

Demographic Characteristics¹

This list presents publications from our literature review in which demographic characteristics were primary topics (e.g., a research question, a primary analysis/interpretation, an emphasized topic with an entire section labeled discussing the topic). Race and gender were primary topics in 20% of the publications. The relationship between threat assessment and special education was considered in 9.2% of those publications. Included are peer-reviewed, published articles, government/organization reports, books and book chapters.

Page	Alphabetical List of Citations
4	American Psychological Association. (2013). Gun violence: Prediction, prevention, and policy. Retrieved from http://www.apa.org/pubs/info/reports/gun-violence-prevention.aspx
4	Augustyniak, K. M. (2005). Integration of Federal Bureau of Investigation and United States Secret Service/Department of Education threat assessment models into a conceptual framework for prevention of school violence. <i>Journal of School Violence, 4</i> (2), 29–46. https://doi.org/10.1300/J202v04n02_03
4	Burnette, A. G., Huang, F., Maeng, J. L., & Cornell, D. (2019). School threat assessment versus suicide assessment: Statewide prevalence and case characteristics. <i>Psychology in the Schools, 56</i> (3), 378–392. https://doi.org/10.1002/pits.22194
5	Burnette, A.G., Konold, T., Cornell, D. (2020). Grade-Level Distinctions in Student Threats of Violence. <i>Journal of School Violence, 19</i> (3), 323-335. https://doi.org/10.1080/15388220.2019.1694031
5	Cornell, D. G. (2006). <i>School violence: Fears versus facts</i> . Lawrence Erlbaum Associates Publishers.
5	Cornell, D.G., & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.), <i>Closing the School Discipline Gap: Research for Policymakers</i> (pp. 180-191). New York, NY: Teachers College Press. https://escholarship.org/uc/item/18h2929c
6	Cornell, D.G., Maeng, J., Burnette, A.G., Datta, P., Huang, F., & Jia, Y. (2016). Threat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2014-2015. Charlottesville, VA: Curry School of Education, University of Virginia.
6	Cornell, D.G., Maeng, J. L., Burnette, A. G., Jia, Y., Huang, F., Konold, T., Datta, P., Malone, M., & Meyer, P. (2018). Student threat assessment as a standard school safety practice: Results from a statewide implementation study. <i>School Psychology Quarterly, 33</i> (2), 213–222. https://doi.org/10.1037/spq0000220
7	Cornell, D.G., Maeng, J., Huang, F., Shukla, K., & Konold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. <i>School Psychology Review, 47</i> (2), 183–195. https://doi.org/10.17105/SPR-2017-0030.V47-2

7	Elbe, C., & Davis Rogers, K. (2019). The Balance of School Safety and IDEA Mandates: Are Threat Assessments the New School to Prison Pipeline for Students with Disabilities? In 2019 Council of Parent Attorneys and Advocates' Conference Compendium of Materials. https://www.copaa.org/page/2019BreakoutIV
8	Farr, K. (2010). Trouble with the other: The role of romantic rejection in rampage school shootings by adolescent males. <i>Violence and Gender</i> , 6(3), 147-153. http://doi.org/10.1089/vio.2018.0046
8	Government Accountability Office, K-12 Education: Characteristics of school shootings, GAO-20-455 (Washington, D.C.: June 2020). https://www.gao.gov/assets/710/707469.pdf
9	Holland, K. M., Hall, J. E., Jing Wang, Gaylor, E. M., Johnson, L. L., Shelby, D., Simon, T. R., Wang, J., & the School-Associated Violent Deaths Study Group. (2019). Characteristics of school-associated youth homicides - United States, 1994-2018. <i>Morbidity & Mortality Weekly Report</i> , 68(3), 53–60. https://doi.org/10.15585/mmwr.mm6803a1
9	JeeHae H. L. (2013). School shootings in the U.S. public schools: Analysis through the eyes of an educator. <i>Review of Higher Education & Self-Learning</i> , 6(22), 88–119.
10	JustChildren and Cornell, D. (2013). <i>Prevention v. punishment: Threat assessment, school suspensions, and racial disparities</i> . Retrieved from: https://www.justice4all.org/wp-content/uploads/2013/12/UVA-and-JustChildren-Report-Prevention-v.-Punishment.pdf
11	Kalish, R. & Kimmel, M. (2010). Suicide by mass murder: Masculinity, aggrieved entitlement, and rampage school shootings. <i>Health Sociology Review</i> , 19(4), 451-464. https://doi.org/10.5172/hesr.2010.19.4.451
11	Kaplan, S. G., & Cornell, D. G. (2005). Threats of violence by students in special education. <i>Behavioral Disorders</i> , 31(1), 107–119. https://doi.org/10.1177/019874290503100102
11	Maeng, J. L., Cornell, D., & Huang, F. (2019). Student threat assessment as an alternative to exclusionary discipline. <i>Journal of School Violence</i> , https://doi.org/10.1080/15388220.2019.1707682
12	Markey, P. M., Ivory, J. D., Slotter, E. B., Oliver, M. B., & Maglalang, O. (2019). He does not look like video games made him do it: Racial stereotypes and school shootings. <i>Psychology of Popular Media Culture</i> . http://dx.doi.org/10.1037/ppm0000255
12	Millspaugh, S. B., Cornell, D. G., Huang, F. L., & Datta, P. (2015). Prevalence of aggressive attitudes and willingness to report threats in middle school. <i>Journal of Threat Assessment and Management</i> , 2(1), 11–22. https://doi.org/10.1037/tam0000031
12	Musu, L., Zhang, A., Wang, K., Zhang, J., & Oudekerk, B.A. (2019). <i>Indicators of School Crime and Safety: 2018</i> (NCES 2019-047/NCJ 252571). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. https://nces.ed.gov/pubs2019/2019047.pdf

