

The Pandemic Shutdown: An Incubator for Future Mass Shooters
A Review of how the Pandemic could Influence Future Mass Shootings

Francis Joseph Dombrowski III

SLAS 6013: Qualifying Seminar

PhD in Strategic Leadership and Administrative Studies

Marywood University

Fall 2022

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Abstract

In the last two decades, there has been a sharp increase in the number of mass-shootings in the United States committed by adolescents and young adults. News and media outlets extensively publicize the majority of mass-shootings that occur in an educational setting or a place that effects a minority community. The images and videos are disturbing to the public often creating an outcry for legislative parties to pass legislation on gun reform and mental health counseling and screening.

In the same time span of the recent mass-shootings, technology has grown rapidly to provide access to information and news for the mass public. The word population has been able to connect to each other in numerous ways such as blogs, cable television, cellphone applications, electronic gaming, streaming services, and social media. The amount of resources technology are bountiful and can provide a source to enrich education and thought for individuals while providing a place where users can find negativity and violence.

After the massacre of children and faculty at Columbine High School, the breadth of research grew to understand the correlation of violence in television and video games and the cause of mass shootings. When COVID-19 forced educational institutional to close or utilize remote learning, and governmental emergency powers closed unessential businesses, families utilized technology to facilitate a “new norm” of entertainment and socialization thus creating an environment where youth were exposed to more television and video games. An examination of the pandemic is crucial to understand how traditional norms of learning and socialization changed and affect those more likely to carry out a mass shooting.

Keywords: COVID-19, pandemic, mass-shooters, mass-shootings, social media, technology, red-flag, mental health

Table of Contents

Abstract..... 2

Table of Contents 3

Introduction..... 4

Literature Review 6

Technology..... 6

Pandemic..... 8

Criminogenic Needs Perspective..... 9

Behavioral and Psychological Perspective..... 11

Societal Perspective..... 13

Analysis 15

Family Systems Theory 15

Classical conditioning 17

Social learning theory 18

Psychosexual Developmental Theory 20

Ethical Implications..... 22

Summary..... 27

References..... 31

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Mass Shootings, Media, and the Pandemic: A Review of how Media and the Pandemic could Influence Mass Shootings

Introduction

On May 24, 19 children and 2 teachers died at the Robb Elementary School in Uvalde, Texas. An 18-year-old shooter murdered them and injured over a dozen others with an AR-15 style rifle. Salvador Ramos, the gunman, shot his grandmother in the face earlier that morning (The New York Times, 2022). Prior to the shooting, Ramos posted “over-the-top threats” on social media, which included descriptions of violence and rape he sent to women (Davis, 2022).

Ten days prior to Uvalde, suspect Payton Gendron, killed 10 African Americans in a Buffalo, New York grocery store. Gendron entered the building wearing full body armor wielding an AR-15 Bushmaster semi-automatic rifle leaving a bolt-action rifle, shotgun, and ammunitions in his vehicle (The Associated Press, 2022). Thirty minutes before the attack, he invited a select group of people to his private server where he had a trove of documents in reference to his plans (Boburg, 2022).

The shooting at Columbine High School occurred April 1999 where 12 students died along with one teacher. Eight years later, a student at the Campus of Virginia Tech killed thirty-two people on April 2007. Yet again, five years later, twenty first-graders and six educators died by the hands of a shooter at Sandy Hook Elementary School December 2012 (ABC News, 2022).

Mass shootings at places of education or that affect a minority groups, have become a recent and tragic phenomenon that started a little over two decades ago. Captivated with the tragedy, the country watched national news media outlets provide 24-hour coverage of the aftermath at Columbine. The nation saw the bloodied victims, the heroic actions of first

THE PANDEMIC SHUTDOWN: AN INCUBATOR

responders, and the mistakes made during the response as well as learning the name of the two assailants.

Regardless of how tragic a school or mass shooting was or will be, there has become a societal shift that violence is normal day-to-day event that society should expect to happen in the United States. During the same time-period of these massacres, there had also been a great shift in the use technology. Computers were no longer a commercial product and marketed to the public for personal use. The increase use of the internet and emerging technology continues to produce different media in which its users can communicate, consume and deceive information regardless outcome it produces; positive or negative.

Phones became wireless allowing its user to be connected anywhere in which they wanted to travel. Video games designed on a single dimensional plane in the 70s and 80s became three dimensional and evolving to verve of virtual reality or a Meta universe. The internet created social media starting with basic boards and blogs, to AOL Instant Messenger, Myspace, Facebook and a host of others. Broadcasted programing became obsolete due to the emergence of cable and satellite services; and now streaming. Within the last decade, technology came full circle by allowing a single electronic device to have the capability to socialize, play games, receive news, and watch television programming.

The villains that perpetrated mass shooting also had the same varying access to these technologies. In the investigations that had followed these crimes, some assailants used search engines to find information to carry out their crimes. Others broadcasted their crimes live on social media sights. Investigators found manifestos, blogs, social posts, and videos scattered throughout the internet in a search for answers. There has been an increase in research in violent video games and programing in the past decades since the shootings at Columbine high school.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

During the COVID-19 pandemic, educational institutions shutdown and unessential businesses closed changing the normal activities of millions of children. This left many of them isolated and quarantined from friends and loved one with only technology to communicate. It also provided more time to play video games, use social media and watch programming. Studies have already suggested that media and technology play a role in violence in the United States. Had the COVID-19 “lockdowns”, and a greater dependence and exposure to technology fostering future mass shooters?

Literature Review

Technology

The emergence of video games began in the 70’s with Pong and then Atari. These systems were very basic and had rudimentary graphics for the gamer to enjoy. During the 80s, the graphics of games improved but were displayed in a two-dimensional view. During the 90s, game graphics continued to improve and the concept of a three-dimensional view began. Wolfenstein 3D was launched in 1992 as a first-person shooter (FPS) game and Doom in 1993. Both games were popular among games because the FPS genre allowed the player to walk through halls looking for enemies and killing them when found. Arsenals of weapons are offered to the gamer to choose from such as handguns, rifles, grenades, etc. to complete their mission.

First-person shooter games created an absorbing experience where players had to make split second decisions in a world that is more attractive and complex. Technology has made games like Call of Duty to offer a realistic battlefield. Players do not necessarily want to be violent in real life, but allows the player to vent pent-up emotions and impulses. The brain wants situation created by adrenaline-generated decision-making (Konnikova, 2013).

THE PANDEMIC SHUTDOWN: AN INCUBATOR

In 1994, the Entertainment Software Rating Board (ESRB) began rating video games based on content descriptors that were voluntarily displayed by manufacturers on the game box to inform consumers similar to the motion picture system (Thompson, 2001).

