



THE TATE MYRE FOUNDATION

42 Strong Background, Program and Advocacy

In 2021, more gun-related incidents took place at K-12 schools across the country than ever before.

According to the [Center for Homeland Defense and Security](#), a total of **249 gun-related incidents took place at schools in the United States**.

One such incident occurred at **Oxford High School on Nov. 30, 2021**.

An Oxford student took the lives of **Tate Myre, Hana St. Juliana, Madisyn Baldwin, and Justin Shilling**.

Since that day, school threats have only been growing.

Through June of 2022, 153 shooting incidents at K-12 schools across the country.

Locally, Oakland County and Macomb County have seen significant spikes in school threats since the Oxford school shooting. Macomb County alone saw a [100% jump in school threats cases in 2022](#).

With the growth of social media, and the isolation caused by the COVID-19 pandemic, more teens are feeling alone, persistently sad and hopeless than ever before.

The **42 Strong Foundation**, a nonprofit organization, aims to put a change to the increase in school violence and in the declining mental health of our youth through **peer mentoring**.

What is the 42 Strong Foundation

42 Strong's mission is to create a better future by helping **students develop a greater sense of purpose, community, and resilience**.

In the wake of Nov. 30, 2021, and Tate Myre's death, the Myre family was called to action. They needed a way to **memorialize Tate and his vast contributions to his community and beyond**.

Tate was the epitome of a "we" person. He never spoke in "I" language, especially in a team setting. He was the first to give credit to everyone else and the last to take the glory for himself. Not only that, but he also was voraciously inclusive to everyone and always took the time to involve and mentor those younger than himself.

The Myre family knew they had to act on this rare, innate quality that Tate had boundlessly embodied and shared. They compiled the list of **12 Tate Traits** and began to build on the idea of his legacy being his dedication to community building.



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This is how the idea of instituting a peer mentoring organization came to be – they wanted to carry on and build upon the groundwork Tate had already initiated.

42 Strong, a **youth mentorship program** named after Tate Myre’s football jersey number, was created in honor of this extraordinary young person’s innate ability to serve as a counterforce to the troubling mental-health trends among his peers. The program reflects the peer support that Tate provided, improving interpersonal connections among the youth whose lives he touched. After his death, countless middle and high school kids recounted stories to his family of his positive impact on them and his actions as an informal mentor.

42 Strong takes **mentors in grades 10-12 and pairs them with a mentee that is anywhere from 7-9th grade** to help create a stronger bond within the community, especially for teenagers.

In Oxford, 42 Strong unfortunately began in the wake of a tragedy.

Our goal is for others to implement 42 Strong elsewhere as a proactive measure.

As 42 Strong programs are brought to other communities and districts, it is vital to keep in mind the magnitude of this crisis and use this as a mechanism for change and an avenue to bring a community together for both small and large-scale action.

Align 42 Strong’s message, expand into neighboring communities, limit parents/students from “falling through the cracks,” and grow community awareness and reach.

Why it’s important to act now!

Growing decline in mental health of teens

According to the [2021 U.S. Surgeon General’s Advisory](#), the proportion of **high school students reporting persistent feelings of sadness or hopelessness increased by 40% from 2009 to 2019**. Students seriously consider attempting suicide increased by 36%, while students creating a suicide plan increased by 44%.

As of 2019, nearly 37 percent of high school students reported having persistent feelings of loneliness, a [97 percent increase from 2012](#). It is important to note that this measure does not include students who sometimes or often experience feelings of loneliness, and therefore underestimates the totality of this phenomenon.



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The prevalence of this issue contains many nuances, including implications for physical and mental health beyond the high school years, social isolation and perceived support systems (or lack thereof), and increased likelihood of engaging in risky behaviors, including committing violence against themselves or others.

While only an extremely small percentage of adolescents who experience loneliness and/or depression ever act violently, **87 percent of youth who do commit an act of mass violence were in a noticeable state of crisis before the event transpired**, and 80 percent exhibited signs of suicidality.

Social Media

As technology has advanced, the mental health of youths has continued to decline.