13	National School Safety Center. (2010). The National School Safety Center's Report on School Associated Violent Deaths. http://www.schoolsafety.us
13	Nekvasil, E. K., & Cornell, D. G. (2012). Student reports of peer threats of violence: Prevalence and outcomes. <i>Journal of School Violence, 11</i> (4), 357–375. https://doi.org/10.1080/15388220.2012.706764
14	Nekvasil, E. K., Cornell, D. G., & Huang, F. L. (2015). Prevalence and offense characteristics of multiple casualty homicides: Are schools at higher risk than other locations? <i>Psychology of Violence, 5</i> (3), 236–245. https://doi.org/10.1037/a0038967
14	O'Malley, M. D., Wolf-Prusan, L., Lima Rodriguez, C., Xiong, R., & Swarts, M. R. (2019). Cultural-competence considerations for contemporary school-based threat assessment. <i>Psychology in the Schools, 56</i> (2), 255–275. https://doi.org/10.1002/pits.22197
15	Pontes, N. M. H., & Pontes, M. (2019). Additive interactions between school bullying victimization and gender on weapon carrying among U.S. high school students: Youth risk behavior survey 2009 to 2015. <i>Journal of Interpersonal Violence. https://doi.org/10.1177/0886260519877945</i>
15	Stohlman, S. L., & Cornell, D. G. (2019). An online educational program to increase student understanding of threat assessment. <i>Journal of School Health, 89</i> (11), 899–906. https://doi.org/10.1111/josh.12827
16	Stohlman, S.L., Konold, T., & Cornell, D. (2020). Evaluation of threat assessment training for school personnel. <i>Journal of Threat Assessment and Management</i> , Advance Online Publication. http://dx.doi.org/10.1037/tam0000142
16	Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis city schools: A descriptive report. <i>Behavioral Disorders, 34</i> (1), 42–54. https://doi.org/10.1177/019874290803400104
16	Wang, K., Chen, Y., Zhang, J., and Oudekerk, B.A. (2020). <i>Indicators of School Crime and Safety: 2019</i> (NCES 2020-063/NCJ 254485). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. https://nces.ed.gov/pubs2020/2020063.pdf
17	Whaley, A. L. (2020). The massacre mentality and school rampage shootings in the United States: Separating culture from psychopathology. <i>Journal of Community & Applied Social Psychology, 30</i> (1), 3-13. https://doi.org/10.1002/casp.2414

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References

American Psychological Association. (2013). Gun violence: Prediction, prevention, and policy. Retrieved from <http://www.apa.org/pubs/info/reports/gun-violence-prevention.aspx>

Gun violence is an urgent, complex, and multifaceted problem. It requires evidence-based, multifaceted solutions. Psychology can make important contributions to policies that prevent gun violence. Toward this end, in February 2013 the American Psychological Association commissioned this report by a panel of experts to convey research-based conclusions and recommendations (and to identify gaps in such knowledge) on how to reduce the incidence of gun violence — whether by homicide, suicide, or mass shootings — nationwide.

Augustyniak, K. M. (2005). Integration of Federal Bureau of Investigation and United States Secret Service/Department of Education threat assessment models into a conceptual framework for prevention of school violence. *Journal of School Violence, 4*(2), 29–46. https://doi.org/10.1300/J202v04n02_03

Professionals entered the 21st century with a heightened call to address school safety. Though notable contributions have been made to insure peaceful school communities through a wide range of primary and secondary prevention programs, research suggests that these programs are often an insufficient response to students who are at increased risk for violence. Effective intervention with this subset of youth depends on highly individualized services. This article reviews two empirical justice-based models of threat assessment and expands them with pertinent literature addressing multiple developmental aspects of at-risk youth. The aggregate serves as a cogent structure for examination of individual and systemic factors associated with youth violence.

Burnette, A. G., Huang, F., Maeng, J. L., & Cornell, D. (2019). School threat assessment versus suicide assessment: Statewide prevalence and case characteristics. *Psychology in the Schools, 56*(3), 378–392. <https://doi.org/10.1002/pits.22194>

Threat assessment is a violence prevention strategy used to investigate and respond to threats to harm others. In 2013, Virginia mandated the use of threat assessment teams for threats to self and to others, effectively subsuming suicide assessment with threat assessment and raising questions about the distinction between the two practices. In a statewide sample of 2,861 cases from 926 schools, there were more threats to self (60%) than others (35%), with only 5% involving threats to both self and others. Threats to self were more likely to be made by females (odds ratio [OR] = 3.38) and students with fewer prior disciplinary actions (OR = 0.48). Threats to self were much less likely to involve a weapon (OR = 0.07), but more likely to be attempted (OR = 1.50) and result in mental health services (OR = 2.96). They were much less likely to result in out-of-school suspensions (OR = 0.07), legal action (OR = 0.17), and/or changes in placement (OR = 0.53). Overall, these findings support a clear distinction between suicide and threat assessment.

Burnette, A.G., Konold, T., Cornell, D. (2020). Grade-Level Distinctions in Student Threats of Violence. *Journal of School Violence, 19*(3), 323-335.
<https://doi.org/10.1080/15388220.2019.1694031>

Virginia law mandates the use of threat assessment in all public schools, yet there is little research on grade-level differences. This study investigated a statewide sample of 3,282 threats from 1,021 schools. Threats significantly differed across grade level in demographics, characteristics, and outcome. As grade increased, students were more likely to threaten physical assaults (OR = 1.11, $p < .001$), but less likely to threaten with weapons (OR = 0.95, $p < .01$). Notably, 1st graders (OR = 2.01, $p < .05$) were two times more likely to threaten to kill, but 9th graders were more likely to attempt their threats (OR = 1.02, $p < .05$). These findings highlight the need to consider grade level in evaluating and responding to student threats of violence.