In 2005, Senator Hillary Clinton, Joseph Lieberman, Tim Johnson, and Evan Bayh introduced the Family Entertainment Protection Act that required all retailers that sold video games to use the ESRB rating system. The bill was never passed and a mandatory rating system was found unconstitutional as video games were protected under the first amendment (Thompson, 2001).

Attempts continued to curb access of adolescences and violent video games by passing laws that would levy fines or jail time for those offering mature rated games to those under the age of seventeen. Many attempts of state legislators are thwarted by the legal system. Laws in Louisiana, Minnesota, and Oklahoma had injunctions issued against them by federal district courts. In 2006, the U.S. Senate passed the Children and Media Research Advancement Act (CAMRA) to authorize new research in the effects of viewing and using electronic media that included computers, internet, television and video (Bushman, 2006).

Both Harris and Klebold, the shooters at Columbine, were fans of Doom. In the aftermath of the shooting, several scholars testified at Congressional hearings that media violence had an impact similar to smoking and cancer on society (Thompson, 2001). There have been over a hundred experimental studies on violent video games but the majority of them have been conducted with young adults and not adolescences (Ferguson et al., 2015).

The Uvalde shooter took interest to gore and violent sex. He began watching and sharing gruesome videos and images that included suicides, beheadings, and accidents (Davis, 2022).

THE PANDEMIC SHUTDOWN: AN INCUBATOR

After Columbine, the U.S. Department of Education and Secret Service created the Safe School Initiative and studied 37 premediated violent acts between 1974 and 2000. The study found that the shooters were almost always male, engaged in a planning period prior to the attack and leaked to a third party, some detail of their intention or desire to cause harm (Hendrix et al., 2022).

Online hate has many forms such as stereotyping, attributing personal or societal problems to a group, advocating discrimination against a group, or advocating violence towards a group that are disseminated through mediums including websites, blogs, social media, chatrooms, and other internet communities (Hawdon et al., 2018).

Pandemic

The unexpected pandemic that started in 2019, changed societal norms drastically as epidemiologists, physicians, and governments attempted to reduce the transmission of the virus across communities. There were many different opinions towards the approach to keep COVID-19 from infecting populations. Such remedies included increasing sanitation, creating physical barriers and social distancing. When the pandemic reached higher infectious levels within populations, non-essential businesses were closed, forcing many citizens to stay home. Face-to-face socializing was reduced to the use of applications that once were a subsidy of normal communication. Social media and telecommunications became the new norm keeping most people in social isolation.

Those that need to isolate or quarantine are found to have heightened feelings of social isolation, be less productive, and have a potential to suffer financial losses (Hayden et al., 2021). An individual's perception of loneliness and their support structure are based on a social network based on characteristics such as centrality, density, reciprocity, and network clustering.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Centrality is based on the simple measure of a person's number of social connections and degree of relevance to each other. The density of those relationships feeds the ego and the level of a person's well-being. Reciprocity drives an individual's easier time to accept a social support, which in turn, create network clusters where individuals completely connect with each other (Yousefi Nooraie et al., 2021).

Criminogenic Needs Perspective

Criminogenic factors that can influence the risk of criminal behavior in a person. These behaviors are associated with violence and criminal behavior. They include criminal history, antisocial personality, antisocial cognition, antisocial peer association, substance abuse, employment instability, unstable interpersonal relationships, and a lack of engagement in prosocial or structured activities (Gonzales & McNiel, 2019). Early onset aggression is a significant risk factor and children who are highly aggressive during childhood and adolescence are more likely to engage in criminal activity in adulthood (Williamson et al., 2014).

A study in 2021, reviewed the correlations of mental health and criminogenic factors that included antisocial personality traits, antisocial values, dysfunctional family history, and substance abuse. The antisocial personality trait factor looked at items such as committing harmful acts against people or animals while the antisocial values factors such as getting even with other and feeling angry when others try to tell them what to do. Dysfunctional family history factors included those who faced arguments and fighting within the family, rules and the consequences of ones actions and the substance abuse factor looked at substance abuse at the time of the crime and other issues that were related to substance abuse. The study concluded that each of these factors had a strong correlational to those experiencing mental health symptoms and were more likely to commit a crime (Van Deirse et al., 2020).

THE PANDEMIC SHUTDOWN: AN INCUBATOR

The Uvalde shooter's housing conditions, family life were unstable, and he struggled in school. He had an unaddressed speech impediment that likely was a factor in his lack of friend and being bullied by other students. His academic performance continued to decline as well as his attendance, which eventually lead him to drop out of high school. He also lost his job for threatening a female coworker (Davis, 2022).

Recent data showed that mass shootings committed by those with a mental illness are less than 1 percent of all yearly gun-related homicides and those diagnosed with a mental disorder commit only 3 percent of violent crimes. Studies have also show that that committing violence is greater for people with major mental disorders and that nearly half of the mass shootings in the United States are carried out by those diagnosed with a mental disorder or are showing signs of a serious mental illness prior the committing the crime (Philpott-Jones, 2018).

Adam Lanza, the shooter at Newtown, also suffered from mental illness. He suffered from anxiety and obsessive-compulsive disorder years prior to the shooting. During his autopsy, the medical examiners discovered that he was anorexic which caused him to be malnourishment, most likely altering his mental state. Even with his known problems, his mother refused to give her son medication recommended by specialist and kept him in a "bubble". She and the school district also allowed Adam to perform his schooling at home which heightened his sense of isolation and losing sense that are people were human beings (Cowan, 2014).

MacLeish and Metzler reviewed the aftermath of mass shootings and addressed four common themes that they noticed. People generally think that mental illness causes gun violence, psychiatric diagnosis can predict an incident before it happens, mass shootings condition the public to fear mentally ill loners and psychiatric histories of mass shooters will not prevent another shooting from occurring. They concluded that the current laws and political

THE PANDEMIC SHUTDOWN: AN INCUBATOR

views are detracting from the mental health component of what causes these violent crimes. Common ground is needed on assumptions on basic criteria for specific mental illnesses and if mental health experts can predict violence before it occurs (Metzl & MacLeish, 2015).

During the pandemic, government lock-downs prevented people from leaving their homes. The emphasis of providers and government was on medicine and preventing deaths even though psychology and the body are greatly intertwined. Initiatives should have been taken to ensure the overall wholesome well-being of patients (Compassion and Smile). Social support of post-COVID neuropsychological damage is critical to mitigate the impact of poor social relationship and health created by the isolation and loneliness (Social Isolation). There has been limited research of the psychological difficulties created by the pandemic. A study during the SARS-2003 showed a prevalence of psychological distress (28.9%) and depression (31.2%). Those at high-risk were the elderly, those that lived in congested places, and that had medical or psychiatric conditions, were at increased risk for adverse psychosocial outcomes (Sindhu, 2020).

