

# Episode 195-- Gun Violence Harm Reduction, and Lockdowns, Ac...

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## SUMMARY KEYWORDS

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## SPEAKERS

JJ Janflone, Kelly Sampson, Dr. Jaclyn Schildkraut

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JJ Janflone 00:09

This is the legal disclaimer where I tell you that the views thoughts and opinions shared on this podcast belongs solely to our guests and hosts and not necessarily Brady or Brady's affiliates. Please note, this podcast contains discussions of violence that some people may find disturbing. It's okay, we find it disturbing too.



JJ Janflone 00:37

Hey everybody. Welcome back to another episode of Red, Blue and Brady.



Kelly Sampson 00:41

That was JJ, one of your hosts.



JJ Janflone 00:43

And that was Kelly, another one of your hosts! Look at us hosting.



Kelly Sampson 00:47

And today, we are so honored to be able to really talk about a topic that I know if you're listening to this, you probably have an opinion about I know I certainly did.



JJ Janflone 01:01

Oh, absolutely. I think the one of the first questions that happens particularly after a month where we've seen or particularly after we've seen a number of school related shootings in the news, there are immediately so many questions that I know I'm at least fielding about things like lockdown drills, or you know, active shooter trainings or just in general, you know, what is life like, in American schools? And I have a lot of opinions on all of those things.

K

Kelly Sampson 01:27

Absolutely. And I think in today's episode, if you're like me and JJ, some of your opinions will be challenged, some of your opinions will be informed, and we have the perfect guest for that.



JJ Janflone 01:38

Yes, we are so fortunate to be joined by Dr. Jaclyn Schildkraut, who's you know, honestly, who CV is as long as her expertise is great.

K

Kelly Sampson 01:47

She walks us through the differences between lockdowns and active shooter drills. What are the ways that lockdown drills can be a form of harm reduction and what are some of the generational differences when it comes to lockdown drills.

D

Dr. Jaclyn Schildkraut 02:05

Thank you so much for having me. My name is Jaclyn Schildkraut. I am an Associate Professor of Criminal Justice at the State University of New York at Oswego, as well as the Interim Executive Director of the Regional Gun Violence Research Consortium at the Rockefeller Institute of Government. I am considered a national expert on the topic of school and mass shootings, which is an area that I have been studying for the last 15 years. And I also come from not one but two communities that have been impacted significantly by firearm violence.



JJ Janflone 02:35

Thank you for for sharing that. I think it's that's one of those things where we we know a lot of folks who work in gun violence prevention, because they they've been touched individually and are members of communities. And so I wonder if you could share, if you're comfortable, what communities you belong to?

D

Dr. Jaclyn Schildkraut 02:52

Sure, I actually grew up in South Florida in the Parkland area. And so that's where in 2018, we had the shooting at Marjory Stoneman Douglas High School, and I went to college in Orlando, most people know Orlando, besides Disney World for the 2016 shooting at Pulse nightclub,

where we lost 49 of our community members, and 53 others were injured. But there was also actually another mass shooting in our community years before that, that most people don't really know about. We had an individual who went to his wife's divorce attorney's office, and he opened fire there. And I happened to be a couple blocks away from that.

 Kelly Sampson 03:30

Sorry, I know it's an audio medium, so people can't see us shaking our heads and just the ways that you've been sort of directly impacted by gun violence, and it's terrible. And thank you so much for sharing that. And I'm wondering if you could tell us a little bit about the Rockefeller Institute Regional Gun Violence Research Consortium?

 Dr. Jaclyn Schildkraut 03:51

Yes, I am so proud to be a member of this organization. This was an initiative that was started by our governor here in New York, back in 2018 actually, in response to the Parkland shooting. He and several other governors got together from neighboring states and, you know, they decided to kind of create this coalition or almost like a think tank of the best gun violence researchers in their state and create this collaborative opportunity for all of us to work together. And so what's really cool is we all come at it from different areas, looking at different facets of gun violence. So there's, you know, a collective of us that do look at mass shootings, we have some that look at the public health approach. We've got some amazing legal scholars who take a look at the law side of gun violence. We've got our public health folks. And so it's a really cool opportunity, it's grown to eight states and territories. And back in February of this year, I was actually named the Interim Executive Director, so very excited to be in this role and be able to, you know, support all of these amazing scholars who are doing very important work.