Cornell, D. G. (2006). *School violence: Fears versus facts*. Lawrence Erlbaum Associates Publishers.

Illustrated with numerous case studies--many drawn from the author's work as a forensic psychologist--this book identifies 19 myths and misconceptions about youth violence, from ordinary bullying to rampage shootings. Using a contrarian approach, the author demonstrates how fear of school violence has resulted in misguided, counterproductive educational policies and practices ranging from boot camps to zero tolerance. He reviews evidence from hundreds of controlled studies showing that well-tested, school-based violence prevention programs and mental health services are often overlooked in favor of politically popular yet ineffective programs such as school uniforms, Drug Abuse Resistance Education, and Scared Straight. He concludes by reviewing research on student threat assessment as a more flexible and less punitive alternative to zero tolerance, and presents recommendations for improving and expanding the use of school-based violence prevention programs and mental health services for troubled students. The book's mission is to translate scientific research into language that educators, students, parents, law enforcement officers, and policy makers can readily understand and to show what can be done to improve things. It is appropriate for courses or seminars dealing wholly or partly with school violence and school safety. It is also indispensable reading for school administrators and safety officers, policy makers at all levels, and for parents concerned about school violence and safety.

Cornell, D.G., & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.), *Closing the School Discipline Gap: Research for Policymakers* (pp. 180-191). New York, NY: Teachers College Press.
<https://escholarship.org/uc/item/18h2929c>

This paper presents two studies of the Virginia Student Threat Assessment Guidelines, which is a systematic method for schools to respond to student threats of violence without resorting to zero tolerance suspension. The first study reports secondary analyses from a randomized controlled trial which previously reported that students attending schools using the Virginia Guidelines were less likely to receive a long-term suspension (Odds Ratio = .35) than students attending control group schools using a zero tolerance approach (Cornell, Allen, & Fan, 2012). The secondary analyses found no difference in the impact on White versus Black students, which means that both racial groups benefitted

from the intervention. The second study examined the scaled-up implementation of the Virginia Guidelines in Virginia public schools using a retrospective, quasi-experimental design. Schoolwide annual suspension rates were compared in 971 schools that chose to adopt the Virginia Guidelines versus 824 schools not using the Virginia Guidelines. Use of the Virginia Guidelines was associated with a 19% reduction in the number of long-term suspensions and an 8% reduction in the number of fewer short-term suspensions schoolwide during the 2010-2011 school year. Length of implementation was associated with greater reductions in suspensions. Schools with formal training in the Virginia Guidelines had greater reductions than schools that adopted them without formal training. There was not a significant interaction between use of the Virginia Guidelines and minority composition of the school, which means that schools of different racial composition demonstrated similar reductions. In conclusion, the two studies support use of the Virginia Guidelines as a promising approach for reducing suspension rates.

Cornell, D.G., Maeng, J., Burnette, A.G., Datta, P., Huang, F., & Jia, Y. (2016). Threat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2014-2015. Charlottesville, VA: Curry School of Education, University of Virginia.

In 2013, Virginia passed legislation (§ 22.1-79.4) directing local school boards to establish threat assessment teams for each public school. The legislation also requires each threat assessment team to report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services. To facilitate this data reporting, questions about threat assessment activities were included in the state's Annual School Safety Audit Survey completed by school administrators. This report is a technical supplement to the 2015 School Safety Audit Report. Threats are broadly defined as a student's communication or behavior that indicates intent to harm someone. Schools were asked to describe their threat assessment activities and report on up to five threat assessment cases. An important caveat is that this report only concerns student threats that were reported to school authorities and then investigated by the school's threat assessment team. An unknown number of threats may go unreported or are not investigated. Thus, this report refers to student threat cases in which a threat assessment was conducted. This report describes the student threat assessment process in Virginia public schools, with information on the prevalence of threats across school levels, the kinds of threats made by students, how schools responded to threats, and the outcomes for students and their intended victims. Schools reported cases involving threats to harm self as well as threats to harm others, but the primary focus of this report is on threats to harm others. This report is a descriptive summary of survey findings that does not attempt to reach final conclusions or recommendations about threat assessment practice in Virginia schools. Additional reports will present more comprehensive analyses that lead to specific conclusions and recommendations.

Cornell, D.G., Maeng, J. L., Burnette, A. G., Jia, Y., Huang, F., Konold, T., Datta, P., Malone, M., & Meyer, P. (2018). Student threat assessment as a standard school safety practice: Results from a statewide implementation study. *School Psychology Quarterly*, 33(2), 213–222.
<https://doi.org/10.1037/spq0000220>

Threat assessment has been widely endorsed as a school safety practice, but there is little research on its implementation. In 2013, Virginia became the first state to mandate student threat assessment in its

public schools. The purpose of this study was to examine the statewide implementation of threat assessment and to identify how threat assessment teams distinguish serious from nonserious threats. The sample consisted of 1,865 threat assessment cases reported by 785 elementary, middle, and high schools. Students ranged from pre-K to Grade 12, including 74.4% male, 34.6% receiving special education services, 51.2% White, 30.2% Black, 6.8% Hispanic, and 2.7% Asian. Survey data were collected from school-based teams to measure student demographics, threat characteristics, and assessment results. Logistic regression indicated that threat assessment teams were more likely to identify a threat as serious if it was made by a student above the elementary grades (odds ratio 0.57; 95% lower and upper bound 0.42–0.78), a student receiving special education services (1.27; 1.00–1.60), involved battery (1.61; 1.20–2.15), homicide (1.40; 1.07–1.82), or weapon possession (4.41; 2.80–6.96), or targeted an administrator (3.55; 1.73–7.30). Student race and gender were not significantly associated with a serious threat determination. The odds ratio that a student would attempt to carry out a threat classified as serious was 12.48 (5.15–30.22). These results provide new information on the nature and prevalence of threats in schools using threat assessment that can guide further work to develop this emerging school safety practice.

