

Comprehensive School Threat Assessment Guidelines: Full Day Workshop

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This document can be reproduced to share with others in your school system.

Pages 1-39 contain most of the slides used in the PowerPoint presentation. **You only need to print pages 40-52** to have paper copies you can write on during the workshop. A Word document containing the CSTAG forms is available at no charge from schoolta.com. Scroll down the main webpage for the sentence “Our threat assessment forms are freely available [here](#).”

Complete the pre-training survey

<https://tinyurl.com/schoolTApresurvey>
or use the full url:
https://virginia.az1.qualtrics.com/jfe/form/SV_1XiDLS8XhvfqMV3n
or use the QR code:



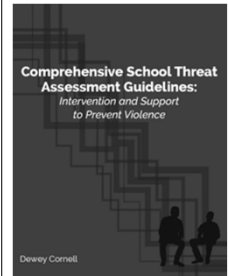
You can use a laptop or cellphone. If you do not have internet access, you can request a paper copy. Be sure to create a 4-digit code that you can remember to use on the post-training survey.

Your workshop leader today is _____


1

Comprehensive School Threat Assessment Guidelines (CSTAG)

1-day workshop
School-based multidisciplinary teams
Developed by Dewey Cornell, Ph.D.
dcornell@schoolta.com
Training provided by School Threat Assessment Consultants, LLC
www.schoolta.com



2



Dewey G. Cornell, Ph. D.

- Holds the Virgil Ward Chair as Professor of Education in the School of Education and Human Development at the University of Virginia.
- Director of the UVA Youth Violence Project

Dr. Cornell became interested in the prevention of youth violence based on his experiences as a forensic clinical psychologist evaluating and treating violent offenders in the 1980s. He led the development of threat assessment guidelines for schools in 2001.

3

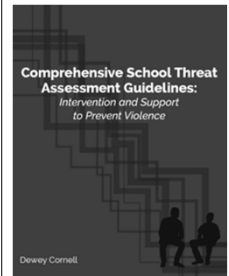
Topics for Today

Level 1 Foundations

1. What is threat assessment?
2. How safe are our schools?
3. What is the CSTAG model?
4. What is the scientific evidence for the CSTAG model?

Level 2 Practice

Teams conduct case exercises using the CSTAG decision tree and forms.



4

What is threat assessment?

Threat assessment is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way.

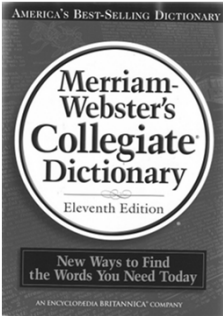
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Threat assessment is a violence prevention strategy.

- 1. Identification:** friends, family members, or others seek help when concerned about someone in distress/threatening violence.
- 2. Evaluation:** Threat assessment team evaluates the seriousness of the threat.
- 3. Intervention:** The team initiates assistance to address the underlying problem, conflict or need. In the most serious cases, protective action is taken.

6

**Prevention means
“to keep something from happening”**



7

**Crisis response is not
prevention.**



A crisis occurs when prevention has failed.

8

**You don't prevent forest fires by
waiting until the trees are blazing.**



9

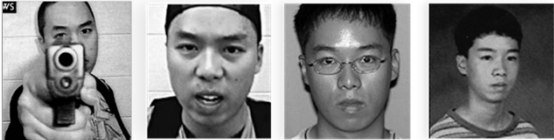
**You don't prevent forest fires by
waiting until the trees are blazing.**



<https://www.npr.org/2019/08/09/748836909/careful-with-those-birthday-candles-smokey-beloved-bear-turns-75>


10

**Prevention must start before
the gunman is at your door.**



11


**Shootings seem unpredictable?
Prevention does not require
prediction!**



**House Education and Labor Committee
Hearing on Campus Safety
May 15, 2007**

12

Prevention does not require prediction.




We cannot predict who will have an accident, but safety regulations make safer roads, cars, and drivers.

Universal, primary, or tier 1 prevention

13

Prevention can reduce risk factors.




We cannot predict who will get cancer, but we can identify risk and protective factors that reduce cancer rates dramatically.