The iPad was first introduced in 2010, followed by the smartphone gaining majority use in America by 2012.

According to the [Pew Research Center](#), **daily social media use exceeded 66% among teens between 2011 and 2014**, depending on age groups.

More teens started interacting over their phones and electronics as opposed to in-person communication.

In a [study published](#) by Jonathan Haidt, Jean M. Twenge, Jimmy Lozano and Kevin M. Cummins, they found that **social media's impact on IQ for teenagers was greater than lead paint exposure**. It was more than double for some teenage girls.

COVID pandemic

With social interaction for teens already on the decline, the COVID-19 pandemic didn't improve matters.

According to the [CDC](#), more than **1 in 3 high school students experienced poor mental health during the pandemic and nearly half of students felt persistently sad or hopeless**.

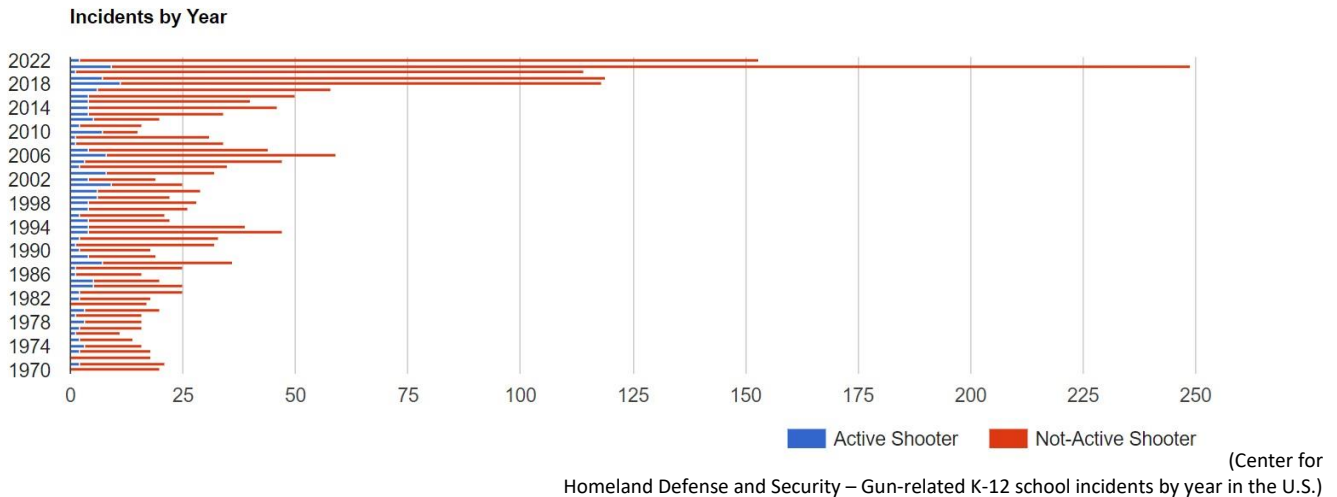
Those that were active and social were forced into isolation, while those already isolated felt even more disconnected from others their own age.

Post pandemic

Upon a return to "normalcy" in 2021, gun-related incidents at schools more than doubled across the country for any previous year. The **249 nationwide incidents topped 2019's previous high of 119 by nearly 110%**.



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In Oakland County, school threats and related prosecutions skyrocketed following the Oxford shooting. Prosecutor Karen McDonald's office charged only one threats case in 2021 before the Oxford shooting. Since then, her office has charged more than 40 threats cases ([Detroit News](#)).

In Macomb County, threats cases have gone up at an alarming rate to almost 50 cases where criminal charges were filed in 2022, up from 25 cases in 2021. That's a 100% jump.

In Wayne County, Prosecutor Kym Worthy said it only had seven threats cases brought to the office for possible charges before the Oxford shooting in 2021. Since then, threats have "spiked exponentially," and the office has handled 119 case requests.

Just in the community of South Lyon, they had [six school threats in a six-week span](#) that required multiple lockdowns on school grounds.

What Is Peer Mentoring?

As teens are feeling more and more isolated and like they "don't belong," it has shown to lead down to darker paths of desperation and potentially violence.

