having a safety and prevention tool like LiveSafe in the pockets of that many students, faculty, and staff on campus makes an impact on people's lives.

For example, [three Duke employees recently used LiveSafe to report](#) a suspicious person on campus. After police quickly responded to the tips, the suspect, who had been previously arrested on campus on theft charges, was taken into custody.



“LiveSafe is a great tool because it enables the broader community to be the eyes and ears for our campus and identify and report potential safety concerns,” said John Dailey, chief of Duke Police. “Duke is safer when we all work together.”

Users of LiveSafe can easily submit video, photos, text, or audio tips to security officials. It also allows for easy two-way communication to relay information.

“I submitted what direction he went in and what he was wearing and within a few minutes, police said people were on the way,” said one of the employees who used the app to notify police. “Everybody has their cell phone with them, so LiveSafe is a good tool because all you have to do is pull up the app. It was a good feeling and very reassuring how quickly Duke Police responded.”

The tips submitted by the employees through LiveSafe were immediately sent to the LiveSafe Command Dashboard used by campus security, allowing for quick response and preventing any further incidents.

Managing Risk In Education

Choosing the wrong risk management approach to K-12 or college safety and security can have significant compliance and liability implications.

Insurance experts advise that schools invest their limited resources in meaningful risk management strategies that are supported by data and research.

For example, the increasing number of news reports detailing how some K-12 school districts around the country have invested in bullet-proof backpacks, arming teachers, and purchasing heavy objects that students can throw at attackers (e.g. hockey pucks) have some insurance experts concerned.

“Frankly, the research surrounding the effectiveness of these different methods is not there,” said Alyssa Keehan, Director of Risk Research at United Educators, a leading provider of liability insurance and risk management services to more than 1,600 educational institutions. “In fact, we know that arming teachers comes with a number of heightened costs and risks,” she said.⁶

According to Keehan, the cost associated with arming educators goes beyond the purchase of firearms and includes things such as the cost of firearm licensing, biometric gun safes to ensure guns are inaccessible to students and other unauthorized individuals, background checks and mental health screening for all armed staff, insurance, and other liability costs.

“The liability associated with arming a teacher is complicated and very dependent upon the laws and court cases in each jurisdiction,” Keehan warned. “For these reasons, I would recommend that an institution focus more of its limited resources toward prevention tactics, such as establishing a campus threat assessment team, or if your institution has a

⁶ Interview with Alyssa Keehan, LiveSafe Prevention Podcast, Jan. 22, 2019. (<https://www.livesafemobile.com/safetalk/prevention-podcast-education-risk-liability-security/>)

threat assessment team, ensuring that team receives regular training so that it can improve its function.”

“It Can’t Happen Here”

One of the worst mistakes a school administrator can make is subscribing to the all-too-common perception that targeted acts of school violence or mass shootings could never happen to their school, district, or campus. Just as there is no one profile of a school shooter, there is no common profile of the type of school that experiences these tragedies.



Education leaders can no longer ignore the need to establish threat assessment teams, and they must give their school communities the tools necessary to report early warning threat indicators to prevent these acts of violence. These capabilities are central to a school district's ability to meet its duty of care obligations to provide a safe and secure environment for our children to attend school.

The first step on the road to understanding the very real threat facing one's school or school district is to accept the reality of today's mental health challenges. A recent study by Harvard Medical School shows a very troubling and recent spike in suicides among young people between the ages of 15 to 19.

[The study](#), recently published in the Journal of the American Medical Association⁷, found an abnormal increase in suicide rates for males between the ages of 15 and 19 years old. From 2000 to 2017, the suicide rate rose by 47 percent among teens age 15 to 19 and 36 percent among those 20 to 24. That's well above the 30 percent increase seen across all age groups.



Oren Miron, a research associate with Harvard Medical School's Department of Biomedical Informatics and the primary researcher for this study discussed the key findings with the [Prevention Podcast](#).

Miron said he strongly believes in the ability for people to observe early warning indicators of suicidal behavior and the important role a bystander can play in reporting signs and preventing suicidal acts. However, he admits that it is getting harder to detect due to social media and the digital space. Miron emphasizes that, "we really want to warn parents, counselors, and teachers to be mindful of the higher risks that kids are in right now and that they might get even [fewer] signs than they did before."