 JJ Janflone 04:55

Yeah, I think it's this really great trend that I'm seeing more and more in gun violence prevention now where there's so many just sort of intersectional groups talking to one another, right? We're being much more intentional in how we're all collaborating.

 Dr. Jaclyn Schildkraut 05:06

Yeah absolutely. And I think, you know, one thing that I really like about this is that we're trying, you know, we're working together to build the base of evidence that is needed to inform the policies that you guys are advocating for. I think too often, of course, I want to be really cautious in how I say this, because I do focus on a very small niche area of gun violence. But too often, at least in our area, a lot of the policies are very sort of knee jerk, emotion driven, has to be stuff that you can see or you know, feel, it's got to be this tangible product that isn't necessarily always the best solution. And so the fact that we're able to come together, that we can pull together these multidisciplinary perspectives about how best to at least work to combat gun violence, which I think is everybody's goal, I think it's a really, really cool opportunity.

K

**Kelly Sampson 06:00**

And, you know, kind of continuing on the track of the work that you're doing research, you've done a lot on lockdown drills. And so it's something that comes up a lot, but maybe people don't know what they are or how they work. So I'm wondering if you could talk about what lockdown drills are? And how did they develop? And what have you found in your research that surprises you about them?

D

**Dr. Jaclyn Schildkraut 06:21**

Yeah, you know, lockdown drills actually get a very bad rap. And I think that's because there's such a misunderstanding about them. So to kind of give a little bit of historical context, you know, lockdown drills have really become more commonplace since the 1999 shooting at Columbine High School. And what's really unique about that situation is they did not have a formal active shooter plan the way that many of our schools today do. And so it's also that shooting is an anomaly in so many different ways. You know, a lot of times we don't see multiple shooters, actually, most of the time, we don't see multiple shooters. But in that case, what was really interesting and unique, pretty much to almost every other shooting minus Uvalde is that these two perpetrators had control of the school for 15 minutes, which was unheard of at the time, and is still largely unheard of today, with most mass shootings being over in five minutes or less. So here you have these two individuals who had four guns, 100 improvised explosive devices and free run of the school, and they never once tried to breach a locked door. Even though there was hundreds of people who were in the school at this time, everybody who was injured or unfortunately lost their lives that day, were either outside a space that there's absolutely no way to be secured or they were in the library, which wasn't secured. And so when you look at the Columbine Review Commission report, and it's interesting, it's it's really, really small in a footnote, the Commission actually credits the procedure of lockdown with saving so many lives that day. And so the question then becomes, well, what did they do that was so successful. So there's a few steps that we think about with a lockdown. First and foremost, you want to get that door locked. We know from all of the shootings that have happened that the number one life saving device in this type of situation is a door lock, it is building physical distance between the danger and the people it's trying to harm. And it also is putting time on the clock because it will take time to defeat that door lock. The second thing is to get the lights off that provides an added layer of concealment within the space that you're in. So it makes it harder for people to see you. And then you move out of sight of any corridor windows from the interior. And then maintain silence. We don't want to do anything that calls attention to the room. We also want to make sure that people are not coming back to doors once they get into lockdown. So you know, teachers are always advised, you know, you do a sweep a visual sweep or sort of a quick sweep of the hallways before you get locked down. Once that door is locked, you're in your safe space. Unless somebody comes and gets you, you don't come back to that door because it's a point of vulnerability. And so the problem that we've seen in this conversation about lockdowns is that people conflate it a lot with active shooter drills, and the options based protocols like Alice, run hide fight. And so there's a couple of challenges in that space. The first of which is that the Alice protocol, the RUN, HIDE fight, those are designed specifically for active shooter situation. Whereas if you look at a lockdown, it's for any threat that's inside of the building. So we've heard stories of wild animals getting into schools, right like the moose or the bear in the Pacific Northwest. I grew up in Florida, it could be a gator. And so the challenge is you still want to have the same distance between a bear and a child that you do a shooter and a child, right? We want to put space