Peer mentoring is a way to break the chains of isolation and allow young teenagers to connect with someone closer in age that can relate to their struggles.

Peer mentoring is one of the most consistently effective mechanisms for "[preventing perpetration of peer violence](#)."



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Along with developing a friend, peer mentoring helps the young teens feel more at home in their community. It also helps develop leadership skills for the mentees to create a stronger environment for all kids at the middle school and high school level, as well as throughout the community.

According to [MENTOR National](#), three key statistics emerged from a survey of **2,600 American adults that were mentored while growing up** and the influence those relationships had on their lives:

- 74% of those who had a meaningful mentor say that person contributed significantly to their later success in life.
- 85% of young people with a mentor say this key relationship has helped them with issues related to school and their education
- 58% say their mentor has supported their mental health

Guider, a company that works in peer mentoring in the work place, lists [five benefits that mentoring has on mental health](#):

1. Support from/with isolation
2. Reducing levels of anxiety
3. Increasing self-confidence
4. Feeling listened to
5. Hope for the future

How 42 Strong Utilizes Peer Mentoring

Tate Myre was a natural-born leader, an extremely hard worker, a friend to all, and so much more.

Tate always took it upon himself to involve those on the sidelines. He **acted as a mentor to many of his peers at school and in sports** – building an irreplaceable community in all of his circles.

His positive impact on a vast group of young people was profound enough that building a mentorship program was essential to carrying on his legacy.

Tate’s leadership was exceptional in many ways, but **12 characteristics, coined “Tate Traits,”** inform the mission of 42 Strong above all else.

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That is one of the questions we are striving to answer. In pursuit of this answer we have partnered with Jeffrey Guina, MD; Chief Medical Officer at Easterseals MORC & Psychiatry Residency Director at Beaumont. Additionally, we are partnered with Oakland University. In an effort to quantify our efficacy we decided to measure wellbeing. This measurement tool is loosely based on the outcome rating scale. This survey is administered via text message once per month. It looks as follows:

* Me (How am I doing?)



* Family (How are things in my family?)



* School (How am I doing at school?)



* Everything (How is everything going?)



At the end of the program year, researchers at Oakland University will evaluate the data in an effort to understand how effective our program is. Additionally, on a monthly basis we monitor the data for low scores. When a participant receives a low score an automatic text alert is sent to 42 Strong staff. We in turn contact the appropriate "Mentor Team Leader." The Team Leader is then responsible to conduct a well being check in with the participant. It is program policy not to reference the well being score that triggered the check in. These well being check ins have shown an amazing effect on improving the wellbeing of the participants as measure month over month. We believe that this survey methodology should be adopted across all school districts. This would give limited school counseling staff valuable insight on the students who need the most help.



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What Mentors Say About 42 Strong

Throughout my time with 42 Strong I have learned how to be a good leader and communicator. I have learned more about myself as well as how much of a difference I can make in someone's life. I have learned how to be a positive impact in the community and how anyone can be a part of something good. 42 Strong is a great way to impact someone in the community positively. You cannot only develop leadership and communication skills, but be a prominent person in someone else's life that they can lean on. – Logan Wilmot

I feel I've gained the ability to connect with someone younger than me. I've never really had lots of interactions -especially personal ones with young middle schoolers. Being in this group has helped me grow in my relationship making with people of all ages. It is a way to do something big for others and really make a difference for someone that may need it. It also helps you realize things about yourself and others that are eye opening. – Morgan Vasquez

I have gained many friendships with other mentors as well as their mentees. I have also gained a sense of respect towards myself by expanding my boundaries to something bigger than myself. Knowing that I am helping make a difference within my mentees life as well as a difference in my community is heartwarming. – Brody Moore

As a 42 Strong mentor I feel I have gained knowledge on how to interact with someone younger to be a good example/role model and a personable person. – Brooke Morton

I feel like I have gained more motivation to open up to new people and about how I feel. I feel like I can relate to more people. – Skye Nahas

