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Presentation title: All school shooters are not created equal: Identifying new typologies of primary and secondary school violence perpetrators

Most researchers internationally insist on combining all types of school violence incidents into one type of act and therefore one type of actor. This could not be further from the truth when examining K-12 school violence in the United States and primary and secondary school violence across the world. Public mass shootings, university shootings, domestic shootings, and this type of violence are not the same. They have different catalysts, motivations, occurrences, and offenders. Thus, they require different analysis, approach, and discussions for solutions. This presentation is a 10-year cumulation of examinations of school violence perpetrators in the United States. The heart of this research is an examination of 78 American K-12 school violence offenders and their acts between 1979 and 2011 (interviews, conversations, and survey responses with offenders). The results have facilitated the creation 4 typologies of perpetrators. Traditional school violence perpetrators (SVP) are defined as those who were current students and essentially “striking back” at the students and school which they attended at the time of the violent act. Gang related SVP are defined as those who were identified (self and law enforcement identification) as being involved in the “gang lifestyle” and committed their acts as part of such lifestyle on school grounds or at school functions. In contrast, Associated or Non-associated SVP are identified as offenders who were generally much older and targeted a school of which they may (Associated) or may not have (Non-Associated) any past or current involvement. These are either past students who returned to their former school to commit a violent act or targeted a school in which they had no association but targeted it for other reasons (as a symbol of innocence or revenge against society as a whole). The focus will be to argue these new typologies can offer suggestions for improving responses to school violence around the world.