Disruptions to social networks, family routines, proximity to others, may affect family well-being a layout the foundation for increased conflict and violence. Social distancing has been linked to depression, anxiety, eating disorders and increased substance abuse (Sinko et al., 2021). Isolation and quarantine from family, friends, and loved ones creates feelings that their reason for living has been ripped away from them exacerbating feelings of anxiety and uncertainty (Sahu et al., 2020).

Behavioral and Psychological Perspective

It has been debated if chronic exposure to violent video games has an effect on adolescents and young adults and whether they are considered as desensitization or habituation.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

According to Wolpe, desensitization occurs when repeated exposure to violent stimuli creates a reduction in psychological or emotional responsiveness while habituation operates for a short period and does not persist (Bowen & Spaniol, 2011). Desensitization is an adaptive trait as it allows people to disregard irrelevant information and process that which is relevant. When this desensitization happens with violence, it can reduce the inhibitions against behaving aggressively (Bartholow et al., 2006). Former United States Surgeon General, David Satcher, warned in his report that there was a demonstrated link between screen violence and physical aggression in children and adolescent with a correlation stronger than the link of second hand smoke and cancer (Gruel, 2010).

Desensitization to media violence can occur after continuous exposure for a short period. Some adverse responses are seen in the initial exposures to violence with participants enjoying violent scenes less while having empathy for the victim (Fanti et al., 2009). Chronic exposure to violent video games can have a negative, lasting effect on brain function and behavior. Desensitization from repeated exposure can occur from weakened cortical and behavioral responses to various experiences that humans experience such as friendship and spirituality (Bartholow et al., 2006).

Exposure to violent video games has also show to change behavior temporarily and generally last less than 15 minutes. These changes include aggressive thoughts, irritability, and a decrease in helping behaviors. Studies also showed that exposure to violent video games changed a players physiological reactivity; heart rate and respiration levels decreased when shown real-world violence (Bowen & Spaniol, 2011). Other studies found that interactive video games could raise adrenaline levels and produce extended physiological around in children while increasing ingressiveness, aggressive thoughts and behaviors, antisocial behavior desensitization, poor

THE PANDEMIC SHUTDOWN: AN INCUBATOR

school performance and reduced activity in the frontal lobes of the brain (Gruel, 2010). The frontal lobes of the brain controls cognitive skills that include emotional expression, problem-solving, memory, language and judgement while controlling higher level functions of planning, self-control, empathy, and attention (Cowan, 2014).

Societal Perspective

Public mass shootings at schools have a significant impact on society's collective psyche despite the fact that children die every day by the means of a firearm. Schools are considered safe havens for innocent children where no one could predict such a violent act happening. It leaves society in shock and horror wondering if society's children are safe anymore. These events often create automatic assumptions and reactions on how to reduce gun-violence regardless of the facts or understanding of what happened (McLeigh, 2015).

Statistically, mass shootings are considered rare and account for less than 1% of all firearm homicides in the United States but are a constant in the news cycle (Peterson et al., 2022). Capellan and Gomez conducted a study to understand the demographics of mass shooter. From 2000 to 2015, 96.1% were male and 55.7% were Caucasian. The shooters were generally single or divorced and 42.9% had a mental illness. Out of the 206 attacks, there was only one perpetrator 96.1% of the time with 39.4% of the victims being strangers. Handguns were used 77.7% of the time versus 22.7% with a rifle. The shooter committed suicide 43.5% of the time and killed 17.3%. (Capellan & Gomez, 2017).

The media plays a role in the transmission of facts during and after these shootings, which can inflame the misperception of data. When an incident occurs, there is extensive coverage that shows the shooter's image, manifesto, life story and the details of the event. The World Health Organization (WHO) has issued guidelines to news outlets as to not sensationalize

THE PANDEMIC SHUTDOWN: AN INCUBATOR

suicide, avoiding prominent headlines, not repeating the story to frequently, not providing description of the crime methods and limiting the use of photographs and videos. These same tactics have also been recommended for mass shootings (Meindl & Ivy, 2017).

Psychologist Kardaras notes that social media has fostered a sedentary and fragmented lifestyle in which leads users to feel overworked, exhausted, and depressed. The daily use of media becomes much like an addiction where the user needs to keep increasing the level of stimulation to feel happiness while normal day-to-day activities no longer bring joy. This often leads to mental illness such as depression and personality disorders leaving them to mimic and follow online influencers (Kardaras, 2022). Often, patients diagnosed with a mental illness are advised to socialize as part of their therapy (Sahu et al., 2020).

Social media is another facet that needs to be reviewed. The one benefit of it is that it can often provide insight into an attack before it occurs. The majority of mass shooters provide clues of their intentions although it is not directly stated to their intended targets through what experts call “leakage”. Dylan Roof posted disturbing videos prior to him killing nine churchgoers in Charleston, South Carolina. Roof’s mother called the local authorities to tell them about the posts and his suicidal tendencies in which they performed a welfare check (Follaman, 2015).

The use of social media has become a popular tool for social interaction for youth and young adults where the experience are created by the platform and other users and has become a developmental process for them while they form their identities interacting with others (Berryman et al., 2017). Socialization online has reduced the traditional face-to-face interactions that adolescents and young that older adults are familiar with. Social isolation is not the same as loneliness; loneliness can be a painful experience between the actual and desired contact (Knopf, 2020).

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Cyberbullying is an umbrella term that includes a variety of behaviors across technological platforms. With connected devices at the fingertips of many adolescents and young adults, bullying can reach deep within their lives as technology has made it easy and convenient for the aggressor. Puberty and brain development typically occur during the middle school years, which provides the time for adolescents to learn greater independence without having full responsibility (Waters et al., 2020).

During this time, the environment and interactions with others can provide positive experience to an adolescent but can also create negative experiences created by bullying behaviors of others. The victim can handle the situation with positive coping skills where they ignore or find a solution to handle the problem. On the other hand, some victims use a negative coping strategy in which they handle the problem by blaming others or harming oneself or another with a dysfunctional solution (Aricak & Ozbay, 2016). They tend to target those they imagine would torment them or be blamed for their distress (Landau, 2012).

In 1997, a high school freshman brought guns to school, killing three students and wounding five more. The mental state of the student worsened overtime from schizophrenia and delusion. His peers had bullied him and he reacted by threatening them and writing an essay about shooting a bully at school (Dewan, 2022).

Analysis

Family Systems Theory

Psychiatrist and researcher, Dr. Murray Bowen developed Family System Theory based on the concept of “differentiation of self” which refers to the ability to think as an individual but being able to stay connected to others in a meaningful way. The theory does not focus on mental

THE PANDEMIC SHUTDOWN: AN INCUBATOR

illness but on relationships that affect people and the challenges it provides to being a human being (The Family Systems Institute, 2022).