between whatever's harming so that's a really big misconception is that you can only use a lockdown in an active shooter situation. The other misconception is that because things like Alice and run hide fight are talked about as options based protocols, that lockdowns aren't giving you options. So there might be the mindset of, you know, one of the things I hear a lot, it's actually kind of like grinds my gears for lack of a better phrase is lockdowns are teaching kids to go sit in the corner and pray? And it's like, well, no, that's not what we're doing. We're teaching them to be in the safest location that they could be if they're not out of the building. But we certainly don't want to encourage them to run out of the building, if that's not the best option for them. And so we do talk to them about you know, if you're in an open space, what can you do, we talked about like self evacuation, which is getting your stuff out of the building and somewhere safe. But I think that there's just so many misconceptions about what these drills do, that it's gotten a bad rap. And then I guess one other thing that I would add to that is, you know, certainly a challenge in this space and I guess I don't know that I call it surprising. But a challenge in this space is that we hear about all of the drills that go wrong, right? The teachers in Indiana, who were shot with the pellet guns, the students who are exposed to crisis actors covered in fake blood and the sounds of simulated gunfire. We hear about all of those, and certainly those are very likely to be producing trauma. But no one goes out and tweets when we do a great drill. They're not like we're so glad Dr. Jackie came to school today, we had an amazing lockdown drill, that doesn't happen. So I think part of the challenge for the public is they're only hearing bad news about drills. But I think one thing that we really have to be mindful of when we're doing this is like, you know, to your point about fire drills, we don't set a school on fire to practice a fire drill. So why are we, you know, simulating active shooter situations to teach lockdowns. The goal of any drill, whether it's a fire drill, or a lockdown drill is we're trying to build muscle memory and skill mastery. So that if you know God forbid, you ever found yourself in one of these real world situations, even if your mind goes blank, because you're just you know, you're stressed or whatever your body is going to take over the way it's been trained to do. I guess, you know, to kind of go back to Kelly's question with regards to what's surprising. I don't know that it was surprising in the way we typically think about it. But it was surprising to me because it I finally caught on to where the issue is and the disconnect. If you actually talk to children, like really talk to kids about lockdowns without a bunch of adults around, just talk to them, they will talk to you about it very matter of factly. Like it's just something they do in their day. So they'll say, you know, I ate some cereal, I wrote a school bus, I had a math test, I went did some art, I had a lockdown drill, I went to lunch, I went to gym, I came home. It's very regimented to them, because and it's unfortunate, but they don't know any better because this is the world they grew up in. They're the post Columbine generation, where the surprise or the challenge in that conversation is, is that all of the adults in the room do know the world before active shooter drills were the norm, or lockdown drills were the norm. And so it's trying to get one generation to shift their mindset to catch up with the current generation that's having to experience it. And one of the things that I've you know, kind of noticed a lot in my work and I guess this would be what surprises me is the sort of, you know, hesitancy of adults to talk to children about this, you know, kids have a lot of questions, they have very overactive imaginations, and they can come up with their own worst case scenarios. But if you don't talk to them about it, and you don't break it down with them, then you're creating the trauma that you're trying to avoid. And so, you know, like, I've had kids after drills asked me, well, you know, what, if the shooter gets a ladder, and he climbs through the air vent, and he like, drops into my classroom, and we'll talk about like, okay, well, that's not going to happen, and here's why. But I also always refer back to training and what they learned in the training that we did together. So I think that that's really important. But I think we have to give kids more credit to have this conversation because unfortunately, it is their reality right now.



JJ Janflone 13:58

Well, I wonder too, if it's just that, you know, as well like, Gen Z, Gen Alpha younger folks, they're their digital natives. Right? So, you know, I think like, we didn't even you know, just like millennials and Gen X, I think we all kind of grew up with the specials on TV about drunk driving and things like that. These kids now, you know, they have the school shooting special. So it's it's completely different frame of reference for them.



Dr. Jaclyn Schildkraut 14:23

Well, yeah, and I can, I can remember, I don't know if you guys were like One Tree Hill fans. I loved One Tree Hill growing up and shout out to Sophia Bush if she's listening to this podcast. But I can remember like, how controversial it was that there was a school shooting episode on One Tree Hill, it was super taboo. And I think this is like 2006, 2007 where now it's like, you can't watch a show that doesn't have a mass shooting episode. It's been on like every iteration of the Chicago series, you know, they had it on Glee they've had it on, you know, everything and so it's really interesting to see how mass shootings have sort of, you know, inserted themselves into pop culture in a way.



JJ Janflone 15:07

Yeah, I was a little too nerdy for One Tree Hill. But Degrassi featuring Drake before he was Drake. He did have a school shooting. Yeah, yes.