Chris Roberts, a former Los Angeles County Sheriff's Department officer who wrote the active shooter response plans for the schools in Santa Clarita, Calif., including Saugus High School, called the mental health challenges facing schools "an epidemic."

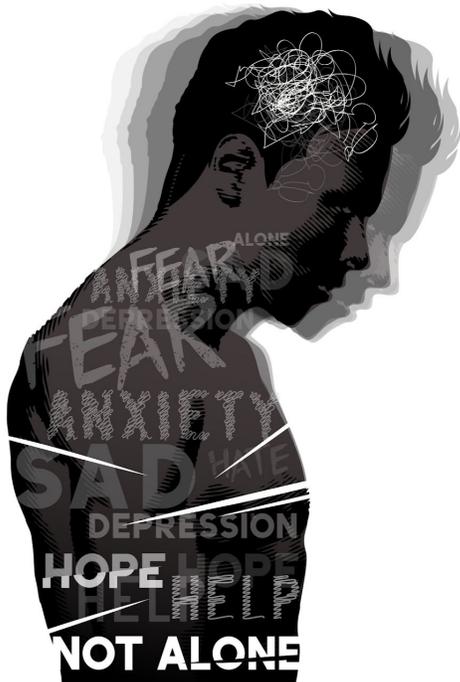
⁷ Oren Miron, MA; Kun-Hsing Yu, MD, PhD; Rachel Wilf-Miron, MD, MPH, "Suicide Rates Among U.S. Adolescents, Young Adults Continue to Increase," JAMA, 2019.

“This is not something we can say, ‘It won't happen here.’ The statistics say it will,” said Roberts, whose own children attend school in Santa Clarita, where a student opened fire on Nov. 14 and shot five of his classmates, killing two. The shooter shot himself in the head and died. “If your district has seen a suicide, [then targeted violence] has already happened there. That student simply chose that route, which is the most common.”⁸

Mental Health & Threat Assessments

Statistics are important to understanding the risk profile of an organization, whether it's a K-12 school, a college campus, or a private business enterprise. Statistics are how we identify trends and patterns.

But when it comes to mental health and conducting threat assessments of individuals who are potentially on a pathway to violence, the qualitative aspects of individual case histories are just as important, according to National Threat Assessment Center researcher Dr. Peter Langman.



“As important as aggregate data is, aggregate data never pulled a trigger,” Langman said. “It's always a unique individual.”

According to Langman, when you're talking about mental health issues, you're not dealing with hard facts. Expert sources often differ in their opinions. Mental health also involves normal human conditions like anger, depression, and anxiety. Any human being is likely to experience those three things at some point in their lives. So the question becomes, at what point does someone's anger, depression, or anxiety become a symptom?

⁸ Roberts has been highly critical of the William S. Hart School District in San Clarita, Calif., in the aftermath of the Nov. 14, 2019 school shooting at Saugus High School. See Prevention Podcast, S2, Ep. 44, School Shootings and K-12 Duty of Care Obligations, (<https://bit.ly/2r5snEe>)

“Most people will have some of these things. That doesn't mean they're on the path of becoming a killer,” Langman warned school administrators and resource officers.⁹

According to Langman, mental health assessments involve what he calls contributing factors, constellations of symptoms, behaviors and life experiences. In its study of school attackers, the Secret Service further divided these into psychological issues or symptoms and behavioral problems (neurological and developmental).

About 20% of kids end up receiving some sort of mental health or behavioral health diagnosis. In the latest U.S. Secret Service study of targeted violence, the percentage of kids having received a diagnosis was 40%. “So right off the bat, we're seeing double the rate of diagnoses of some kind in these kids,” Langman said.

Psychological symptoms

Anxiety, depression, paranoia. Runs the gamut from more common psychological experiences to some rare ones.

The most common symptoms in the attackers studied were depression and suicidal thoughts. There were also cases of anxiety and intense explosive anger.

Seven of the 35 attackers exhibited psychotic symptoms. That could mean hearing voices or auditory hallucinations, and experiencing paranoid delusions.

But do the psychotic symptoms cause these individuals to commit their attacks?

“Well, it's never that simple,” said Langman. “Because if you look at the life history of these seven kids who had psychotic symptoms, you see all those other things going on with their lives. Some have family discord. There was parental substance abuse. There was physical abuse. Some of these kids had been sexually assaulted, [experienced] peer harassment, and witnessed violence. So, yes they may have had psychotic symptoms, but we cannot draw a line between psychotic symptoms and their attacks at school.”