Selected, secondary, or tier 2 prevention

14

Prevention can prevent deterioration.

Student accused of threat 'at bottom of an emotional abyss'

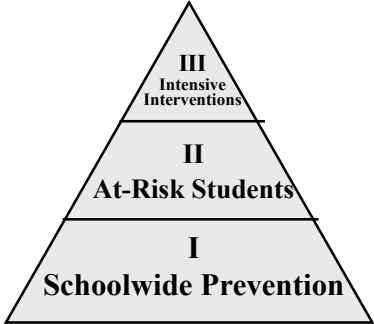


We can intervene to resolve problem situations before they deteriorate into violence.

Intensive, tertiary, or tier 3 prevention

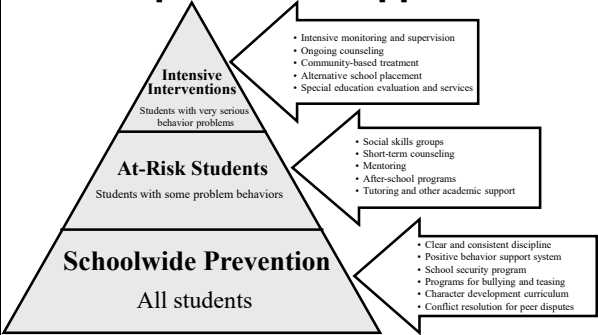
15

Three Tiers of Prevention in Schools



16

Threat assessment is part of a comprehensive approach.



- Intensive monitoring and supervision
- Ongoing counseling
- Community-based treatment
- Alternative school placement
- Special education evaluation and services

- Social skills groups
- Short-term counseling
- Mentoring
- After-school programs
- Tutoring and other academic support

- Clear and consistent discipline
- Positive behavior support system
- School security program
- Programs for bullying and teasing
- Character development curriculum
- Conflict resolution for peer disputes

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When should a threat assessment be conducted?

Statements or behaviors that express intent to harm others.

- Direct or indirect statements of intent.
- Concerning behaviors, such as planning or preparing to harm someone.

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Brief Team Exercise

- 1. Recall a recent case when a student made a threat of violence that was clearly not serious – the student did not intend to carry out the threat. How did school authorities respond to this student?
- 2. Recall another case when a student made a threat that was serious – the student did intend to carry out the threat (and perhaps did attempt to carry out the threat). How did school authorities respond to this student?
- 3. How could a threat assessment team distinguish the two types of threat cases? How did you know one was not serious and the other was serious?

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Threat That Was Not Serious

- What are some reasons why your threat was not serious? See whether any of these reasons apply to your case:
- 1. The student was young and not capable of carrying out the threat.
 - 2. The threat was not realistic or feasible. (e.g., "I am going to blow up the whole world.")
 - 3. The threat seemed to be a momentary expression of anger or sarcasm.
 - 4. The student apologized and retracted the threat.

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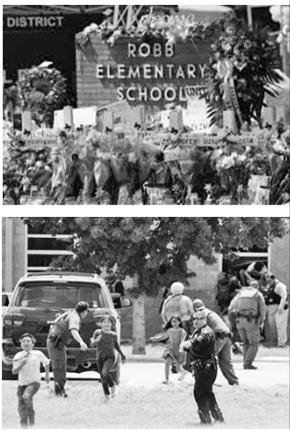
Threat That Was Serious

- What are some reasons why your threat was serious? See whether any of these reasons apply to your case:
- 1. The student seemed capable carrying out the threat.
 - 2. The threat seemed feasible.
 - 3. The student seemed to have a serious intent or was evasive about his/her intentions.
 - 4. The student did not apologize or retract the threat.

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Fear is a barrier to prevention.

School shootings are so traumatic that they skew perceptions of school safety and convince the public and policymakers that there are dramatic needs for security measures.



22

In 2021 there were at least 138 incidents of gunfire on school grounds, resulting in 28 deaths and 80 injuries nationally.



<https://everytownresearch.org/maps/gunfire-on-school-grounds/>

23

In 2021 there were at least 138 incidents of gunfire on school grounds, resulting in 28 deaths and 80 injuries nationally.