During early childhood, children are forming expectations about the consistency of their care, family figures in their lives, and concerns about the stability and health of relationships in the family. Disruptions during this developmental phase can be harmful to children's psychological and social adjustment (Coe et al., 2020). Millions of children were referred to as "bunker babies", because of the lock downs, had missed many life experiences that prior generations took for granted (Guynup, 2022).

The pandemic affected the family system in different ways. Many children were unable to see grandparents, aunts, uncles, and family member with medical conditions face-to-face in a fear of infection of COVID-19. Children and adolescents missed out on birthdays, holidays, graduations, and many life events in which family comes together to celebrate. Children missed stories that family members would tell, the life lessons learned with relatives, and the experiences and memories that are created when spending time with parents and siblings. Two years of growing up "normal" were taken away children and adolescents and completely changed how children learned to interact with others and learn social cues.

Even though many children and adolescents were home with their family during the lockdowns, most parents still had to work remotely. Since schools and daycares were closed, many children given unlimited access to television, movies, and social media to keep them occupied. Normal interactions that children would have were replaced by technology and life lessons learned in family socialization and activity were being learned through these different media.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Mass shooters have some similar characteristics that include anti-social behavior and broken home life. There is correlations on how isolation stunted children growth in socialization as well as learning from not being in daycare and school. The pandemic and shutdowns could have put more children in danger by not allowing them the ability to understand how to socialize and prefer to be alone as they were accustomed the last two years.

Classical conditioning

Pavlov, a physiologist, created the theory of Classical Conditioning where learning is created when two stimuli are linked to together to produce a new learned response. In his experiment, he was able to show that dogs would salivate when they heard a bell as it was a sign that they were going to be given food. However, learned behavior may not always be positive and a stimulus can create a negative response such as an addiction or phobia (McLeod, 2021).

Psychological research on media violence is mostly focused on passive learning where the person being exposed is affected where they are trying to learn or not (Maier and Gentile, 2012). Classical conditioning, whether deliberate or not, is happening, children are often watching imaged of death and suffering while associating with popcorn, soda, friends and laughter (Train, 2018).

Violent television programing and movies have been shown to have a negative effect on children but violent video games are more likely to be harmful as the player is actively participating in the simulated act where it is often presented in a glamorized fashion. By the age of 18, the average American child will have watched 200,000 acts of violence and 16,000 simulated murders. The average adolescent will consume nine hours of entertainment media a week with some teenagers reporting that they play more than 40 hours of video games in a week (Muscari, 2002).

THE PANDEMIC SHUTDOWN: AN INCUBATOR

The pandemic allowed children and adolescents to spend more time than ever before watching violent programming as well as playing video games. Often, these activities are experienced with family and friends as entertainment and way to have to have enjoyment and relaxation. Games like Call of Duty, Half-Life, Counter-Strike and many others provide competition where friends attempt to locate each other within the “gaming world” and shoot at each other. Normally the last player to survive or those that attain the most “kills” are considered the winner.

Television and movies also provide another source of enjoyment where family and friends sit around a screen and can watch gory and violent programming. Viewers get excited when they see the bad character is killed and get a thrill from chase scenes and explosions. During the time, they are laughing with friends and family often eating food or snacks. Society has made this normal and most children and adolescents understand that what happens on the screen is fiction. However, over time, they find it a rewarding experience that desensitizes them to death and suffering of others in the real world. It also causes children and adolescents to be able to be more aggressive and abusive to others.

Social learning theory

Albert Bandura proposed social learning theory and emphasized the importance of observing, modelling, and imitating behaviors, attitudes and emotional reactions of others. Many influential models that include parents, family, friends, teachers, and even characters on children’s television shows (McLeod, 2016) surround children and adolescents.

Violence is learned when children are exposed to it by parents, siblings, relatives, either directly or indirectly and reinforced during childhood. In marital violence, observations during childhood and adolescence between parents and partners provide the initial learning of behavior,

THE PANDEMIC SHUTDOWN: AN INCUBATOR

which are seen as “appropriate”. This normalization of behavior has been shown in studies as the reason for the continuation of the “cycle of violence” (Mihalic & Elliott, 2017).

The National Commission on COVID-19 and Criminal Justice released a report showing that there was an increase of 8.1% of domestic violence incidents following the 2020 pandemic stay at home orders. Increased unemployment, stress with childcare and home-schooling, financial insecurity, and the increased use of alcohol and other substance are believed to be driving the increase (Council on Criminal Justice, 2021).

The shutdowns undoubtedly increased the exposure of domestic violence to children and adolescents but it also reduced the amount of channels in which victims can seek help. Abusers in domestic violence cases often have their victims emotionally and/or physically trapped in the situation. With the shutdowns, students attended school virtually since they were unable to physically. With students physically not in the classroom, trained school professionals (e.g. counselors, teachers, etc.) that can recognize abuse were unable to witness evidence first hand and report to local authorities.

The same situation happened with friends and medical physicians. Social interaction with friends was restricted as governmental agencies recommended that isolation orders needed to be followed to “flatten the curve” and reduce transmission of COVID-19. Unessential medical visits were also halted. Medical professionals were unable to examine young patients and unable to have the opportunity to identify potential abuse. Even though child and adolescents could communicate by phone or video with friends and medical doctors, they were often unable to disseminate information to them as their abuser could most likely be in the same vicinity to overhear a conversation.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

There have been strong correlations that those who perpetrate a mass shooting have a history of domestic violence. One study that reviewed mass shooting between 2014 and 2019 found that 68.2% of mass-shooting perpetrators killed either a family member or intimate partner (The Educational Fund to Stop Gun Violence, 2021). Domestic violence is a learned behavior that can be prevented with family counseling and therapy. If the violence has already occurred, it is important that there are the right support systems and resources for children and their parents.

Psychosexual Developmental Theory

Sigmund Freud created psychosexual development theory from his original work with psychoanalytic theory. Psychosexual development theory came from Freud's clinical work with patients diagnosed with mental illness. He believed that children develop through different stages and that an interruption or conflict during one of them could play a significant role in the course of development. He believes that these childhood experiences and unconscious desires influence a person's behavior (Cherry, 2020).

Freud's psychosexual theory has five stages of learning and transition based on the age of child's development. Stage 1 is oral and mouth (0-1 year); stage 2 is anal, bowel, and bladder (1-3 years); stage 3 is phallic, genitalia (3-6 years); stage 4 is latency, dormant sexual feelings (6-12 years); and stage 5 which is genital, mature sexual feelings (13-18 years), (Lantz & Ray, 2021). The interruption of stages 4 and 5 could be a critical moment where the roots of a mass shooter are born.