Cornell, D.G., Maeng, J., Huang, F., Shukla, K., & Konold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review, 47*(2), 183–195. <https://doi.org/10.17105/SPR-2017-0030.V47-2>

School psychologists are frequently called upon to assess students who have made verbal or behavioral threats of violence against others, a practice commonly known as threat assessment. One critical issue is whether the outcomes of a threat assessment generate the kind of racial disparities widely observed in school disciplinary practices. In 2013, Virginia became the first state to mandate threat assessment teams in all public schools. This study examined the disciplinary consequences for 1,836 students who received a threat assessment in 779 Virginia elementary, middle, and high schools during the 2014–2015 school year. Multilevel logistic regression models found no disparities among Black, Hispanic, and White students in out-of-school suspensions, school transfers, or legal actions. The most consistent predictors of disciplinary consequences were the student's possession of a weapon and the team classification of the threat as serious. We discuss possible explanations for the absence of racial/ethnic disparities in threat assessment outcomes and cautiously suggest that the threat assessment process may reflect a generalizable pathway for achieving parity in school discipline.

Elbe, C., & Davis Rogers, K. (2019). The Balance of School Safety and IDEA Mandates: Are Threat Assessments the New School to Prison Pipeline for Students with Disabilities? In 2019 Council of Parent Attorneys and Advocates' Conference Compendium of Materials. <https://www.copaa.org/page/2019BreakoutIV>

Responses to school violence have historically been reactionary in nature. The Columbine shooting in 1999 was answered with what is now known as zero tolerance discipline policies that included harsh, punitive responses for trivial matters and resulted in the increase of students with disabilities referred to law enforcement. Since then, schools across the nation have seen an increase of law enforcement presence on campus through the increased use of school resource officers and for the first time many

students experienced enhanced security measures such as metal detectors, drug-sniffing dogs, locked entrances, and mandated student-worn ID badges.

This paper will explore the many and varied responses of federal, state, and local officials to school violence, and the impact of these responses on students with disabilities. Additionally, the authors will discuss in more detail the use of threat assessments and the interplay between these responses and the IDEA, highlighting best practices for school districts and providing advocacy tips for those who advocate for students with disabilities.

Farr, K. (2010). Trouble with the other: The role of romantic rejection in rampage school shootings by adolescent males. *Violence and Gender*, 6(3), 147-153. <http://doi.org/10.1089/vio.2018.0046>

This research considers the role of romantic rejections in rampage school shootings by adolescent males. Examined were the arguments that these young shooters understand such rejections as one of many undeserved humiliations that have damaged their gender credibility and thus their school social status; and that the norms of a traditional masculinity insisting on the repudiation of feminine emotionality constrain them from expressing sadness or vulnerability over the rejection. Fifteen of the 29 adolescent shooters in the study sample had experienced romantic rejection in the period leading up to their rampage. Overall, their reactions to such rejection affirmed the above arguments. The rejected shooters reacted with growing anger to what they perceived as these gendered injustices; at the same time, they typically suppressed any public display of feminine emotionality in response to the hurtful experience of rejection. While they commonly threatened and derided their rejecter(s), with the exception of one case, they reserved their physical violence, including shooting, for male peers whom they thought were a factor in their breakup or who had emasculated them through bullying. Suggestions for intervention and prevention based on the study findings are offered.

Government Accountability Office, K-12 Education: Characteristics of school shootings, GAO-20-455 (Washington, D.C.: June 2020). <https://www.gao.gov/assets/710/707469.pdf>

In addition to the potential loss of life, school shootings can evoke feelings of profound fear and anxiety that disturb a community's sense of safety and security. Questions have been raised about whether schools' approaches to addressing student behavior are a factor in school shootings. These approaches include discipline that removes the offending students from the classroom or school, and preventative approaches meant to change student behaviors before problems arise. GAO was asked to examine school shootings, including the link between discipline and shootings. This report examines 1) the characteristics of school shootings and affected schools, and 2) what is known about the link between discipline and school shootings. To do so, GAO analyzed data on school shootings and school characteristics for school years 2009-10 through 2018-19; and conducted a literature review to identify empirical research from 2009 to 2019 that examined discipline approaches in school, and the effects of these approaches on outcomes of school gun violence, school violence, or school safety. GAO also interviewed selected researchers to gather perspectives about challenges and limitations in conducting research on school discipline and school shootings.