How many shootings take place outside of schools?

24

In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths** and **80 injuries** nationally.

2021
20,820 homicides
40,534 injuries
61,354 shootings

<https://www.gunviolencearchive.org/past-tolls>

25

In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths** and **80 injuries** nationally.



<https://everytownresearch.org/maps/gunfire-on-school-grounds/>

26

In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths** and **80 injuries** nationally.

For every shooting victim in a school there are 568 victims outside a school

$(61,354 - 138) \div 138 = 444$

27

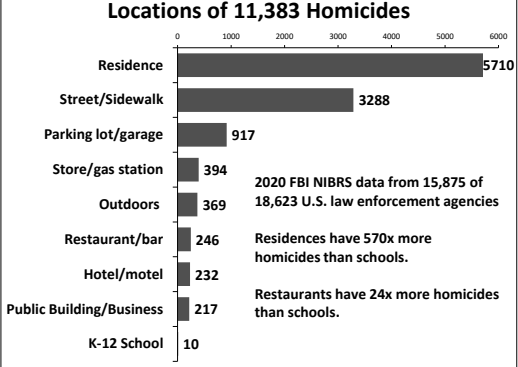
In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths** and **80 injuries** nationally.

Schools are far safer than the public perceives.

<https://everytownresearch.org/maps/gunfire-on-school-grounds/>

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Locations of 11,383 Homicides




Location	Number of Homicides
Residence	5710
Street/Sidewalk	3288
Parking lot/garage	917
Store/gas station	394
Outdoors	369
Restaurant/bar	246
Hotel/motel	232
Public Building/Business	217
K-12 School	10

Source: FBI National Incident-Based Reporting System (NIBRS) database for 2020.
<https://crime-data-explorer.app.cloud.gov/pages/explorer/crime/crime-trend>

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What Can Be Done About School Shootings? A Review of the Evidence
Randy Borum, Dewey G. Cornell, William Modzeleski, and Shane R. Jimerson

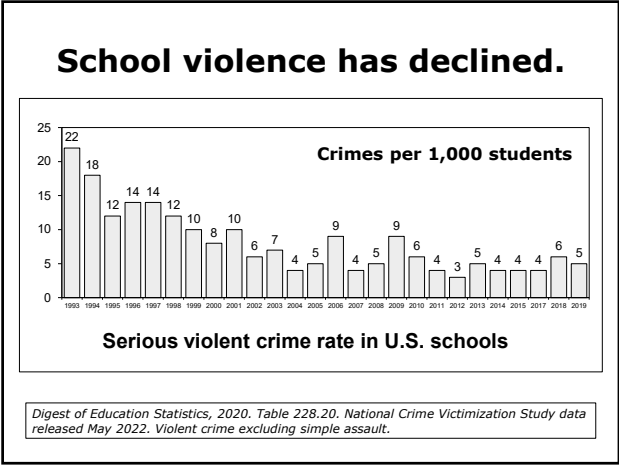


"Any given school can expect to experience a student homicide about once every 6,000 years."

125,000 schools ÷ 21 deaths/year

2010 *Educational Researcher*, Vol. 39, pp. 27-37

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Why the Fear of School Violence Matters

1. School Suspensions
2. School Fortification

MASSACRE IN COLORADO
Newsweek
Why?
PORTRAITS OF THE KILLERS
THE SCIENCE OF TEEN VIOLENCE

32

The Expansion of Zero Tolerance

From No Guns to

- No Toy Guns
- No Nail clippers
- No Plastic utensils
- No Finger-pointing
- No Jokes
- No Drawings
- No Rubber band shooting
- No Accidental violations

TIME
The Columbine Effect
All inside the mind of the Colorado teen killer
All confronting the classroom code of silence
All Why some kids snap—and others don't

33

Zero Tolerance Suspensions

**ROScoe R. NIX
ELEMENTARY SCHOOL**

6-year-old pointed finger and said "pow!"