During stage 4, children will begin to act on their own impulses indirectly. They will also focus on activities that interest them such as school and sports while starting to build relationships. Interruption or dysfunction at this age tends to result in the inability of the child to form healthy relationships as an adult. During the COVID-19 shutdowns, children were unable to focus

THE PANDEMIC SHUTDOWN: AN INCUBATOR

on school with detractions of online learning. Children's had their activities interrupted and had no outlet to expend energy and explore such as sports and playtime. The ability to build lasting relationships with family, friends, and teachers were potentially stunted by the limited physical contact.

At stage 5, the ego of the child has developed, while they are seeking independence, and creating relationships. They develop healthy and consensual sexual desires. As with stage 4, those that experience disruption or dysfunction will also have difficulty building relationships. With disruptions to stage four and five, it can also affect the ego and superego. Ego is responsible for the decision making process of a personality whereas the superego incorporates morals and value society.

Based on the actions of mass shooters, it can be assumed that their ego and superego are never fully developed. If the ego of the child developed correctly, the adolescent would choose a decision path in a practical way. Killing children, teachers, and bystanders would not be a rational or practical based on the ramifications of the aftermath. If the superego had developed correctly, the mass shooting would not have occurred. The superego would have taken into account that societal norms would never hurt a child or another human being.

There would have to be assumption, since most mass-shooters die during the attack, that there were events that caused the interruption of their mental growth and ability to create meaningful relationships. Many of mass-shooters had the reputation to be loners and displayed antisocial behavior. Mass shooters tend to display signs of aggression on social media or within a gaming environment. It is possible that the reality of television and video games modified their ego and superego with a "virtual reality" of what is morally acceptable allowing them to commit

THE PANDEMIC SHUTDOWN: AN INCUBATOR

such a crime. From a true Freudian aspect, sexual arousal from the excitement of the act could have also been a factor.

Ethical Implications

There are many things to ponder in regards to the ethical implications of gun violence, the mental and physical health of youth along with constitutional rights granted to the citizens of the United States. The right to practice free speech and to bear arms is deeply embedded in the United States history and found within the first and second amendments respectively, when the Bill of Rights were adopted in 1791. Understanding the complexity and finding a solution to gun violence is multi-faceted. Limiting any right of the public often involves a heated debate between sharply divided political parties. Lawsuits in the state and federal legal systems drag on for years to determine the constitutionality of passed legislation. Regardless of outcome, a party is the victor and the other that walks away feeling stripped of their rights.

The current political system has legislators in a constant struggle to find a solution and gridlocks any legislative progress. Conservatives often side with the rights of gun owners by not wanting to create national registries, limiting the types of arms ownership, and preventing “red flag” laws that are generally seen as providing a tool to unlawfully confiscate property. Liberals often argue that no constitutional right is absolute and can be restricted. Citizens cannot legally scream “fire” in a theater while they are unable to own functional military equipment like mortars.

One of the most controversial issues that has occurred in the past few years is the government mandate shutdowns and shuttering of non-essential businesses, enforcing masks mandates, and requiring vaccinations. Based on credible medical and scientific data at the time,

THE PANDEMIC SHUTDOWN: AN INCUBATOR

led governments to take these preventative steps. However, the long-term effects of isolation and mask wearing were unknown. Different studies have shown that there was an increase in alcohol and drug use, young students educational performance levels declined, and the consumption of social media and technology increased.

Psychological development and the human psyche are important to understand; as mass shooters are generally adolescent youth who had been molded and shaped by experiences and socialization years prior to committing the crime. The shooters that perpetrate these acts often decide to commit suicide when they are confronted or by responding law enforcement or killed in the crossfire. This leaves victims and those in the aftermath to guess why someone would conduct such an act. Like any crime, those affected by it want closer and justification why it happened. Researchers have an ethical obligation to help victims and families cope by providing reasoning of what happened and ideas of how to stop potential, future shooters.

In order to identify those at risk of aggression, children and younger adolescence must be examined and studied in regards to how family and social structure. Conducting such research to such an extent could be extremely intrusion to young children and adolescents lives while possibly affecting their development through childhood and pueberty. These studies could also disrupt the family and social dynamics in which many mass shooters have in common.

Future studies would have to be extensive into the family dynamics in regards to social media and technology. The types of measured data that would include the programing the family watches, the types of video games being played, and social media that is used. In addition, families would have to allow researchers to see how they use these technologies. For example, parents may not want to admit that they use technology as a method of babysitting. Parents and

THE PANDEMIC SHUTDOWN: AN INCUBATOR

other participants may also be sensitive to private information or those not in a study but may communicate to one of the participants.

Considering the rarity of mass shootings, it would also have be considered if the possible harm caused to participants during research would outweigh the risk of future injury and death in a mass casualty event. To limit this risk, future studies could utilize “red flag” laws where child and young adolescents become participants based on predetermined criteria. Although this could reduce the harm to the general population, it could also cause harm to the participants selected. Not all of those who exhibit “red flag” behavior become mass shooters but participants in a study could receive ridicule from friends, family, and the public for being part of such.

Policy Recommendations

Gun violence in America is complex, multifaceted societal issue. It is complicated further for the fact that the second amendment protects gun ownership. Under the first amendment, media technologies such and movies, social media, television and video game platforms are a guaranteed right. Political partisanship and public opinion also play an important role in the adoption of policy or lack of, and based on two majority, voting demographics. Heated debates are the norm with the political right accusing the left of “gun grabbing” and censorship with the left accusing the right of not caring about human lift and “fake news”.

Adolescents and young adults perpetrate many of these attacks, so it is important to provide them help prior to the attack, as they are not usually spontaneous from the shooters standpoint. The attacker normally takes their time to plan the assault before acting on it, so prevention needs to begin months to years prior to the event. Many of the current studies focus on young adults and not children and adolescences; the child and adolescent years are just as

THE PANDEMIC SHUTDOWN: AN INCUBATOR

critical as this is where solicitation and standard behavior begins to develop. Cross-sectional studies need to be conducted that focus on the younger age groups, not those that mainly commit these type of crimes. Not all violence are preventable but by being proactive, there is a better chance to save lives versus being reactive after a shooting has occurred.

The next recommendation is that there is a nationalized standard for “red flag” laws. Current legislative laws either does not exist in states or not standardized state to state for consistency. For those who need to diagnosis a potential health hazard to those who need to practice law to protect or potentially take away a right. As a child or adolescent, constituency right can be limited based on being a minor.

Social media needs to be able to limit and monitor violent and extremist rhetoric on their platforms. The methodology and technology already exists to protect consumers from “false information” or violent content by masking it or placing a statement below the post based on algorithms like Facebook provides for COVID-19 information or graphic images. During the pandemic, exposure to violent content was higher than normal in the absence of face-to-face socialization for children and adolescents. There needs to be controls in place to reduce content regardless of an active pandemic or not.