⁹ U.S. Secret Service, Protecting America's Schools, presentation on Nov. 8, Washington, D.C.

Behavioral symptoms

Significant misconduct, defiant behavior, a diagnosis of ADHD or ADD, and anger that cannot be accounted for by some of the psychological symptoms.

According to Langman, a number of cases studied by the Secret Service involved behavioral symptoms that manifested in animal cruelty, which can be a major red flag. “When kids are killing or torturing animals, you better investigate that,” said Langman. “It doesn't mean they're going to go on and kill people, but that's very disturbing behavior.”¹⁰

This category also includes developmental delays, cognitive deficits, learning disabilities, and significantly impaired social skills that could fall somewhere on the autism spectrum.

Langman summed up behavioral issues this way: “A good bit of just chronic severe misconduct, defiance, disobedience, getting in trouble at school, getting in trouble in the community and with law enforcement. That was very common in this group.”

A Tale of Two School Attackers

“The first boy wanted to die because he was suffering, he wanted to end his own misery. He was in touch with reality, and reality was overwhelmingly painful. The second boy wanted to die because he wanted to become a god, and he thought that the Columbine killers wanted him to do it.”

— Dr. Peter Langman, Researcher, U.S. Secret Service National Threat Assessment Center

Common Thread

Only two items occur in a majority of the population across both psychological and behavioral categories. Both depression and suicide were seen in 63% of the attackers. “No

¹⁰ Ibid.

other symptom of behavior was as common as these two, and those go hand-in-hand,” according to Langman.

Personality Dynamics

Langman identified another category called personality dynamics, but the Secret Service did not compile data on this.

Everyone has personality traits. But the question Langman posed was — when do personality traits become a personality disorder? The answer, he said, is when those traits become very rigid and very extreme, and when they cause significant distress either to the person with those traits or to everyone else around them.

The most concerning personality traits identified by Langman include extreme narcissism, deceitfulness, and a lack of empathy.



“Empathy is a fundamental human component. And when people don't have empathy, it's a whole lot easier to hurt and kill other people,” said Langman. “They may be manipulative and sadistic. So it's not just that they lack empathy and don't care if someone gets hurt. If they're sadistic they enjoy hurting and killing. They will go out of their way to hurt and kill people because that's fun, it gives them a thrill, it gives them a feeling of power,” he said.¹¹

FERPA - Myths & Reality

Reporting and sharing information about concerning behaviors, including possible mental health crises, is critical to school safety and security. However, a common roadblock to information sharing cited by education officials are the privacy laws governing student information. Educators are well-versed in what student information they cannot share, but they are often far less informed about what they can do with the information they possess.

¹¹ Ibid.

For example, the Family Educational Rights and Privacy Act (FERPA), the federal statute governing the privacy of student records, has been in effect for more than 30 years and has broad application on campuses. However, administrators are still uncertain about FERPA's mandates and its exceptions. As a result, schools often fail to take appropriate actions when clear signs of mental health problems emerge.

One of the biggest myths is that FERPA applies to all student information. In fact, FERPA governs the disclosure only of records and information from records, not information generally. Personal knowledge is not subject to FERPA, and its disclosure is not prohibited—even if it also happens to be recorded.¹²



In addition, although the statute does apply broadly to almost all recorded student information, it offers leeway. For example, FERPA exempts several categories of records, including, most significantly, law enforcement records.¹³

Student information cannot be shared with just anyone, according to FERPA. However, for purposes of threat assessment, it can be shared with team members, which is why you need to have an established team and law enforcement needs to be a part of that team.

“Also, information can be shared among teams,” said former LA County Sheriff’s Officer Chris Roberts. “For example, school B informs school A they’re conducting an assessment and need any information that school A has on student Y. This is absolutely appropriate. It goes a long way to painting a complete picture of the student’s situation, their specific needs, as previously discovered, and it can save time and save lives. School B is required to treat school A’s information as if it were its own and is responsible for its security under those privacy laws.”

¹² United Educators, “FERPA: Seven Myths and The Truth,” Perspectives, April 2011. (<https://bit.ly/2s0Ejhp>)

¹³ Ibid.