Holland, K. M., Hall, J. E., Jing Wang, Gaylor, E. M., Johnson, L. L., Shelby, D., Simon, T. R., Wang, J., & the School-Associated Violent Deaths Study Group. (2019). Characteristics of school-associated youth homicides - United States, 1994-2018. *Morbidity & Mortality Weekly Report*, 68(3), 53–60. <https://doi.org/10.15585/mmwr.mm6803a1>

To understand trends and characteristics in school-associated homicides involving youths, data from CDC’s School-Associated Violent Death Surveillance System were analyzed for 393 single-victim incidents that occurred during July 1994–June 2016 and 38 multiple-victim incidents (resulting in 121 youth homicides) during July 1994–June 2018. School-associated homicides consistently represent <2% of all youth homicides in the United States (1,2). The overall 22-year trend for single-victim homicide rates did not change significantly. However, multiple-victim incidence rates increased significantly from July 2009 to June 2018. Many school-associated homicides, particularly single-victim incidents, are similar to youth homicides unrelated to schools, often involving male, racial/ethnic minority youth victims, and occurring in urban settings. The majority of both single-victim (62.8%) and multiple-victim (95.0%) homicides were from a firearm-related injury. A comprehensive approach to violence prevention is needed to reduce risk for violence on and off school grounds.

JeeHae H. L. (2013). School shootings in the U.S. public schools: Analysis through the eyes of an educator. *Review of Higher Education & Self-Learning*, 6(22), 88–119.

School shooting is a topic of intense interest in the United States. Since the year 2010, there have been approximately 54 school shooting incidents in the United States. Naturally parents, educators, and students are concerned about their school’s safety, especially the safety against the school shooting. Interestingly, however, there has not been enough research conducted in the area of school shootings. Although there are a lot of news articles about them, there is a lack of scholarly work that attempts to analyze the school shootings in the United States, especially in the perspective of an educator. Therefore, the purpose of this research study is to find trends and patterns of school shootings in the United States from an educator’s perspective. In order to do so, the researcher examines the school shootings that occurred from the 1760s to 2013 and analyzes the total of 593 school shootings in the eyes of an educator. The frequency of school shootings has gradually increased since the 1760s and drastically increased after the 1980s. The researcher poses a research question, “What are the trends and patterns of the U.S. school shootings?” By answering this question, the researcher attempts to discuss what the trends and patterns mean in the field of education. The significance of this study is that the findings and discussions of this research will, first, increase the awareness of the danger of school shootings among teachers, parents, students, school administrators and teacher educators; second, will answer some questions that the aforementioned individuals may have regarding school shootings; and third, will help them understand the roles they can play in order to keep the schools safe from school shootings. This study is a literature-based research and uses an inductive analysis. In the beginning of the study, the researcher examines the total 593 school shootings in the United States. From this examination, the researcher attempts to look for trends and patterns of the U.S. school shootings, such as characteristics of perpetrators (e.g., characterization, identification, age, gender, and interest in violence), conceptualization of the attack, cause (e.g., bullying and psychiatric drugs), history of the U.S. school shootings, weapons (e.g., access to weapon and most commonly used weapon), characteristics of target and victim, time of school shooting, duration of the attack, and resolving the attack. Identifying various trends and patterns serves as basis for the inductive analysis. After identifying

trends and patterns of U.S. school shootings, the researcher makes a general statement about the U.S. school shootings summarizing the overall trends and patterns of the U.S. school shootings. Based on this inductive analysis of data collected from various literatures, the researcher, then, carefully discusses what the findings mean to educators in the U.S. public school systems under the discussions and the implications of these findings. The researcher would like to emphasize that this analysis of the U.S. school shootings is conducted in an educator's perspective. Thus the discussions and implications target Grades K-12 teachers, parents, students, school administrators, teacher educators, and other supportive faculty and staff in the educational field. The researcher explores possibilities of what parents, students and educators can do to change the pattern of the U.S. school shootings and what roles they can play in order to keep the U.S. public schools safer for teaching and learning. Furthermore, the researcher discusses about the need of teachers' self-defense training as a new addition to the professional development for teachers. She also discusses the possibility of partnership between the school and the church in order to be more responsive and attentive to the emotional needs of students. In addition, developing threat assessment, gun control issues, parental control of movies with gun violence are discussed as well.

JustChildren and Cornell, D. (2013). *Prevention v. punishment: Threat assessment, school suspensions, and racial disparities*. Retrieved from: <https://www.justice4all.org/wp-content/uploads/2013/12/UVA-and-JustChildren-Report-Prevention-v.-Punishment.pdf>

Racial disparities in school discipline today are troubling. Nationally, nearly one third of black male high school and middle school students undergo suspension, while only one in ten white males are suspended. In Virginia, black males are suspended at approximately twice the rate of white males in elementary, middle, and high schools. Black females are suspended at more than twice the rate of white females. There are racial disparities even when controlling for a variety of other factors, such as poverty and delinquency. Because suspension is linked to school dropout and delinquency, reducing disparities in suspension rates could help reduce school dropout and delinquency rates for all students, but especially for black males. This report presents new evidence that the implementation of Virginia Student Threat Assessment Guidelines (VSTAG) in Virginia public schools is associated with marked reductions in both short-term and long-term school suspensions. Furthermore, use of VSTAG is associated with reductions in the racial disparity in long-term suspensions. Schools using VSTAG have substantially lower rates of school suspensions, especially among black males, who tend to have the highest suspension rates. In 2013, Virginia became the first state in the country to mandate the formation of threat assessment teams in all its schools. In light of this new data, it is important for schools to take this mandate seriously. In order to reap the benefits of threat assessment, however, it must be carefully implemented and balanced with student rights, all with the goal of improving school safety and climate for everyone. In addition to the seven recommendations found at the end of this report discussing ways for schools and communities to implement threat assessment safely and fairly, we also make the following policy recommendations: 1. The Virginia General Assembly should ensure that sufficient funding is available to provide school employees and law enforcement employees assigned to work in schools training in threat assessment, as well as other interventions that can help reduce suspension rates and improve student behavior. 2. The Virginia Department of Education and The Virginia Department of Criminal Justice Services should draft a model memorandum of understanding between schools and law enforcement for implementing threat assessment procedures and related efforts to maintain school safety. 3. The Virginia Department of Juvenile Justice should collect data on school-based arrests,

referrals to law enforcement by schools or school resource officers, and filing of delinquency petitions or criminal complaints based on conduct occurring at school. 4. The General Assembly should require that schools ensure that students who are suspended or expelled continue to make academic progress during periods of disciplinary removal.