The addition of detection systems to find threats within posts that are “red flags” from potential assailants is an additional recommendation. The provider can review the “red flags” with local law enforcement receiving information on substantiated threats. Algorithms could also bypass this process and send law enforcement direct Meta information in the event of an active shooter or highly likely event. This would allow them to neutralize the suspect and mitigate casualties.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Technology companies need to provide a more transparent ways to allow parents or legal guardians to review their children's actions. Children and adolescent, unless emancipated, have no reasonable expectation of privacy. Social media companies and cell phone providers need to provide technology for parents to review content and usage. Video game companies should be able to provide settings to reduce violence seen by children, and to put limits on the amount of time a child can play video games on a daily basis by parents.

Schools need more resources to be able to monitor and report children or young adults if there are concerns in regards to their mental and physical welfare. Not all abuse leaves lasting marks with much of it being unseen. Schools need to have the resources to treat and assist students seeking help.

Legislators need to pass legislation and funding to create affective processes for background screening during a firearm and/or ammunition purchase for those between the ages of 18 to 21. Many of the mass shooters often purchase the firearms used in the crimes shortly after their 18th birthday. Lawmakers should consider using juvenile record information to as part of a background check needed for the purchase of the firearm.

In the event of a future pandemic, professionals across multiple fields of study need to determine and weigh the cost of shutdown or quarantine to save lives versus the possible long-term psychological and social affects children and adolescent will face. This is a critical time in which self-exploration and socialization occurs.

Lastly, lawmakers can create more effective gun laws that can limit carnage in possible, future mass shootings. Limits on magazine capacity can be enforced so that shooters are forced to reload more often giving law enforcement more opportunities to neutralize the subject.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Summary

Mass shootings have become a recent phenomenon in the last two decades, and most notably, after the Columbine high school massacre. Columbine was not necessarily the first mass shooting but one that happened at the time where technology was emerging. The same technology allowed the public to witness such a tragedy unfold, but to also see the beginnings of an investigation of a crime. The public saw the heroic acts, the flaws, the shooters, the victims, and the loss of incense a school should never experience.

The shooting at Columbine generated focus and studies on violent movies, television programming, and video games as the major cause. The advances in technology have created entertainment, fun, and socialization most could not fathom twenty years ago. Today, users can experience these technologies in a “virtual reality” that blends with real life. Users are able to access an infinite space of information that can broaden their horizons. On the other hand, they can access false information, extremist ideology, and information to commit a crime or forum to broadcast a horrendous act.

The pandemic of COVID-19 changed how citizens interacted with each other thought society in response to flatten the curve. At the time, there was not vaccine, cure or therapy that could combat the spread of the disease. Governments determined that shutdowns of public school and non-essential business was the only option to minimize the spread of the pandemic. Although isolation, quarantines, and shutdowns are not new to society, COVID-19 is the most recent in the past century.

The shutdowns of society adversely affected the public in various ways. Daycare centers shut down as well as educational centers that serviced those from infancy to graduate studies. Beaches, parks, playgrounds and other places of recreation closed to reduce the transmission of

THE PANDEMIC SHUTDOWN: AN INCUBATOR

COVID-19. Children and adolescents were restricted to visit friends and family members, especially those there were older or in declining health. The new “normal” became the absence of face-to-face socialization.

Children and adolescent youth took the brunt of the harm caused by the COVID-19 pandemics. They were unable to experience what generations of kids had done decades prior. They missed school, learning, socialization, sports, proms, and graduations to flatten the curve. All human beings learn, grow, and shape into their psyche during their childhood and adolescent years. With so many youth affected by the pandemic, it has created a breeding ground for future mass shooters.

Learning theory has been around for decades and provided a resource for educational employees and psychologists to understand how to teach and help adolescents develop and grow. There is a variety of development theories that include Freud’s controversial, but accepted psychosexual theory and other like family systems, classical conditioning, and social learning. All of these theories have the basis that humans learn and develop from experiences. Mass shooters share similarities of being Caucasian, young, anti-social, have been abused or bullied, and indulged in violent video games and television programming.

Mass shootings, especially those of children, are a painful experience that parents, friends, family, and society experience. After the fact, a political divide often focuses on gun ownership and loose gun laws. The actuality of this type of violence is that it is preventable and carried out by youth; not adults or the elderly. Although all groups enjoy the same types of entertainment, the pandemic has exposed society’s youth more towards violent programming and isolation to normal, daily living potentially creating greater mental health issues.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Mass shootings and gun violence are a complex issue that the United States faces unlike any other country in the world; it is of a few countries where firearm ownership is a guaranteed right. However, there ideas and strategies that could be put in place to curb the violence. In order to accomplish such goals, political bodies need to concede that some rights be relinquished for the greater good of humanity. The first and second amendment are the cornerstone of the United States democracy but restrictions on them need must be reviewed and levied.

Stricter gun laws must keep firearms and ammunition out of the hands of children where it is too easily accessible. Children and youth have been accustomed to seeing guns as a toy in television movies, and video games. Next, societies avenues of speech need to limited where this is a possibility of harm. Social media and technology companies need to implement ways to restrict violence from their platforms to reduce developing youth to unnecessary media.

There needs to be an improvement in government spending and programing during a pandemic. Consideration of the psychical and psychological effects must be compared to the overall mortality rate during future shutdowns. If they do occur, school facilities and educators need more resources to report suspected abuse to authorities. Public systems are often the first line of defense or observers of potential issues that face society.

Lastly, any study that involves participants and current/past violence could cause harm to those individuals. Physical and verbal abuse is a common occurrence in society with many victims never reporting it. The abuse cannot only come from a romantic partner, but coworkers, friends, and even other children or adolescents. Some abuse victims have or still suffer from post-traumatic stress disorder from a past event(s) that leave them unable to speak about or answer questions for a study.

About the Author

Mr. Dombrowski started his higher education while attending at Susquehanna University. He was a varsity pole-vaulter on the track & field team, a member of Sigma Phi Epsilon and graduated with a bachelor of arts of public relations. He continued his education at Wilkes University where he completed his masters of business administration and inducted to the Delta Mu Delta honor society. Mr. Dombrowski also attend Misericordia University where he completed the requirements for his degree of masters of science in organizational management and was inducted into the Sigma Beta Delta honor society. Mr. Dombrowski is currently a student at Marywood University and is working towards his Ph.D. in Administration and Strategic Leadership.

Mr. Dombrowski is a native of New Jersey and now resides in northeastern Pennsylvania with his wife and children. He and his wife are practicing black belts in Tang So Do, a Korean martial art. He enjoys studying about the industrial revelation with an emphasis in anthracite coal mining. He is a member of the Free and Accepted Masons of Lodge 61 in Wilkes-Barre and enjoys supporting organizations such as EPCAMR (Eastern Pennsylvania Coalition of Abandon Mine Reclamation) to restore local brown fields and watersheds.