Kelly Sampson 15:19

And I kind of want to you know, is we're talking about lockdown drills and the effectiveness of you know how being behind a locked door can keep someone safe. I wonder if you could contextualize some of that and some of the research you've done within the discussion that often takes place. And we've seen it after Uvalde, for example, where politicians will say, just have one door. So how, how do we think about the context of some of the data and research that you've done around when faced with a shooting or threat? Here's what will keep you safe versus sort of prophylactic measures?



Dr. Jaclyn Schildkraut 15:58

Yeah, so it's, well, first of all, I have to just say that clearly, the politicians who are suggesting one entry in and out of school have never talked to firefighters and fire code people, because you cannot just have one entry in and out of schools. I will say this, I am hesitant to comment on anything related to Uvalde number one out of respect for a community that is grieving, and a community that has not even had a chance to begin to process because they've faced so many collateral tragedies as a result of the mishandling of this event. So I'm going to offer some context up to Uvalde if that's okay, because I just really don't want to risk traumatizing them anymore. No, and thank you for that. So, you know, I'll give you kind of the there's a two part answer to that. And the second part is actually some recent research, we actually have it

under review right now. So I'm super excited, you guys are getting sort of like a teaser of it. But from the first part, if we look at all of the school shootings that have happened since Columbine, and again, Columbine, these kids never tried to breach a locked door. And I want to contextualize this properly. So I'm gonna choose my words carefully. There have been three instances where anybody has been killed behind a locked door. And in zero of those three instances, was it because the door lock failed, and I'll break those down for you. So the first case was a 2005, at Red Lake High School in Red Lake, Minnesota. And for those people who are familiar with the shooting, it took place on a Native American reservation at their high school, and the perpetrator came in and he after shooting the security guard who was working the metal detector, for all of the people who think metal detectors are the solution. They're not, but he came in, and he wanted to go into one specific classroom. And he actually fired his weapon at the lock and it melted in health. So he wasn't able to get in that way. The room had a window, kind of in the same frame as the door. So he ended up breaking out the window and getting in that way. And ultimately a number of students and a teacher died. And the second time was a year later at Canyon High School in Bailey, Colorado. And in this particular instance, the perpetrator was barricaded in the classroom with a number of students who had taken hostage. And when the SWAT team breached the door, he shot and killed Emily Key, one of the students that was in there before he died. The third time was our shooting in Parkland. And there were six students on the first floor of the building, who unfortunately were in their classrooms. And either were not able to respond fast enough because and not because of them but because of the situation unfolding so quickly, or because they weren't able to get out of sight of the window of the in the door. Six people lost their, six students lost their lives in three locked classrooms. And the perpetrator never tried to breach the lock. He never entered a single classroom. All of the shots were fired through the windows and the doors from outside. I want to say you know that certainly all of these losses are catastrophic and tragic. And they should have never happened in the first place. And I don't want to diminish that. But to give you an example, in Parkland, the building that the shooting took place and was 30 rooms, 30 classrooms, and then you have offices and other things. And although not every room was occupied, there were numerous people locked down in other rooms successfully, were able to get out of sight, especially the second floor is one of those sort of, you know, kind of places they talk about where this was really successful. We don't talk about the people who are able to successfully deploy the procedure and who are physically unharmed. Certainly, they're traumatized, and I don't want to diminish, you know, the emotional trauma, the emotional scars, that they will wear the rest of their lives. But we don't talk about all of the people who do successfully locked down and who are able to go home to their families after these tragedies and so you know, in that respect further, you know, I don't want to weigh, those we lost against those that we didn't lose. But I think we do have to be mindful of how many times this has been successful in helping people go home at the end of the day, some colleagues and I have some new research that's currently out for publication. And I do want to give credit, this was led by one of our team members, Emily Green Colozi, but what we ended up finding was that the use of lockdowns, not only in schools, but out of schools and other location types, actually has a protective effect that reduces both overall casualties in terms of injuries and fatalities, but also helps to reduce the number of on scene deaths. And so you know, here we have these case examples that we're now pairing with larger samples of, you know, almost 500 shootings, where we've been able to look at the use of lockdowns within them. And what we're seeing time and time again is the evidence just doesn't match the narrative. You know, I did an interview after Oxford and it was interesting because I was in the story with students who had survived Oxford, and they were crediting the lockdowns with saving their lives. Unfortunately, the four students who didn't go home that day, again, they were in the hallway, when the perpetrator came out of the bathroom and started firing, they just didn't have a chance to respond. It's not on them. But everybody else who went home that day, did so because they