<http://www.sott.net/article/255552-6-year-old-suspended-for-pretend-gunshot>

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Zero Tolerance Suspensions

Boy who held pencil like gun suspended

School has "zero tolerance" weapons policy

Updated: Thursday, 09 May 2013, 3:54 PM EDT
Published: Monday, 06 May 2013, 5:33 PM EDT

Anne McLamara

SUFFOLK, Va. (WAVY) - A Suffolk school suspended a second grader for pointing a pencil at another student and making gun noises.

Seven-year-old Christopher Marshall says he was playing with another student in class Friday, when the teacher at Driver Elementary asked them to stop pointing pencils at each other.

"When I asked him about it, he said, 'Well I was being a Marine and the other guy was being a bad guy,'" said Paul Marshall, the boy's father. "It's as simple as that."

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Zero Tolerance Suspensions

9-year-old with toy gun

12-year-old doodler

<http://www.nydailynews.com/new-york/education/desk-doodling-toy-gun-incidents-clear-educators-lack-common-sense-article-1.194105>

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August 9, 2006

Zero Tolerance Policies Are Not as Effective as Thought in Reducing Violence and Promoting Learning in School, Says APA Task Force

Research finds that mandatory discipline can actually increase bad behavior and drop out rates in middle and secondary students



37

Copycat threats after Oxford school shooting leave juveniles facing drastic consequences


Miriam Marini Detroit Free Press
Published 7:00 a.m. ET Dec. 17, 2021 | Updated 7:18 p.m. ET Dec. 18, 2021



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Florida fifth grader arrested, charged with threatening a mass shooting, police say

The 10-year-old boy was charged with making a written threat to conduct a mass shooting, the Lee County Sheriff's Office said.



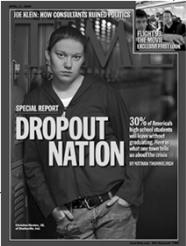
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Suspension Practices

Suspension is a practice that has more negative than positive effects on students:

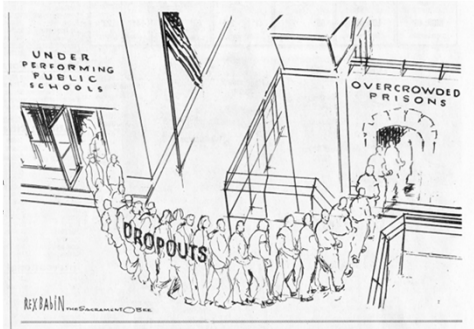
- Fall behind in their classes
- Feel alienated and rejected
- Continue to misbehave and be suspended
- Drop out of school
- Juvenile court involvement

The school-to-prison pipeline



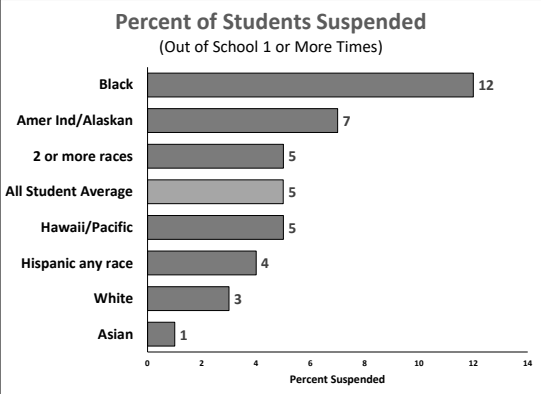
40

3.3 Million Suspensions Per Year Fuel the School to Prison Pipeline



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Percent of Students Suspended
(Out of School 1 or More Times)



Race/Ethnicity	Percent Suspended
Black	12
Amer Ind/Alaskan	7
2 or more races	5
All Student Average	5
Hawaii/Pacific	5
Hispanic any race	4
White	3
Asian	1

Source: USDOE Civil Rights Data Collection, 2017-18 AY most recent available as of May 2022. <https://ocrdata.ed.gov/estimations/2017-2018>

42

Correlation is not causation.

The high suspension rate among Black students is not caused by race.

Many factors associated with race play a role.