References

- ABC News. (2022, August 15). *From Columbine to Robb, 169 dead in US mass school shootings*. ABC News. Retrieved August 15, 2022, from <https://abcnews.go.com/US/wireStory/deadliest-us-school-shootings-84949424>
- Andrew Train, M. A. (2018, March 7). Media violence and children. LinkedIn. Retrieved September 20, 2022, from <https://www.linkedin.com/pulse/media-violence-resulting-effect-children-andrew-train/>
- Aricak, O. T., & Ozbay, A. (2016). Investigation of the relationship between cyberbullying, cybervictimization, alexithymia and anger expression styles among adolescents. *Computers in Human Behavior*, 55, 278–285. <https://doi.org/10.1016/j.chb.2015.09.015>
- Bartholow, B. D., Bushman, B. J., & Sestir, M. A. (2006). Chronic violent video game exposure and desensitization to violence: Behavioral and event-related brain potential data. *Journal of Experimental Social Psychology*, 42(4), 532–539. <https://doi.org/10.1016/j.jesp.2005.08.006>
- Berryman, C., Ferguson, C. J., & Negy, C. (2017). Social media use and mental health among young adults. *Psychiatric Quarterly*, 89(2), 307–314. <https://doi.org/10.1007/s11126-017-9535-6>
- Boburg, S. (2022, May 18). 'I lied to them for months': Buffalo shooting suspect kept plans from family, he wrote. The Washington Post. Retrieved August 16, 2022, from <https://www.washingtonpost.com/investigations/2022/05/17/payton-gendron-parents-buffalo-shooting/> The Associated Press. (2022, July 18). *The Buffalo supermarket shooter pleads not guilty to federal charges*. NPR. Retrieved August 15, 2022, from

THE PANDEMIC SHUTDOWN: AN INCUBATOR

<https://www.npr.org/2022/07/18/1112035732/the-buffalo-supermarket-shooter-pleads-not-guilty-to-federal-charges>

Bowen, H. J., & Spaniol, J. (2011). Chronic exposure to violent video games is not associated with alterations of emotional memory. *Applied Cognitive Psychology*, 25(6), 906–916. <https://doi.org/10.1002/acp.1767>

Bushman, B. J. (2006). Violence in video games desensitizes players to violence in the real world. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e552512012-118>

Capellan, J. A., & Gomez, S. P. (2017). Change and stability in offender, behaviours, and incident-level characteristics of mass public shootings in the United States, 1984-2015. *Journal of Investigative Psychology and Offender Profiling*, 15(1), 51–72. <https://doi.org/10.1002/jip.1491>

Cherry, K. (2020, June 23). *Influential theories about how children grow and develop*. Very well Mind. Retrieved September 11, 2022, from <https://www.verywellmind.com/child-development-theories-2795068>

Coe, J. L., Davies, P. T., Hentges, R. F., & Sturge-Apple, M. L. (2020). Detouring in the family system as an antecedent of children's adjustment problems. *Journal of Family Psychology*, 34(7), 814–824. <https://doi.org/10.1037/fam0000727>

Cowan, A. L. (2014, November 21). Adam Lanza's mental problems 'completely untreated' before Newtown shootings, report says. *The New York Times*. Retrieved September 20, 2022, from <https://www.nytimes.com/2014/11/22/nyregion/before-newtown-shootings-adam-lanzas-mental-problems-completely-untreated-report-says.html>

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Council on Criminal Justice. (2021, December 3). *New analysis shows 8% increase in U.S. domestic violence incidents following pandemic stay-at-home orders*. Council on Criminal Justice. Retrieved September 10, 2022, from <https://counciloncj.org/new-analysis-shows-8-increase-in-u-s-domestic-violence-incidents-following-pandemic-stay-at-home-orders/>

Davis, W. (2022, July 18). A report detailed the missed warning signs and motives of the Uvalde Gunman. NPR. Retrieved August 16, 2022, from <https://www.npr.org/2022/07/17/1111945402/uvalde-shooter-warning-signs-report>

Dewan, S. (2022, August 22). *What are the real warning signs of a mass shooting?* The New York Times. Retrieved September 7, 2022, from <https://www.nytimes.com/2022/08/22/us/mass-shootings-mental-illness.html>

The Educational Fund to Stop Gun Violence. (2021, June 1). *Study: Two-thirds of mass shootings linked to domestic violence*. The Educational Fund to Stop Gun Violence. Retrieved September 11, 2022, from <https://efsgv.org/press/study-two-thirds-of-mass-shootings-linked-to-domestic-violence/>

The Family Systems Institute. (2022, September 12). *Home*. The Family Systems Institute. Retrieved September 10, 2022, from <https://www.thefsi.com.au/>

Fanti, K. A., Vanman, E., Henrich, C. C., & Avraamides, M. N. (2009). Desensitization to media violence over a short period of time. *Aggressive Behavior*, 35(2), 179–187. <https://doi.org/10.1002/ab.20295>

THE PANDEMIC SHUTDOWN: AN INCUBATOR

- Ferguson, C. J., Trigani, B., Pilato, S., Miller, S., Foley, K., & Barr, H. (2015). Violent video games don't increase hostility in teens, but they do stress girls out. *Psychiatric Quarterly*, 87(1), 49–56. <https://doi.org/10.1007/s11126-015-9361-7>
- Follaman, M. (2015). Trigger Warnings. *Mother Jones*, 40(6), 22–29.
- Gonzales, L., McNiell, D. E. (2019). Correlates of gun violence by Criminal Justice-involved adolescents. *Law and Human Behavior*. <https://doi.org/10.1037/lhb0000349>
- Gruel, S. (2010). Independent News & Analysis on the U.S. Supreme Court. SCOTUSblog. Retrieved September 28, 2022, from <https://www.scotusblog.com/>
- Guynup, S. (2022, February 11). *How pandemic isolation is affecting young kids' developing minds*. National Geographic. Retrieved October 10, 2022, from <https://www.nationalgeographic.com/science/article/how-pandemic-isolation-is-affecting-young-kids-developing-minds>
- Hawdon, J., Bernatzky, C., & Costello, M. (2018). Cyber-routines, political attitudes, and exposure to violence-advocating online extremism. *Social Forces*, 98(1), 329–354. <https://doi.org/10.1093/sf/soy115>
- Hayden, M. E., Rozycki, D., Tanabe, K. O., Pattie, M., Casteen, L., Davis, S., & Holstege, C. P. (2021). Covid-19 isolation and quarantine experience for residential students at a large four-year public university. *American Journal of Public Health*, 111(10), 1772–1775. <https://doi.org/10.2105/ajph.2021.306424>