What Mentees Say About 42 Strong

I would say I've gained friends to talk to and laugh with. I've also gained skills about going through situations that can be tough and how to be my best self. The biggest reason I would tell someone to join 42 Strong would probably be the amazing people you meet, because when I joined I did not really expect to have so many people who care about you and your mentality. – Brook Edwards

I've been able to meet new people and try new things, which has helped me be more social and learn skills that I can use now and in the future. The reason I would tell people to join 42 Strong is you can gain confidence because the mentors can help you work on being comfortable talking to people. – Peyton Faucett



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42 Strong's Organizational Structure

1. Board of Directors: The governing body of the nonprofit organization. Focusing on high-level strategy, oversight and accountability of the organization. This contrasts with managers who oversee the day-to-day operations of the nonprofit.

- **Executive Director (CEO):** Runs day-to-day operations. Most visible and clear embodiment of the organization.
- **Development Director (CRO):** Leads all fundraising efforts and strategy. Also involves grant writing, event organizing and online marketing.
- **Program Director (COO):** Oversees coordination and administration of all aspects of the mentoring program.
- **Administrative Assistant:** Providing administrative support to directors.

2. Team Leaders: Team Leaders are expected to lead teams of up to ten mentors and their mentee pairings. They are the go-betweens of mentor pairings and the Board and are expected to communicate from both ends to resolve problems, gather and share feedback, and otherwise facilitate interactions between mentors and mentees. Importantly, Team Leaders also act as confidants for mentors or mentees and practice mandatory reporting for serious issues that arise in their pairings.

3. Committees

- Fundraising, Donor and Marketing
- Finance
- Curriculum and Training
- Mentor Advisory
- Event Volunteers

Team Leaders

Team leaders for the Oxford High School 42 Strong branch were **hand-selected by the Myre family and the other Board members.**

The Board majorly considered people who had a history of working with and mentoring children and those who were known, trusted, and engrained community members. They also are required to pass a background test before onboarding and training.

The Board then reached out to the individuals they had brainstormed with and narrowed down the choices based on their interest and ability to commit time to the program.



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Training: Team Leader training includes two hours in person and four hours online for a total of six hours. The training for the pilot year consisted of the same program as mentors. By the onboarding of 2024, there will be a comprehensive training plan for Team Leaders.

Responsibilities: The Team Leaders are responsible to lead teams of up to 10 mentors in grades 10-12. Building a mentor team culture of accountability, ensuring pairings are spending time together, and ensuring participants complete all required training and/or documentation are the primary concerns of Team Leaders. They are also required to check in weekly with mentors. This can be either in person or virtual and either individually or in a group. Team Leaders will also check in monthly with mentees to validate the quality of the match.

Mandatory Reporting: One of the most important elements of the Team Leader position is mandatory reporting. Team Leaders must immediately report the following issues to the Mentoring Program Director:

- Child abuse or neglect
- Concerns of suicide
- Concerns of homicide
- Concerns of bullying or bullying others
- Substance abuse

Bi-Monthly Team Leader Meetings: 42 Strong Team Leaders meet twice each month. These meetings are informal and typically occur at a brewery, restaurant, or other local business. This creates a social atmosphere and gives our team the opportunity to build relationships and connections with one another in addition to discussing important business within the organization. The Board of Directors also take this time to ask for event ideas and feedback along with ideas for improvements in programming.

Mentor/Mentee Development

Mentor Training

42 Strong Mentors are required to complete two hours of in-person training and four hours of online training before they are initiated into the program and matched with a mentee.

The training regime is based on best practices research from the NMRC. The online training portion takes place via MemberVault Learning Management System.



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Mentee Orientation

Mentee orientation is held for both parents and participants to attend and learn about 42 Strong. The orientation for mentees begins similarly to the mentor in-person training, with introductions of the team, the participants and the organization.

There is specific emphasis on Tate Myre's legacy and building upon the Tate Traits for the duration of the program.