Kalish, R. & Kimmel, M. (2010). Suicide by mass murder: Masculinity, aggrieved entitlement, and rampage school shootings. *Health Sociology Review*, 19(4), 451-464.
<https://doi.org/10.5172/hesr.2010.19.4.451>

School shootings have become more common in the United States in recent years. Yet, as media portrayals of these ‘rampages’ shock the public, the characterisation of this violence obscures an important point: many of these crimes culminate in suicide, and they are almost universally committed by males. We examine three recent American cases, which involve suicide, to elucidate how the culture of hegemonic masculinity in the US creates a sense of aggrieved entitlement conducive to violence. This sense of entitlement simultaneously frames suicide as an appropriate, instrumental behaviour for these males to underscore their violent enactment of masculinity.

Kaplan, S. G., & Cornell, D. G. (2005). Threats of violence by students in special education. *Behavioral Disorders*, 31(1), 107–119. <https://doi.org/10.1177/019874290503100102>

We compared threats of violence made by K–12 students in special education (120 cases) or general education (136 cases) in schools that were implementing threat assessment guidelines for managing student threats of violence (Cornell, Sheras, Kaplan, McConville, Posey, Levy-Elkon, et al., 2004; Cornell & Sheras, in press). Students in special education made disproportionately more threats, as well as more severe threats, than peers in general education. Students classified as emotionally disturbed (ED) exhibited the highest threat rates. Nevertheless, use of school suspension as a disciplinary consequence for threats was consistent for students in special and general education, and few students were expelled. Our findings support the use of threat assessment to manage threats of violence by students in special education.

Maeng, J. L., Cornell, D., & Huang, F. (2019). Student threat assessment as an alternative to exclusionary discipline. *Journal of School Violence*,
<https://doi.org/10.1080/15388220.2019.1707682>

Threat assessment has been proposed as a method for schools to respond to student threats of violence that does not rely on exclusionary discipline practices (e.g., suspension, transfer, expulsion, arrest). The present study compared disciplinary consequences for 657 students in 260 schools using the Comprehensive Student Threat Assessment Guidelines (CSTAG) with a comparison group of 661 students in 267 schools using a more general threat assessment approach. The odds that students receiving a threat assessment in CSTAG schools would receive a suspension ($OR = 0.59$) or law enforcement action ($OR = 0.47$) were less than those in schools using a general approach. Students in CSTAG schools were expelled at lower rates (0% versus 1.7%) than students in comparison schools.

These results indicate that schools using the CSTAG model are less likely to respond to student threats with exclusionary discipline.

Markey, P. M., Ivory, J. D., Slotter, E. B., Oliver, M. B., & Maglalang, O. (2019). He does not look like video games made him do it: Racial stereotypes and school shootings. *Psychology of Popular Media Culture*. <http://dx.doi.org/10.1037/ppm0000255>

Despite a lack of research linking school shootings to video games, video games are frequently associated with school shootings carried out by White perpetrators. Because there is a stereotypical association between racial minorities and violent crime, it is possible that people often look toward video games as a cause for school shootings committed by White perpetrators who do not fit this stereotype. Consistent with this notion, Study 1 ($n = 169$) found that participants who read a mock news story about a school shooting were more likely to blame video games when the shooter was White than when the shooter was Black. Study 2 examined 204,796 news stories of 204 mass shootings committed in the United States and found that, when a shooting occurred at a school, video games were 8.35 times more likely to be discussed when the shooter was White than when the shooter was Black.

Millspough, S. B., Cornell, D. G., Huang, F. L., & Datta, P. (2015). Prevalence of aggressive attitudes and willingness to report threats in middle school. *Journal of Threat Assessment and Management*, 2(1), 11–22. <https://doi.org/10.1037/tam0000031>

Violence prevention strategies such as threat assessment rely on information from students; however, students are often unwilling to report threats of violence to school authorities. The current study investigated the hypothesis that middle school students are less likely to report threats of violence when they perceive aggressive behavior as a source of status and popularity among their peers. Our statewide sample consisted of 39,364 7th and 8th graders who completed school climate surveys in 423 schools. Students completed a measure of aggressive attitudes and were asked how much they agreed or disagreed with 2 statements concerning threats of violence: (a) “If another student brought a gun to school, I would tell one of the teachers or staff at school,” and (b) “If another student talked about killing someone, I would tell one of the teachers or staff at school.” Multilevel logistic regression analyses, which controlled for student and school demographics, found that higher levels of aggressive attitudes at both the school and student level were associated with a lower likelihood of reporting threat behavior.

Musu, L., Zhang, A., Wang, K., Zhang, J., & Oudekerk, B.A. (2019). *Indicators of School Crime and Safety: 2018* (NCES 2019-047/NCJ 252571). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. <https://nces.ed.gov/pubs2019/2019047.pdf>

This report is the 21st in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report

are based on information drawn from a variety of data sources, including national surveys of students, teachers, principals, and postsecondary institutions. Sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by CDC; the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by CDC; the Schools and Staffing Survey, National Teacher and Principal Survey, School Survey on Crime and Safety, Fast Response Survey System, and *EDFacts*, all sponsored by NCES; the Studies of Active Shooter Incidents, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey, sponsored by the U.S. Department of Education; and the Monitoring the Future Survey, sponsored by the National Institute on Drug Abuse of the U.S. Department of Health and Human Services. This report covers topics such as victimization, teacher injury, bullying and electronic bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur away from school are offered as a point of comparison where available.