THE PANDEMIC SHUTDOWN: AN INCUBATOR

- Hendrix, J. A., Planty, M. G., & Cutbush, S. (2022). Leakage warning behaviors for mass school violence: An analysis of tips reported to a state school safety tip line. *Journal of Threat Assessment and Management*, 9(1), 33–51. <https://doi.org/10.1037/tam0000171>
- Kardaras, N. (2022). *Digital Madness: How social media is driving our mental health crisis-and how to restore our sanity*. St. Martin's Press.
- Knopf, A. (2020). Prepare for increased depression, anxiety in youth due to Covid-19 lockdown. *The Brown University Child & Adolescent Psychopharmacology Update*, 22(8), 1–4. <https://doi.org/10.1002/cpu.30511>
- Konnikova, M. (2013, November 25). *Why gamers can't stop playing first-person shooters*. The New Yorker. Retrieved October 7, 2022, from <https://www.newyorker.com/tech/annals-of-technology/why-gamers-cant-stop-playing-first-person-shooters>
- Landau, E. (2012, December 19). *Rejection, bullying are risk factors among shooters*. CNN. Retrieved October 7, 2022, from <https://www.cnn.com/2012/12/18/health/ct-shooting-mental-illness>
- Lantz, S. E., & Ray, S. (2021, December 11). *Freud developmental theory - statpearls - NCBI bookshelf*. National Library of Medicine. Retrieved September 11, 2022, from <https://www.ncbi.nlm.nih.gov/books/NBK557526/>
- Maier J. A., Gentile D. A. (2012). Learning aggression through the media: Comparing psychological and communication approaches. In Shrum L. J (Ed.), *The psychology of entertainment media: Blurring the lines between entertainment and persuasion* (2nd ed., pp. 267–299). New York, NY: Taylor & Francis.

THE PANDEMIC SHUTDOWN: AN INCUBATOR

McLeigh, J. D. (2015). The new normal? Addressing gun violence in America. *PsycEXTRA Dataset*. <https://doi.org/10.1037/ort0000072>

McLeod, S. (2016) *Albert Bandura's social learning theory*. Simply Psychology. Retrieved September 10, 2022, from <https://www.simplypsychology.org/bandura.html#:~:text=Social%20learning%20theory%2C%20proposed%20by,influence%20human%20learning%20and%20behavior.>

McLeod, S. (2021). *Pavlov's dogs study and Pavlovian conditioning explained*. Simply Psychology. Retrieved September 10, 2022, from <https://www.simplypsychology.org/pavlov.html>

Meindl, J. N., & Ivy, J. W. (2017). Mass shootings: The role of the media in promoting generalized imitation. *American Journal of Public Health*, 107(3), 368–370. <https://doi.org/10.2105/ajph.2016.303611>

Metzl, J. M., & MacLeish, K. T. (2015). Mental illness, mass shootings, and the politics of American firearms. *American Journal of Public Health*, 105(2), 240–249. <https://doi.org/10.2105/ajph.2014.302242>

Mihalic, S. W., & Elliott, D. (2017). A social learning theory model of marital violence. *Domestic Violence*, 303–329. <https://doi.org/10.4324/9781315264905-22>

Muscari, M. (2002). *Media violence: Advice for parents*. Pediatric nursing. Retrieved September 10, 2022, from <https://pubmed.ncbi.nlm.nih.gov/12593343/>

Peterson, J. K., Densley, J. A., Knapp, K., Higgins, S., & Jensen, A. (2022). Psychosis and mass shootings: A systematic examination using publicly available data. *Psychology, Public Policy, and Law*, 28(2), 280–291. <https://doi.org/10.1037/law0000314>

THE PANDEMIC SHUTDOWN: AN INCUBATOR

- Philpott-Jones, S. (2018). Mass shootings, mental illness, and gun control. Hastings Center Report, 48(2), 7–9. <https://doi.org/10.1002/hast.832>
- Sahu, K. K., Jain, A., Bodicherla, K. P., & Raza, Q. (2020). Impact on mental health by “living in isolation and quarantine” during COVID-19 pandemic. *Journal of Family Medicine and Primary Care*, 9(10), 5415. https://doi.org/10.4103/jfmpe.jfmpe_1572_20
- Sindhu, N. (2020). Study of emotional well-being and perceived stress among COVID-19 positive patients in isolation, family members, and neighbors. *Indian Journal of Positive Psychology*, 11(3), 274–280.
- Sinko, L., He, Y., Kishton, R., Ortiz, R., Jacobs, L., & Fingerman, M. (2021). “The stay at home order is causing things to get heated up”: Family Conflict Dynamics during covid-19 from the perspectives of youth calling a national child abuse hotline. *Journal of Family Violence*, 37(5), 837–846. <https://doi.org/10.1007/s10896-021-00290-5>
- Team, T. H. E. (2018, January 22). Frontal lobe: Functions, structure, damage, and more. Healthline. Retrieved September 28, 2022, from <https://www.healthline.com/human-body-maps/frontal-lobe#functions>
- The Associated Press. (2022, July 18). *The Buffalo supermarket shooter pleads not guilty to federal charges*. NPR. Retrieved August 15, 2022, from <https://www.npr.org/2022/07/18/1112035732/the-buffalo-supermarket-shooter-pleads-not-guilty-to-federal-charges>
- The New York Times. (2022, May 25). *What to know about the school shooting in Uvalde, Texas*. The New York Times. Retrieved August 15, 2022, from <https://www.nytimes.com/article/uvalde-texas-school-shooting.html>

THE PANDEMIC SHUTDOWN: AN INCUBATOR

Thompson, K. M. (2001). Violence in E-rated video games. *JAMA*, 286(5), 591.

<https://doi.org/10.1001/jama.286.5.591>

Van Deirse, T. B., Cuddeback, G. S., Wilson, A. B., Edwards, D., & Lambert, M. (2020).

Variation in criminogenic risks by mental health symptom severity: Implications for mental health services and research. *Psychiatric Quarterly*, 92(1), 73–84.

<https://doi.org/10.1007/s11126-020-09782-x>

Waters, S., Russell, W. B., & Hensley, M. (2020). Cyber bullying, social media, and character

education: Why it matters for middle school social studies. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(4), 195–204.

<https://doi.org/10.1080/00098655.2020.1760770>

Williamson, A. A., Guerra, N. G., & Tynan, W. D. (2014). The role of health and mental health

care providers in gun violence prevention. *Clinical Practice in Pediatric Psychology*, 2(1), 88–98. <https://doi.org/10.1037/cpp0000055>

Yousefi Nooraie, R., Warren, K., Juckett, L. A., Cao, Q. A., Bungler, A. C., & Patak-

Pietrafesa, M. A. (2021). Individual- and group-level network-building interventions to address social isolation and loneliness: A scoping review with implications for covid19.

PLOS ONE, 16(6). <https://doi.org/10.1371/journal.pone.0253734>