

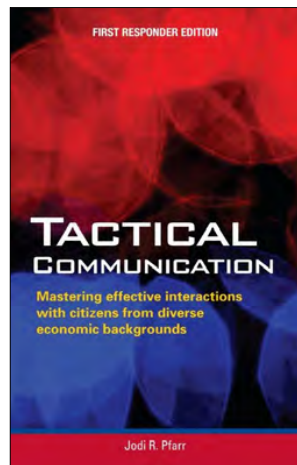
# Protecting Our Future



## Suggested Approaches to Police/Student Interaction Using Tactical Communication Principles



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## Mastering Effective Interactions with Students from Diverse Economic Backgrounds


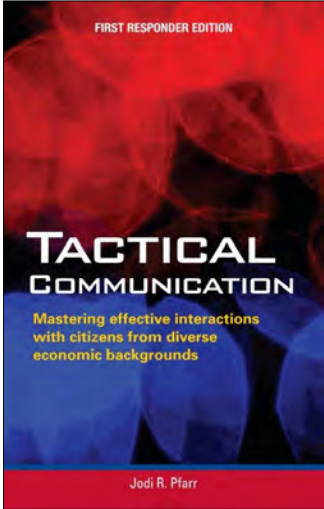


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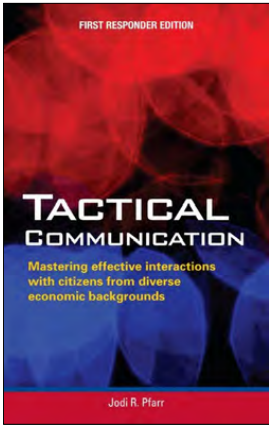



## Tactical Communication for School Police Officers: Effective Interactions with Students by Understanding Class


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- Theories and practice are often compatible and support each other but there is no such thing as an “absolute” because no one has all the answers for every situation and people are all different.
- There are exceptions for every rule but generally speaking, the actions, attitudes, values and characteristics of the people in their respective economic classes are consistent.
- **This training is a focus on how to improve police services within our schools based on economic status. Knowing how to relate to students of different economic classes makes cops and kids SAFER.**



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- Consider the relationship of your police officers with school employees, parents and students.
- Consider how police are perceived within the community and in the schools.
- Consider how the officers and their respective agency view those in poverty.
- Consider how a Tactical presentation to the officers within your school system will impact their services, their relationships and overall effectiveness with students but especially those in poverty.
- Now, ask yourself this question: **Can we do better?**



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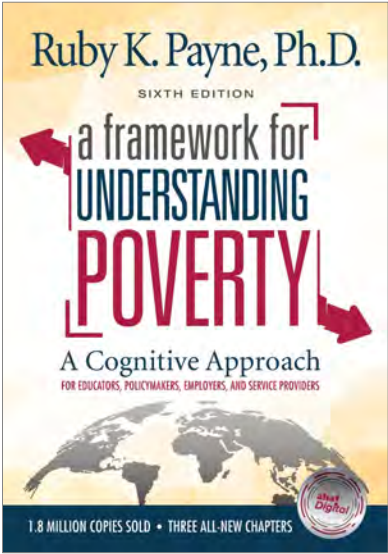


**Our mission is to enable individuals, institutions, and communities to stabilize and grow resources for all, particularly those in poverty.**




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## Acknowledgements

*A Framework for Understanding Poverty*  
by Dr. Ruby K. Payne

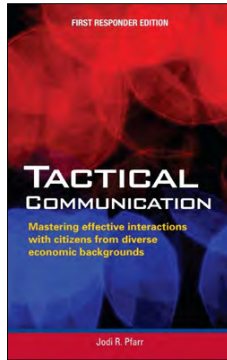
*Tactical Communication for First Responders*  
by Jody Pfarr



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## What are Our Workshop Objectives



- Recognize emergency responders can be leaders within the school system.
- Create and analyze mental models for middle, poverty, and wealthy classes.
- Give examples of hidden rules among students from different economic classes and for Emergency Responders
- Explain language registers and story structures used by students.



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## What are Our Workshop Objectives



- Identify tools for improving outcomes between police and students in school.
  - The three tools every SRO needs to work in schools
  - Recommendations on how to overcome barriers to trusting relationships
  - Recommendations on relationship building
- Analyze the resources a school, police department and community should have.



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## What three Classes of Economic Status in our Society Reflected in the Education System?



**Poverty**  
**Middle Class**  
**Wealth**



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## Poverty Classes



### Situational

Situational poverty is the result of a circumstance that thrusts a person or family into the class of poverty. This can be temporary but if not transcended can become generational. Situational poverty can be overcome if the victim has a support group or the tools to do so.

### Generational

Generational poverty exists when a family exists in a poverty environment for longer than two family generations. Generational poverty is more difficult to rise from due to lack of support, lack of ability and the pull back into poverty by the support group.