Mentees are also given an overview of the time and accountability commitments required for the program and given information on the benefits and expectations of a peer mentoring relationship. From here, key characteristics for mentees to inhibit are outlined as follows:

- **Taking responsibility for oneself:** Mentees should not expect mentors to do everything for them and they must work together to accomplish goals, continue the active dialogue, and otherwise maintain the relationship.
- **Develop trust:** Understanding that developing and maintaining trust takes effort and communication from both parties. Trust is not automatic.
- **Be respectful**

The Reserves Program

In the case that there is a mentor or mentee that, for whatever reason, is unable to be paired with a mentorship team, they will be placed into a reserve program where they are still able to participate in events and grow with the rest of the 42 Strong teams until there is an opportunity for them to be integrated into a mentorship pairing.

Mentor/Mentee Relationship Development

Meet the Mentors Day

The first day mentors and mentees are introduced – before pairings were created or announced – mentors, the Team Leaders, and the Board of Directors facilitated a series of fun games and activities. At this point, all mentors have completed their training course and mentees have undergone an orientation day with their parents.

The most important consideration for this first day is to expose mentees to as many mentors as possible. This way, when mentees submit their choices for mentors, they have made an accurate decision based on their perceived compatibility with all of the mentors. All games are lighthearted and fun during this day. We do not see our role as facilitating more serious conversations and trust that these discussions will be organic among pairings after they are made.



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Matching Criteria

The 42 Strong Board conducts all of the matching. This is a challenging and time consuming process. In order to make the process uniform and fair for all we use the following criteria:

1. Appropriate (3 grade optimal, 2 minimal) grade separation
2. Matches need to be same sex
3. Who the mentee chooses
4. Mentees and Mentors who were in the program the previous year
5. Mentees and Mentors who were unmatched the previous year
6. Similar interests
7. If more Mentors than Mentees - Older grade mentors get priority for a match
8. If more Mentors than Mentees - Mentor "Grade" from interview day or mentor "Reviews"

This criteria is based on evidence based practices from the NMRC (National Mentoring Resource Center). Future improvements would involve a software based solution that would incorporate best practices in matching social science (i.e. Match.com).

Commitment Letter

After matches are made and introduced, mentees and their parents meet with their assigned mentor and Team Leader to briefly meet and discuss the responsibilities each has toward their counterpart.

Mentees and their parents also sign a commitment letter outlining the roles and time commitment necessary to participate in their pairing. This acts as the "training" or serious portion of the introductory programming for mentees.

Match Day

Designated Team Leaders of each pairing are responsible for informing each individual of their match and facilitating a meeting for introductions.

At this time, they should introduce themselves and discuss their background along with reviewing the commitment letter and scheduling a time to hold a weekly check-in with the mentor and a monthly check-in with the mentee. Then, matches should take some time to get to know one another without the supervision of their team leader.



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By the end of match day, pairings should have a date scheduled to meet up together, and each party and all parents or guardians should have exchanged contact information— especially the Team Leader— in case there are any questions or concerns.

Responsibilities and Requirements

Mentor and mentee requirements are designed to fit into the busy schedules of middle and high school students, so the time requirements are enough to support the mentorships without overwhelming them or requiring them to stretch themselves thin between their commitment to 42 Strong, school work, extracurricular activities and other elements of their lives.

Mentor and mentee pairings are required to meet for at least four hours each month along with attending monthly events hosted for the entirety of 42 Strong. Finally, they are expected to be communicative with each other and their designated Team Leaders.

The requirements for mentors and mentees are taken seriously, and they are held accountable by Team Leaders and each other. If a problem arises, such as mentors failing to communicate with their mentees, the match can be broken. In this case, mentees can hopefully be rematched and the mentor moved to the reserve team. If it is too late to rematch or there is a compatibility issue on the mentee side, both parties will be moved to the reserve team.

Monthly Events

42 Strong monthly events vary greatly in content, location, and activities. Typically, we try to alternate fun events, speakers and small group activities.

In the past we have hosted a psychologist to discuss grief, a speaker to talk about the connection between social media and self-confidence, a field day with team building for mentors and mentees, and multiple others.

42 Strong program participants are expected to attend these events, and they typically yield about a 70-80 percent turnout.

We keep event venues as local as possible. We have used community centers, township parks, and other community resources to both keep costs low and make sure the events are accessible for participants to attend.