Inside The Threat Assessment Process

Behavioral threat assessment is both an art and a science. Still, it is a systematic process that Dr. Gene Deisinger, a principal and co-founder at SIGMA Threat Management Associates and the former Deputy Chief of Police and Director of Threat Management at Virginia Tech, helped explain on an episode of the LiveSafe Prevention Podcast.

“We need to look at it as a systematic process with four main elements. The first is to identify situations or persons whose behavior is causing concern, to then inquire and gather other relevant information to which we have lawful and ethical access, and use a totality of that information to assess a situation so to understand it as contextually and broadly as possible,” Deisinger said.¹⁴



“We do all that, of course, to develop a case management strategy, to reduce risk, to provide assistance, to redirect people away from the path to violence toward the assistance they need, and also to protect others that are involved and identify systemic issues that may be contributing,” said Deisinger.

According to Deisinger, the process is the same for different environments. However, the structure and how it's staffed, the specifics of how it's operated, as well as the bodies of law that may affect the process, often differ.

We know from years of studying targeted acts of violence that the vast majority of perpetrators, such as school shooters, don't suddenly snap. To the contrary, they often follow a defined pathway to violence and leave indicators and warnings along the way. But what, specifically, do school administrators need to know about the pathway to violence

¹⁴ Dan Verton, LiveSafe Prevention Podcast, S1, Ep. 7: “Inside the Threat Assessment Process with Dr. Gene Deisinger,” Sept. 18, 2018

that will enhance their ability to detect the warning signs and prevent these incidents from occurring in the first place?

“It is very rare that others don't have knowledge of some parts of that process of escalation,” Deisinger advised. “As we talk about the pathway to violence, there are four main steps along that process. They're not strictly sequential but it helps to kind of frame them as stair steps building up in intensity.”

Pathway to Violence

Step One

The first step in the process, during which people might come to our attention, is they begin expressing the idea to address an ongoing grievance that's maybe unresolved and that they're fixated upon or obsessed with. They start attaching the use of violence to that idea as a way to address the grievance. Now, most people who talk about that don't, in fact, escalate the violence at any level. It's a way of thinking through and working through things for most of us.¹⁵



Step Two

For people that aren't satisfied with that or it doesn't adequately resolve the concerns, the next step in the process is planning. They may be discussing with others aspects of the who, what, when, where, and how they're considering harm, and they may solicit input and ideas about things from people. Rarely are they sharing the whole plan with any one person or group of individuals. That information tends to be fairly scattered and fragmented. It might be stated directly. It might be stated indirectly. As they're going about the process of planning, aspects of that are observable.

¹⁵ Ibid.

Step Three

The third step is the preparation. What do you need to operationalize the plan? There are four major subsets of things necessary to operationalize the plan:

1. The means (skill, materials, etc.)
2. The method
3. The opportunity
4. Proximity

Step Four

After ideation, planning, and preparation, the last step is implementation of the plan for violence.

“Some of the other things we've learned about that pathway is that, very often, there are flurries of activity,” said Deisinger. “No one of those behaviors may be terribly significant. We may not be able to arrest someone or discipline someone, but it's standing out just from the volume. It's disproportionate, either in terms of what's typical for that person or for the environment or context we're in.”¹⁶

By thinking about and observing these things, people can do a better job of detecting that someone's in need of assistance, that others are acting as if they're afraid or concerned because a fellow student may be in crisis.

“I think what we're seeing more recently is an increased understanding that acts of violence, even those that impact certain subsets in our community, a school, a house of worship, or a company, don't occur in a vacuum,” said Deisinger. “There are aspects of the behaviors that are causing concern and some of those are fragmented and scattered across the community,” he said.

But there are positive signs that more and more schools and communities are making the shift away from reactionary measures and putting more resources behind prevention efforts.

¹⁶ Ibid.

“We've seen communities across the nation that are building community-based threat assessment and management teams to help enhance the ability to detect concerning behavior, to respond effectively to it, to assist persons that are either in crisis or struggling with those unresolved grievances, and help them have opportunities and pathways other than violence,” Deisinger said.