National School Safety Center. (2010). *The National School Safety Center's Report on School Associated Violent Deaths*. <http://www.schoolsafety.us>

A school-associated violent death is any homicide, suicide, or weapons-related violent death in the United States in which the fatal injury occurred: (1) on the property of a functioning public, private or parochial elementary or secondary school, Kindergarten through grade 12, (including alternative schools); (2) on the way to or from regular sessions at such a school; (3) while person was attending or was on the way to or from an official school-sponsored event; and (4) as an obvious direct result of school incident/s, function/s or activities, whether on or off school bus/vehicle or school property. Newspaper accounts, on which the National School Safety Center (NSSC) bases this report, frequently do not list names and ages of those who are charged with the deaths of others. Such omissions were in some cases because the person charged was a minor. In some instances, persons were killed in drive-by shootings, gang encounters or during melees in which the killer was not identified, and the killers were either never apprehended or were caught days or months after the crime was first reported. As a result, more is known about victims than about perpetrators and therefore information in this report relates more to victims than to perpetrators. This report covers all reported school associated violent deaths that the National School Safety Center knows of from the 1992-1993 School year to present. For purposes of this study, the new school year begins on August 1st.

Nekvasil, E. K., & Cornell, D. G. (2012). Student reports of peer threats of violence: Prevalence and outcomes. *Journal of School Violence, 11*(4), 357–375.
<https://doi.org/10.1080/15388220.2012.706764>

Authorities in education and law enforcement have recommended that schools use a threat-assessment approach to prevent violence, but there is relatively little research on characteristics and outcomes of threats among students. The current study examined student reports of threat experiences in a sample of 3,756 high school students. Approximately 12% of students reported being threatened at school in the

past 30 days, but only 23% of threatened students regarded the threat as serious and just 26% reported the threat to school authorities. Only 9% of students who received a threat reported that it was carried out. Five reasons why students did not report threats were identified. Logistic regression analyses identified student and threat characteristics associated with threat reporting and outcome. These findings provide new information about the prevalence and nature of student threats that can inform a threat assessment approach to school violence prevention.

Nekvasil, E. K., Cornell, D. G., & Huang, F. L. (2015). Prevalence and offense characteristics of multiple casualty homicides: Are schools at higher risk than other locations? *Psychology of Violence, 5*(3), 236–245. <https://doi.org/10.1037/a0038967>

Objective: In light of public concern about school shootings, this study examined the prevalence and offense characteristics of multiple casualty homicides across locations.

Method: We used the FBI's National Incident Based Reporting System (NIBRS) to examine 18,873 homicide incidents involving 25,180 victims who were either killed or injured from 2005 through 2010.

Results: Multiple casualty homicides were surprisingly common events, with approximately 22% of homicide incidents involving 2 or more victims. Multiple casualty homicides were much more common in residences (47%) versus schools (0.8%), but homicides in residences tended to have 1 victim (78%) rather than multiple victims (22%), whereas homicides in schools were about equally likely to have 1 victim (57%) or multiple victims (43%). Multiple homicides were more likely to involve firearms than weapons such as knives or blunt objects. Finally, there were statistical differences in offense characteristics for homicides with 1, 2, and 3 victims.

Conclusion: These findings suggest that the public perception that schools are a high-risk location for homicides is inaccurate. Although concern about school shootings is understandable, the larger problem of multiple casualty shootings is more common in other locations which do not receive comparable media attention.

O'Malley, M. D., Wolf-Prusan, L., Lima Rodriguez, C., Xiong, R., & Swarts, M. R. (2019). Cultural-competence considerations for contemporary school-based threat assessment. *Psychology in the Schools, 56*(2), 255–275. <https://doi.org/10.1002/pits.22197>

Threat-assessment procedures are advanced for their utility in reducing racial disparities in punitive and exclusionary school discipline outcomes. Generally unexamined, however, is bias in who gets referred for school-based threat assessment and under what circumstances. Cultural-competence considerations hold promise for addressing sources of bias in the evaluation of threats made in the school setting. Using a quantitative approach, this systematic literature review examines the degree to which contemporary cultural-competence considerations are embedded in 24 school-based threat-assessment articles published between 2007 and 2017. Results indicate generally poor coverage of considerations for cultural competence both within and across threat-assessment articles. An analysis of change in cultural-competence considerations by year of publication suggests that more recently published threat-assessment literature has generally not integrated concurrent advancements in concepts of cultural competence. Preliminary guidance for incorporating contemporary cultural-competence considerations into school-based threat-assessment procedures are provided.

Pontes, N. M. H., & Pontes, M. (2019). Additive interactions between school bullying victimization and gender on weapon carrying among U.S. high school students: Youth risk behavior survey 2009 to 2015. *Journal of Interpersonal Violence*. <https://doi.org/10.1177/0886260519877945>

The recent increase in the number of school shootings in the United States is a great concern. Consistent with General Strain Theory, previous research suggests that high school students who perpetrate gun violence have often experienced bullying victimization. This research investigated the interaction between gender and school bullying victimization on gun carrying, weapon carrying, and weapon carrying at school. Estimates of additive interaction were reported as recommended by the Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) guidelines and compared with the estimates of multiplicative interaction. Data were used from a nationally representative survey of 61,042 U.S. high school students. Secondary analysis of pooled cross-sectional data from the 2009, 2011, 2013, and 2015 Youth Risk Behavior Survey was done, using R to estimate interactive effects on an additive scale between male gender and school bullying victimization on weapon carrying. A significant association was found between school bullying victimization, and gun and weapon carrying. Estimates of additive interaction show that the relationship between school bullying victimization and gun or weapon carrying is significantly greater among males than females as predicted by General Strain Theory. School bullying victimization increases the rate of gun and weapon carrying among all students, and especially among male students. Most mass school shooters are male and most of them experience some form of bullying victimization. Consequently, bullying prevention is likely to be important in a national effort to reduce gun and weapon violence in U.S. schools. This research also illustrates why estimates of adjusted risk differences and additive interactions should be reported for interpersonal violence research.