Spreading 42 Strong to other communities

While implementing a 42 Strong program in your community, it is necessary to instill a deeper meaning behind the program as it relates to the locale.



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42 Strong unfortunately began in the wake of a tragedy. Other communities must not wait for a horrible event to occur to take action!

This is a cause to rally behind. Being proactive and instituting every possible measure to care for the mental health, support systems, and safety of students is necessary to prevent more tragedy.

Our goal is for others to implement 42 Strong elsewhere as a proactive measure. As 42 Strong programs are brought to other communities and districts, it is vital to keep in mind the magnitude of this crisis and use this as a mechanism for change and an avenue to bring a community together for both small and large-scale action.

42 Strong Advocacy Positions

In addition to our mentoring program, 42 Strong is taking an active role in advocating for upstream approaches that can improve school climate and reduce the possibilities for violence.

1. Wellbeing Surveys and Monitoring Trends

Conducting regular wellbeing surveys can greatly benefit schools by providing them with valuable data on students' mental health and wellbeing needs. This information allows schools to identify areas where targeted interventions are necessary, prioritize limited resources, and ensure that students receive the support they require. Research shows that poor mental health during adolescence can lead to an increased risk of violence and aggression, making it essential to address mental health and wellbeing needs proactively.

- i. By implementing wellbeing surveys, schools can identify students who may be struggling but may not have been identified through other means. This enables schools to allocate resources to the students who need them most, helping to prevent issues from escalating. Wellbeing surveys can also inform the development of meaningful prevention strategies that promote long-term wellbeing, such as building resilience and coping skills.
- ii. Monitoring trends over time is crucial to ensure that schools are addressing emerging issues and providing appropriate support. Regular wellbeing surveys can help schools track trends and identify areas where additional resources or support may be needed. Technology has made it easier for schools to conduct surveys, making the process more efficient and cost-effective.



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- iii. Research suggests that implementing wellbeing surveys leads to improvements in student mental health and wellbeing, as well as academic performance. It also improves school culture by demonstrating to students that their wellbeing is a priority and that their school is committed to creating a safe and supportive environment for all students. Overall, incorporating wellbeing surveys into a systematic approach to student mental health is crucial for creating healthy learning environments that support student success. Here are some research studies that support the benefits of conducting wellbeing surveys in schools:
1. The American Psychological Association provides an overview of research showing the importance of addressing mental health and wellbeing needs during adolescence:
<https://www.apa.org/pubs/info/reports/promoting-resilience>
 2. The National Center for Education Statistics provides a report on how schools can use survey data to improve student outcomes:
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019047>
 3. The National Institute of Mental Health provides resources on evidence-based approaches to improving mental health in schools:
<https://www.nimh.nih.gov/health/topics/school-mental-health-program/index.shtml>
 4. The Center for Health and Health Care in Schools provides a guide for schools on implementing wellbeing surveys:
<https://www.healthinschools.org/resource/implementation-guide-for-school-wellness-surveys/>
 5. The US Department of Education recommends wellbeing surveys for all staff and students:
[Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs \(PDF\)](#)

2. Mentoring programs for youth

According to the [National Mentoring Resource Center](#), “mentoring takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee’s development.” A successful cross-age peer mentoring program will include 1-to-1 peer matches, a high ratio of supervisors/leaders to mentors, and an accountability structure for participants. Mentor partnerships should



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participate in activities together and provide support to one another. Additionally, a mentorship program should have a reporting structure for participants to report problems and concerns. Team leaders and mentors should be educated on mandatory reporting and crisis intervention with an effective process for intervention if necessary. For more information on peer mentoring best practices, read the [Elements of Effective Practice for Mentoring](#).