were secured behind a locked door. And a number of students came forward and really credited their training with helping to keep them safe. And the headline in this article that we're all featured in talking about peers, these kids who just lived this experience, we're telling you this, and here's my research showing you this will do lockdowns really save lives and it's like what how many times do we have to keep justifying this where people will just get it? But I think the narrative like I said the evidence and the narrative don't match and part of that comes down to as we started off with the just utter complete misunderstanding about what lockdowns are. You guys may have seen or some of the listeners may have seen they're constantly I hear so many times will lock down aren't preventing mass shootings, and I'm like chocolate isn't helping me lose weight, you know, they're not going to do something they were never designed to do. Lockdown drills are not a prevention strategy. They're designed to reduce and mitigate harm if the shooting happens, certainly a goal is to prevent the shooting from happening in the first place. But we have to be realistic that they can still happen and we have to give people tools to stay safe if that does.



JJ Janflone 22:29

Well, I think part of the problem is too is that lockdowns so often they just get used as this band aid right for this this massive wound. And that same time, they're visible way, right? Like when I when I think of lockdowns, I think now of how things get thrown out with like, oh, well, we don't need to have better gun laws. We just need to have bulletproof backpacks or hardened classrooms. And that's the solution.



Dr. Jaclyn Schildkraut 22:51

Yeah. And I think that in itself is so surprising because if you think about kind of the conversation that comes out, we've, we've heard about our teachers, we hear about the bulletproof backpacks. Right now the thing going around is clear backpacks or mesh backpacks. And, like, if you actually just stopped to think about the actual efficacy of these things, even from a basic non researched level, they don't they like defy common sense on so many ways. And then it's somehow that lockdowns are the most controversial thing to come out of all of this. I just, I mean, I guess if anything surprises me, it's that.



Kelly Sampson 23:26

It's interesting. You mentioned clear backpacks, because that I feel like after Columbine, that was a big thing that was proposed and clear. It's weird that it's coming back. But kind of continuing on this note around myths and perceptions. You wrote a book, or you co authored a book in 2016, called mass shootings, media myths and realities and mass shootings, especially of the sort that we've been discussing. They get a lot of national attention. And so you know, Red, Blue, and Brady recommend that book. But on that front, I'm wondering if you can explain how the media plays a role in shaping the narrative around mass shootings, and what do they get wrong?



Dr. Jaclyn Schildkraut 24:04

Yeah, you know, it's funny, that book kind of emerged out of my dissertation and my earliest

year, you know, it's funny, that book kind of emerged out of my dissertation and my earliest research, I really, you know, I would sit there and think about how the media was portraying these events. And, you know, for me how I got into all of this was, you know, I remember my mom when I was growing up, but always tell me like, where she was when JFK was assassinated, like that was the pivotal moment for her generation. And the pivotal moment for my generation was Columbine, and, you know, then Virginia Tech. And so I remember watching the news unfold and watching this all, you know, unfold before me and then hearing everything that came out of it. And I'm like, well, that doesn't sound right. And so my earliest research I was so set on trying to correct this misguided narrative until I realized it takes a lot more than one person doing that to correct the media, which is how I ended up doing like the lockdown drills and stuff. But there's, I think the challenge is what how people think that mass shootings are common, they are still incredibly rare in the context of all of the crime that goes on in our country. They are a horrific part of the 1%. But anybody who is exposed to gun violence or homicide, it sucks, you know, it's horrendous. And so the challenge is that, you know, there's the old adage with the media that if it bleeds, it leads, well, now you have these sort of catastrophic events, where it almost makes it seem for the media that if it bleeds, more, leads more. And so you know, we have these events that they happen, and they go wall to wall coverage, 24 hours a day for days, and they make it seem like this is our norm. And so that is the biggest challenge is, I think, understanding that this is not a statistical, no, I mean, you're more likely to go outside and get assaulted than you are to be involved in a mass shooting. The challenge is, is that for most people, because of that statistical rarity, they are not directly exposed or connected to it, other than through the media. And so much of what the the general public knows and understands about mass shootings is solely derived from the media narrative. And I think there's a number of challenges with that. There are misconceptions about who the perpetrators are the few things that they have in common well, number one, they all use guns, otherwise, they wouldn't be mass shooters, they are majority male, about 95%. But after that, there's a lot of variability within in between them in terms of, you know, race and ethnicity, in terms of socio demographic backgrounds, in terms of their motivations, and they're underlying reasons of why they are going out committing these attacks. But where the media is missing the opportunity to educate the public is, while there's so much variability between them, they're all doing the exact same thing. Most mass shooters, if not all mass shooters follow a series and it's not necessarily linearly progressive, but it it builds on each other, called the path to intended violence, you start off with some type of grievance, it can be real, like a job or relationship loss, it could be perceived, and then you sort of engage in violent ideation. And at some point, while that violent ideation is going on, you make a decision that you're going to go out and do something to counterbalance or get revenge against it, and then start these very observable overt behaviors. Things like gathering weapons, things like probing and breaching, researching other shooters, the most observable behavior is leakage, they're talking all over the place about what they're going to do. It came out about the Greenwood Park Mall shooter, we know that the Uvalde shooter was saying it all over, our shooter was telling everybody who would listen that he was about to do it. And so I think where the media could get it right or be more helpful, is to educate the public on what this leakage looks like, and help to encourage reporting and breaking down the bystander effect. Because the one reason why shootings don't happen, and we don't hear about a lot of the ones that don't happen is because somebody with information comes forward and somebody does something. And I think that that's where we're seeing a really missed opportunity. Also, I think that we have to stop making perpetrators celebrities, we have seen more movement towards that there's a campaign called the no notoriety campaign that was started by Tom and Karen Teves, after their son Alex was murdered in the theater shooting, their 10 year mark was two days ago. And you can still tell the who, what, when, where, why and how of the story. But you don't have to use their name to