Ω

LiveSafe Resources

Prevention Podcasts

- Prevention Podcast, Season 2, Episode 44: School Shootings and K-12 Duty of Care Obligations
<https://www.livesafemobile.com/safetalk/prevention-podcast-season-2-episode-44-school-shootings-and-k-12-duty-of-care-obligations/>
- Prevention Podcast, Season 2, Episode 43: What The U.S. Secret Service Can Teach Us About Preventing The Next School Shooting
<https://www.livesafemobile.com/safetalk/prevention-podcast-season-2-episode-43-what-the-u-s-secret-service-can-teach-us-about-preventing-the-next-school-shooting/>
- Secret Service Study Urges Schools to Adopt Prevention and Reporting Strategies to Stop School Shootings
<https://www.livesafemobile.com/safetalk/latest-secret-service-study-urges-schools-to-adopt-prevention-and-reporting-strategies-to-stop-school-shootings/>
- Prevention Podcast, Season 2, Episode 36: When School Shootings & Hospital Security Collide
<https://www.livesafemobile.com/safetalk/prevention-podcast-season-2-episode-36-when-school-shootings-hospital-security-collide/>
- Prevention Podcast, Season 2, Episode 35: Should We Change How We Teach Run, Hide, Fight?
<https://www.livesafemobile.com/safetalk/prevention-podcast-season-2-episode-35-should-we-change-how-we-teach-run-hide-fight/>
- The Prevention Podcast, Season 2, Episode 29: Managing Risk In The Age of Mass Shootings
<https://www.livesafemobile.com/safetalk/livesafe-mass-shootings-domestic-terror/>
- The Prevention Podcast, Season 2, Episode 25: Former District Security Director Kevin Wren on Risk Management in K-12 Education
<https://www.livesafemobile.com/safetalk/livesafe-k12-risk-education-kevin-wren/>

-
- The Prevention Podcast, Season 2, Episode 23: The New Spike In Young Suicides — Can Anything Be Done?
<https://www.livesafemobile.com/safetalk/livesafe-suicide-prevention-harvard-study/>
 - The Prevention Podcast Season 2, Episode 20: A New Approach to Active Shooter Prevention & Mitigation
<https://www.livesafemobile.com/safetalk/livesafe-active-shooter-prevention-mitigation/>
 - The Prevention Podcast, Season 2, Episode 13: Former Columbine HS Principal Frank DeAngelis on The Principals Recovery Network
<https://www.livesafemobile.com/safetalk/frank-deangelis-columbine-support-network/>
 - The Prevention Podcast, Season 2, Episode 10: Twenty Years After Columbine
<https://www.livesafemobile.com/safetalk/jaclyn-schildkraut-columbine-lessons-learned/>
 - The Prevention Podcast, Season 2, Episode 1: Education Risk & Liability With Alyssa Keehan of United Educators
<https://www.livesafemobile.com/safetalk/prevention-podcast-education-risk-liability-security/>
 - The Prevention Podcast, Episode 17: Inside The Threat Assessment, Prevention & Safety Act (TAPS Act) <https://www.livesafemobile.com/safetalk/prevention-podcast-17/>
 - The Prevention Podcast, Episode 16: When It Comes To School Security, Every Threat Counts
<https://www.livesafemobile.com/safetalk/prevention-podcast-16/>
 - The Prevention Podcast, Episode 08: Community Engagement Brings Help to Those Experiencing Mental Health Crises on Campus
<https://www.livesafemobile.com/safetalk/prevention-podcast-08/>
 - The Prevention Podcast, Episode 07: Inside the Threat Assessment Process with Dr. Gene Deisinger <https://www.livesafemobile.com/safetalk/prevention-podcast-07/>
 - The Prevention Podcast, Episode 04: Virginia Commonwealth University Chief of Police John Venuti <https://www.livesafemobile.com/safetalk/prevention-podcast-04/>
 - The Prevention Podcast, Episode 02: Georgetown University Chief of Police Jay Gruber
<https://www.livesafemobile.com/safetalk/prevention-podcast-02/>

-
- The Prevention Podcast, Episode 01: Kristina Anderson on The Post-Virginia Tech Prevention Movement <https://www.livesafemobile.com/safetalk/prevention-podcast-01/>

SafeTalk Blogs

- Studies in Prevention: If Your Active Shooter Plan Includes These Items, Rethink Your Plan <https://www.livesafemobile.com/safetalk/active-shooter-plan-soup-cans/>
- Studies In Prevention: Hope Is Not a Strategy For School Security <https://www.livesafemobile.com/safetalk/changing-safety-security-dynamic-2019/>