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## Where do our students come from?



In a report released by the Southern Education Foundation, researchers found that 51 percent of children in public schools qualified for free lunches in 2013, which means that most of them come from low-income families. By comparison, 38 percent of public school students were eligible for free or reduced-price lunches in 2000.

Students from such families tend to arrive at school with different needs from those of middle-class and affluent families. They may have more medical problems or behavioral issues and need extra academic help.



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## A Changing American School System



The US Census Bureau reported, elementary and high school students today are more diverse by race and Hispanic origin than the Baby Boom generation of students. In 1970, when the crest of the Baby Boom was enrolled in elementary and high school, the student population was 79 percent white, 14 percent black, 1 percent Asian and Pacific Islander and other races, and 6 percent Hispanic.

In 2008, 59 percent were non-Hispanic white, 15 percent black, 5 percent Asian, and 18 percent Hispanic. The Census Bureau's population projections indicate that the population aged 6 to 17 will become increasingly diverse in future years.

In 2010, 21.6 percent of children under age 18 lived in poverty.

The percentage of births to unmarried mothers has nearly doubled since 1990, up from 26.6 percent that year to 40.6 percent in 2008.



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**A report released by the U.S. Department of Education’s National Center for Education Statistics found that 6 percent of female teachers and 4 percent of male teachers surveyed said they had been physically attacked by a student during the 2011-2012 school year. This is the highest rate of teacher victimization ever reported.**



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## **The Education Pressure Cooker**

- Unrealistic expectations from society concerning education responsibilities.
- Results oriented environment but the person performing may be beyond your ability to influence good results.
- Tort heavy societal environment is affecting schools.
- **Mental Illness is on the rise in academia—*Guardian Professional*, May 2014.**
- High Turnover
- Budget pressures
- Changing population including language barriers



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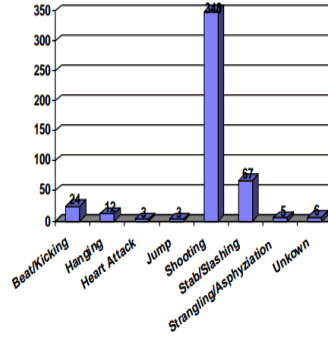




# National School Safety Report 1992-2010

## METHODS OF DEATH

School/Year	Beat/ Kicking	Hanging	Heart Attack	Jump	Shooting	Stab/ Slashing	Strangling/ Asphyxiation	Unknown
1992-1993				1	45	10		
1993-1994	1	1			41	7	2	1
1994-1995	2				16	3		
1995-1996	1				29	6		
1996-1997	3		1		15	4	1	2
1997-1998	1				36	6	1	
1998-1999	3				25	2	1	
1999-2000	5	5	1		16	3		2
2000-2001		1			19	3		1
2001-2002	1				4	1		
2002-2003	1	2			14	5		
2003-2004	3	1	1	1	29	7		
2004-2005	2	1			20	4		
2005-2006					5			
2006-2007	1				16	3		
2007-2008					3			
2008-2009		1		1	10	1		
2009-2010					5	2		
<b>Totals</b>	<b>24</b>	<b>12</b>	<b>3</b>	<b>3</b>	<b>348</b>	<b>67</b>	<b>5</b>	<b>6</b>



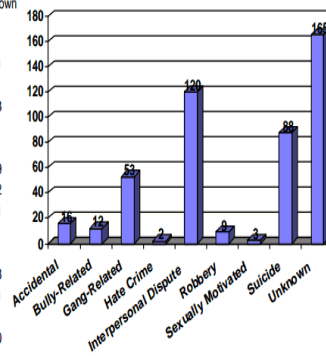
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# National School Safety Report 1992-2010

## REASONS FOR DEATHS

School/Year	Accidental	Bully- Related	Drug- Related	Gang- Related	Hate Crime	Interpersonal Dispute	Robbery	Sexually Motivated	Suicide	Unknown
1992-1993	2	1		13	1	19	2		9	9
1993-1994	4	1		8		10	1	1	7	21
1994-1995				4		6			4	7
1995-1996	1	3		1		10	2		6	13
1996-1997	1	2		2		11		1	1	8
1997-1998		4		6		15		1	9	9
1998-1999	1	1		1		3			6	19
1999-2000	3			1		6			10	12
2000-2001	2			1		1	3		6	11
2001-2002				1		1	1		2	1
2002-2003				1		7			9	5
2003-2004	1			4		15			4	18
2004-2005	1			5		6			4	11
2005-2006				2		1				2
2006-2007				3		3			4	10
2007-2008					1				1	1
2008-2009						3			6	4
2009-2010						3				4
<b>Totals</b>	<b>16</b>	<b>12</b>	<b></b>	<b>53</b>	<b>2</b>	<b>120</b>	<b>9</b>	<b>3</b>	<b>88</b>	<b>165</b>



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## The School to Prison Pipeline



- An alleged national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems. Many of these children have learning disabilities or histories of poverty, abuse, or neglect, and would benefit from additional educational and counseling services.
- “Zero-tolerance” policies criminalize minor infractions of school rules, while POLICE in schools lead to students being criminalized for behavior that should be handled inside the school.