do that. I don't have to say and see walked into our school and did x, y, and z. I can say a 19 year old former student did that. You still get everything else. But we're not giving them the notoriety that they're telling us they want.

K

Kelly Sampson 29:03

And thank you for kind of breaking down the statistics around crime and around homicide and around mass shootings in particular. Because, you know, one of the things we talk about here a lot is as it relates to the media, and the proportion of mass shootings, versus sort of the daily violence that plagues communities like the one I grew up in, that also gets distorted. And they're sort of almost business as usual. If there's gun homicide impacting black or brown people, or a failure to sort of report the ways that the gun industry plays a part in that too, and instead blaming it on people's there's a lot there within Media. And I'm wondering, what can listeners do if you're listening to this podcast? I'm sure you're someone who wants to understand these issues. And so what can listeners do? What can I do to be more savvy about engaging with the media around gun violence and mass shootings?

D

Dr. Jaclyn Schildkraut 29:57

Yeah, and I'm glad that you reference that because you know, We know if you look at something like the gun violence archive data that captures any event where four or more people are shot, they aren't necessarily all killed, but they are shot. A lot of that a lot of those cases are concentrated in black and brown communities. And we don't talk about that enough, because it's things like Parkland, like Uvalde, like Newtown, that capture that attention. And so the everyday gun violence, like you said, gets gets swept under the rug. You know, I think the most important thing that we have to consider is what facts are we being given? How is the story being contextualized? And what solutions are we being offered? How can we as engaged citizens help to prevent gun violence. And I think, not even I think I know from you know, years of being a media consumer, that the story sells, because they sell this most sensational aspect of that. And that tends to be the perpetrator. I know, it wasn't a school shooting. But I think a lot, I think back a lot to the Boston Marathon bombing. And I don't know if you guys remember, but a couple years might have been a year after the bombing, they put the perpetrator on the cover of Rolling Stone. And he looked like a celebrity with his tousled hair and his Ed Hardy shirt and girls were swooning over him. And, you know, I can remember if you sort of look at news coverage today or like covers a People magazine or Time magazine today, they tend to focus on more of the victims and the survivors of these tragedies. But it wasn't always the case. Because if you look back to the Times cover in 1999, it was the two Columbine perpetrators who were on the cover. And so I think society like citizens, we have to push back against not, you know, making these individuals famous, because here's the reality, right, there's sort of two unintended, but very real consequences that are coming out of this. Number one is that you have a bunch of individuals who potentially feel as though they are nothing in their own lives. And so they're seeking to be somebody they're seeking that fame and that notoriety. And again, they're telling us that our shooter made videos that said, I'm going to be you know, on the news, and you're going to know who I am kind of thing. And so when they go out, and they kill a lot of people, and then you do exactly that, you put them all over the news, you have effectively rewarded them for killing people. So it's kind of like if you think about it, this is a very crude example, if a toddler throws a tantrum, you don't reward them with a trip to the toy store. And so if we continue to give them exactly what they want, they're going to