Stohlman, S. L., & Cornell, D. G. (2019). An online educational program to increase student understanding of threat assessment. *Journal of School Health*, 89(11), 899–906. <https://doi.org/10.1111/josh.12827>

Threat assessment is a widely recommended practice used by schools to investigate and respond to student threats of violence; however, students are often reluctant to disclose threats. We developed an online educational program for students to increase their understanding of threat assessment and the need to report serious threats. We investigated 2 research questions: (1) How are student characteristics of sex, grade level, and ethnicity/race associated with student knowledge of threat assessment and willingness to report threats? (2) Does the program increase knowledge of threat assessment and willingness to report threats? The sample consisted of 2338 students from 6 middle schools and 3 high schools. Prior to program completion, boys were less willing than girls, and older students were less willing than younger students, to report threats. Post-program questions revealed that the program significantly increased knowledge and willingness to report threats across student groups, with effect sizes (Cohen's d) ranging from small (.30) to large (1.43). This program promotes school safety by teaching students about threat assessment and increasing willingness to report threats. The program is available online for other schools to use.

Stohlman, S.L., Konold, T., & Cornell, D. (2020). Evaluation of threat assessment training for school personnel. *Journal of Threat Assessment and Management*, Advance Online Publication. <http://dx.doi.org/10.1037/tam0000142>

Despite the widespread use of threat assessment in K–12 schools, there is a dearth of research investigating the staff training process. We evaluated the effectiveness of day-long training on the Comprehensive Student Threat Assessment Guidelines (CSTAG) in a sample of 4,666 multidisciplinary school personnel from administration, law enforcement, mental health, teaching, and other groups. Across 100 workshops conducted by 9 trainers, all discipline groups showed large and statistically significant increases in their knowledge of threat assessment from pretest to posttest. On average, participants achieved threat classification accuracy scores of 75% after completing the workshop. Over 95% of participants provided positive evaluations of the workshop and highly endorsed motivation to implement threat assessment in their schools. Overall, these findings support the use of workshop training to prepare multidisciplinary school-based threat assessment teams.

Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis city schools: A descriptive report. *Behavioral Disorders*, 34(1), 42–54. <https://doi.org/10.1177/019874290803400104>

Threat assessment has been widely recommended as a violence prevention approach for schools but there are few reports of its implementation. Memphis City Schools adapted the Virginia threat assessment guidelines (Cornell & Sheras, 2006) for use by a centralized team serving 194 schools and a student population of 18,000. This article describes 209 student threats referred for assessment during a single school year and the resulting educational placements and disciplinary consequences. There were no reports of students carrying out any of the violent threats. These results support further examination of student threat assessment as a promising approach to dealing with student threats.

Wang, K., Chen, Y., Zhang, J., and Oudekerk, B.A. (2020). *Indicators of School Crime and Safety: 2019* (NCES 2020-063/NCJ 254485). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. <https://nces.ed.gov/pubs2020/2020063.pdf>

This report is the 22nd in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report is released primarily as a web-based report, and contents of the report can be viewed at <https://nces.ed.gov/programs/crimeindicators/index.asp>. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national and international surveys of students, teachers, principals, and postsecondary institutions. Sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by CDC; the K-12 School Shooting Database, sponsored by the U.S. Department of Defense; the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by CDC; the School Survey on Crime and

Safety, Fast Response Survey System, ED Facts, and Early Childhood Longitudinal Study, Kindergarten Class of 2010–11, all sponsored by NCES; the Teaching and Learning International Survey, sponsored by the Organization for Economic Cooperation and Development; and the Campus Safety and Security Survey, sponsored by the U.S. Department of Education. This report covers topics such as victimization, bullying and electronic bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur away from school are offered as a point of comparison where available

Whaley, A. L. (2020). The massacre mentality and school rampage shootings in the United States: Separating culture from psychopathology. *Journal of Community & Applied Social Psychology*, 30(1), 3-13. <https://doi.org/10.1002/casp.2414>

School rampage shootings in the United States are becoming a common occurrence. The purpose of this article is place school rampage shooting in a broader cultural context. Specifically, in this article, I introduce the concept of the "massacre mentality" as a cultural manifestation of western and southern U.S. values. The massacre mentality is a state of mind in which the individual feels justified in committing indiscriminate killings in defense of honour, protection of property, assurance of absolute personal safety, or the elimination of challenges to the "natural order" from the perspective of the offender. A review of the social psychological literature will contrast the massacre mentality with related concepts of "culture of honour" and "sanctioned massacre." The relationship between street violence, another major form of violence, and the massacre mentality is also addressed. A cultural analysis suggests that interactions between individual psychology in the form of U.S. regional values and sociocultural context of schools contribute to school rampage shootings more often than mental illness. The prevention of school rampage shootings will require the identification of students predisposed to adopt the values contributing to the massacre mentality and challenging social hierarchies by restructuring the context of schools, as well as changing cultural norms in the broader society. The ultimate goal is to create a U.S. culture where the massacre mentality is obsolete.