Peer mentoring is a very effective intervention for [“preventing perpetration of peer violence.”](#) Peer mentorship programs aim to both instill mutual respect and accountability and build support systems for youth, whether or not they are experiencing loneliness, social isolation, or any other risk factors. One [comprehensive study](#) also found that cross-age peer-to-peer mentoring increased self-esteem, connection to school/peers, and kinship with their future self. According to MENTOR National, three key statistics emerged from a survey of 2,600 American adults that were mentored while growing up and the influence those relationships had on their lives:

1. 74% of those who had a meaningful mentor say that person contributed significantly to their later success in life.
2. 85% of young people with a mentor say this key relationship has helped them with issues related to school and their education
3. 58% say their mentor has supported their mental health

Peer mentoring programs for the purpose of violence prevention should seek to address the disconnect between young people and their peers, families, and schools. In the United States, middle and high school students face high rates of loneliness, depression, and a slew of other mental health and wellbeing concerns. Much of this is due to social and emotional isolation from those around them. Peer mentoring can strengthen young people’s connections to one another and build a community that works dually as a network of support and as a source of peer role models for kids to feel connected to, accountable to, and responsible for. Increasing connections with and accountability to others influences adolescents’ sense of purpose by expanding their concerns beyond their own well-being to include empathy for others and responsibility for relationships.

3. Student Safety and Support Software

School Safety is disproportionately a defensive and reactive practice, primarily focused on hardening buildings, upgrading security electronics, and training staff and students to respond to a crisis or active shooter event. In general, schools are under-resourced, staff and personnel are overwhelmed with their day-to-day responsibilities and schools lack a tool to monitor the entire student body in any systematic manner and on a real-time



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basis. Data sources and systems are siloed, require lengthy manual interaction and analysis, and do not enable proactive identification of a student in crisis early enough for appropriate interventions. Thus, creating scenarios where interventions are deployed late, requiring more intensive interventions which take longer to be effective and may not derive the desired results.

1. [Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs \(PDF\)](#)
2. [Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools \(samhsa.gov\)](#)
3. [Help Your At-Risk Students Succeed: 3 Strategies for Motivation | UMass Global](#)

What is possible today is the ability to leverage a newer type of technology, softwares and machine learning algorithms more commonly known as artificial intelligence or AI. This type of student safety technology enables universal screening of students' performance and behavior via a software-based tool and can reduce inherent human biases and inequity by objectively assessing data points and reducing assumptions, mental fatigue, and bias that humans often succumb to. The technology connects to the schools existing student information and behavior management systems and pays attention to behavioral, performance and attendance data for each student. In the process, the technology establishes an individual and equitable baseline of the student from their past behavior, performance and attendance results and then measures in real-time, changes from those data sources against the student's own baseline. Essentially, the system measures the student against themselves. When deviations, nuances or correlated changes are detected, the system automatically ALERTS key stakeholders within the school, enabling key stakeholders to engage in an assessment and direct appropriate interventions. These technologies are rapidly developing and should be on the radar of all school districts for further investigation

- i. [Want Less-Biased Decisions? Use Algorithms. \(hbr.org\)](#)
- ii. Examples of Student Safety and Support Software
 1. [Davista - Home](#)
 2. [Integrated School Safety Software | Raptor Technologies®](#)

Numerous studies and reports have called attention to the fact that students who ultimately engage in the worst possible acts have presented multiple concerning behaviors long before perpetrating the act. Concerning behaviors are behaviors exhibited by the at-risk individual and can include symptoms of a mental health disorder, interpersonal interactions, a change in academic performance and participation, changes in physical characteristic like hygiene and weight, and physical aggression or suicidal ideation. Youth.gov states that early intervention prevents the



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onset of delinquent behavior and supports the development of a youth's assets and resilience. It also decreases rates of recidivism by a significant 16 percent when youth do go on to engage with the justice system. While many past approaches focus on remediating visible and/or longstanding disruptive behavior, research has shown that prevention and early intervention are more effective.

- i. [A Study of Pre-Attack Behaviors of Active Shooters in the United States Between 2000 and 2013 — FBI](#)
- ii. [Deconstructing the pipeline: using efficacy, effectiveness, and cost-benefit data to reduce minority youth incarceration - PubMed \(nih.gov\)](#)
- iii. [Young Adult Offenders - Farrington - 2012 - Criminology & Public Policy - Wiley Online Library](#)
- iv. [Child Delinquency: Early Intervention and Prevention \(ojp.gov\)](#)