continue to engage in that behavior. So while a mass shooter who wants a lot of notoriety is going to get that and he may or may not, or she may or may not survive their attack, to see that what that media attention also does is then subsequently signal to every other like minded individual who also wants that same attention and feels the same way or shares similarities with that individual. If you go and do this, you're also going to get this so it's rewarding the perpetrators and incentivizing would be perpetrators. And so, you know, I saw a lot of pushback after I believe it was Highland Park, also Uvalde were poor citizens, were saying, like, we don't want to see these people. We want to see the survivors, we want to see the victims, we want to see the heroes. That's where our attention is better spent.



JJ Janflone 33:36

And we're so lucky to have researchers and advocates like you and like the folks that you've worked with at Rockefeller who are continuing to push, you know, the right way to do things. I think, as you said, you know, no one wants these lockdown drills, but it's just sort of, if we have to have them, how do we do them in the right way? Right, you know, how do we hold on? Can we do harm reduction? In the meantime?



Dr. Jaclyn Schildkraut 33:56

Yeah. And I mean, listen, I think people think that I like get some weird joy out of going and putting kids on lockdown, I really don't. Like I actually understand how horrible what I'm having to do is, but unfortunately, those in my community never had any training. And so when the very first take came, they did not have the tools that they needed necessarily to stay safe. So while I would like you said, while I would love to live in a world where we don't need to have these, unfortunately, our history keeps repeating itself on all too often of a loop that we do need to have it so how about we make sure we're doing it in the best, safe, most empowering way. And that's what I hope for your listeners. If you read any of our research, we have a new book on lockdowns coming out, or anything that we make available and I'm happy to share anything we've done. I hope that that's what you take away is it's not a hopeless situation. And there are things that we know that works. We just need more wide scale adoption of those things.



JJ Janflone 34:52

Thank you so so much.



JJ Janflone 34:56

So I don't know about you, like I have so many things I need to unpack but first I've got to say A we absolutely have to have Jaclyn back or at the very least, she did talk about one of the books that she's written, which is on Columbine, because I think that sort of sets the Columbine Massacre, sort of, I think a lodestone for so many people of our generation who are working on gun violence prevention, and there's so many myths around that shooting that I think we really need to talk about.

K

Kelly Sampson 35:22

Yeah, I mean, you know, we love making people repeat guests here. So I'm all for that. And one thing that I'll be unpacking is, I'll be honest, this episode really challenged some of my distaste for lockdown drills by reminding me that they are a form of harm reduction. And we talked about that in the context of suicide, how harm reduction is really just what is evidence based. And that's really important for something like a public health issue. So that being said, I also, you know, be thinking about how, yes, lockdown drills can be an important tool. And we at organizations like Brady also play a role in making sure that we can make it so that kids don't have to face these situations in the first place.



JJ Janflone 36:11

Well, and I think too one of the things that I keep coming back to that is a good reminder, is the sort of difference, the difference in generational experience, like even like just in school, when it comes to gun violence, right? So Gen Z, Gen alpha, like they've grown up with like lockdowns, or lockdown drills in schools, whereas that was not an experience that millennials and their elders for the most part had. And so we're going to have a different sort of framework for how we think about mass shootings because of that school system training, right and held that's really important to think about and like, how many other aspects of like gun violence or gun violence prevention is that true as well. So I think we really need to investigate that a little bit more too.



JJ Janflone 36:57

Hey, want to share with the podcast? Listeners can now get in touch with us here at Red, Blue and Brady via phone or text message. Simply call or text us at 480-744-3452 with your thoughts, questions, concerns, ideas, whatever, Kelly and I are standing by.

K

Kelly Sampson 37:12

Thanks for listening. As always, Brady's life saving work in Congress, the courts and communities across the country is made possible thanks to you. For more information on Brady or how to get involved in the fight against gun violence. Please like and subscribe to the podcast. Get in touch with us at [Bradyunited.org](http://Bradyunited.org) or on social at [Bradybuzz](https://www.instagram.com/bradybuzz), be brave and remember, take action not sides.