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## What do we discuss in Tactical for School Police Officers?



- Hidden rules of the economic classes
- Hidden rules of school police responders
- Understanding the three voices of language used by both students and their parents in poverty
- Three tools that help every police officer
- Importance of resources in the community
- The importance of relationships between school officers and the students, faculty and staff



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## Where does Tactical training fit within a Community Policing program?



Community policing is defined by the U.S. Justice Department as

“a philosophy that promotes organizational strategies that support the use of partnerships and problem-solving techniques to proactively address conditions that give rise to public safety issues such as crime, social disorder and the fear of crime.” Tactical Communication stresses the importance of relationships within the police-community relationship that fosters a successful community policing partnership!



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## Where do emergency responders come from?



Emergency response agencies stress middle class rules. They want people with an education or military training. They don't recruit people with criminal records, mental health disorders or prior serious financial issues.

These agencies often mirror middle class values in career benefits and stress those benefits while recruiting: Retirement, health and life insurance, take home vehicle programs and competitive salaries within the profession.

They stress training through education by having employees attend basic skills prior to being deployed but also have field training programs and continuing education requirements. Education and training is stressed if you intend to gain promotion.

Even if a person comes from the poverty class, in order to survive within emergency response environments, they must adopt middle class hidden rules and learn to be effective.



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## Where do responders work?



Emergency response agencies almost always use a system of seniority to make assignments. As a result, the most inexperienced personnel are often assigned to the most crime ridden, poverty-stricken areas of their city or during time periods where the most demand for services occur. This results in less experienced employees working the most critical areas and time frames within a given community.

Using police as an example, older experienced officers tend to work fewer “street” assignments, use seniority to work a day shift and have weekends off. Officers with more training and experience tend to accumulate fewer complaints from citizens.

Older cops will tell you they know how to “talk to people” and do so in a manner where they don’t get complaints.



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## What are the benefits when the principles of Tactical Communication is employed?



- Responders will better understand the importance of establishing relationships with students and parents within generational poverty and how that relates to being a more effective law enforcement officer serving in the education system.
- The more you understand the people you are serving the less frustration and stress you will experience.



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## What are the benefits when Tactical Communication is employed by police officers serving in schools?



- There will be fewer citizen complaints based on misunderstandings and mistakes. Less escalation and more opportunities for de-escalation of conflict will mean fewer complaints. Establishment of relationships results in a higher level of satisfaction with school police performance. Overall satisfaction improves and complaints decrease.



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## What are the benefits when the principles Tactical Communication is employed in the education environment?



- The more improved your understanding of people, the greater your level of safety becomes. You are safer when you learn to de-escalate events. Safety skills improve when you can read people, their body language and their verbal cues, more effectively. Citizens, including students, are less likely to physically attack where existing relationships are present.
- Knowing hidden rules keeps you safer!



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## Typical Student Behavior Related to Generational Poverty



- Laughs or becomes sarcastic during interrogation or questioning
- Argues loudly with persons in authority
- Anger is the basis of most responses
- Inappropriate, profane or vulgar language
- Touching/physical-physical confrontation is more likely
- Cannot follow directions or multi-task—you will become frustrated if you demand it.



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## Definition of Resources



People, schools, department, and community stability tends to be positively impacted by the amount of resources they can access as needed.



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## What to do with resources?



### Resources

1. Examine the resources of students to become more aware of their strengths.
2. Build interventions on strengths, looking for the part of the glass that is “half full.”
3. Foster the development of resources in the school, the community and department.
4. Engage parents and students in poverty by helping to solve individual and community problems.
5. Be a role model to the students, faculty and staff by identifying and accessing all the resources.



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## Where has Tactical Been Presented for School Resource Officers?



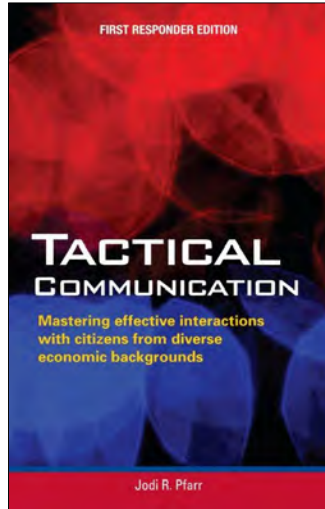
- Norman, Oklahoma School Resource Officer Program
- Tulsa Public Schools Campus Police
- National School Safety Conference-Florida
- National Association of School Resource Officers Conference
- Maryland School Officer and Administrator Conference
- The Oklahoma School Resource Officer Conference



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