43

Threat assessment is an alternative to zero tolerance

- **Zero tolerance uses punitive discipline for all students regardless of the circumstances or the seriousness of their behavior.**
- **Threat assessment considers the context and content of the behavior. The student’s intentions matter.**

44

Threat assessment should be distinguished from discipline

- **Threat assessment is concerned with the prevention of a future violent behavior.**
- **Discipline is concerned with consequences for past behavior.**
- **Threat assessment can inform the disciplinary process but does not determine it.**

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Fear of School Violence Drives New School Security Industry



<http://www.bloomberg.com/news/articles/2013-11-14/schools-boosting-security-spending-after-newtown-massacre>

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Bullet-Proof Entrances



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Metal Detectors in Schools



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Safe Rooms




Students practice entering a bulletproof storm shelter designed by Shelter-in-Place.

SHELTER-IN-PLACE

<https://www.newsweek.com/oklahoma-schools-storm-shelters-shooting-824328>

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EDUCATION

Fruitport designs new \$48M high school with places to hide from mass shooters

Fruitport's \$48M high school includes curved hallways and half walls to protect students, teachers, and staff.

<https://www.wzzm13.com/article/news/education/fruitport-designs-new-48m-high-school-with-places-to-hide-from-mass-shooters/69-6ee8154f-76a6-43bd-87c5-e3cd6a9dce2f>

50

Research on School Security

J Youth Adolescence (2016) 45:195–219
DOI 10.1007/s10964-015-0265-5

EMPIRICAL RESEARCH

Visible School Security Measures and Student Academic Performance, Attendance, and Postsecondary Aspirations

Emily E. Tanner-Smith · Benjamin W. Fisher

Journal of Youth Adolescence (2016) 45:195–219
DOI 10.1007/s10964-015-0265-5
http://dx.doi.org/10.1007/s10964-015-0265-5

Routledge
Taylor & Francis Group

Metal Detectors and Feeling Safe at School

Billie Gastic

Education and Urban Society
43(4):481–498
© The Author(s) 2015
Reprints and permission: <http://www.sagepub.com/journalsPermissions.nav>
DOI: 10.1177/0013124515028717
<http://ies.sagepub.com>

Policing: An International Journal of Police Strategies & Management

Structural school safety measures, SROs, and school-related delinquent behavior and perceptions of safety: A state-of-the-art review
Jennifer M. Reingle Gonzalez, Katelyn K. Jettolina, Wesley G. Jennings

Matthew J. Corbin
Weinberger School of Social Work, Weill Cornell University, New York, New York, USA

Little evidence of increased safety. Concerns that students are more anxious.

51

We should prevent shootings rather than simply prepare for them.

52

Journal of Consulting and Clinical Psychology
Copyright 2016 by the American Psychological Association, Inc.
0893-3200/16/\$12.00 DOI: 10.1037/xap0000181

The Effects of School-Based Intervention Programs on Aggressive Behavior: A Meta-Analysis

Sandra Jo Wilson and Mark W. Lipsey
Vanderbilt University

James H. Derzon
Pacific Institute for Research and Evaluation

Research on the effectiveness of school-based programs for preventing or reducing aggressive behavior was synthesized with a meta-analysis. Changes in aggressive behavior between pretest and posttest were analyzed for developmental patterns and characteristics associated with differential effects. Control groups showed little change in aggressive behavior, but there were significant reductions among intervention groups. Most studies were conducted on demonstration programs; the few studies of routine practice programs showed much smaller effects. Among demonstration programs, positive outcomes were associated with a variety of study, subject, and intervention characteristics. Most notably, higher risk youth showed greater reductions in aggressive behavior; poorly implemented programs produced smaller effects, and different types of programs were generally similar in their effectiveness, other things equal.


Reviewed 221 studies of diverse school-based violence prevention programs
Average effect size = .25 for demonstration programs, which would reduce fighting **50%** in a typical school

53

Numerous Effective Programs

- Bullying prevention
- Cognitive Behavioral Therapy (CBT)
- Conflict resolution
- Family therapy
- Life Skills Training (LST)
- Motivational Interviewing (MI)
- Multisystemic Therapy (MST)
- Parenting skills training
- Positive Behavioral Interventions and Supports (PBIS)
- Problem-solving/social competence
- Substance abuse resistance

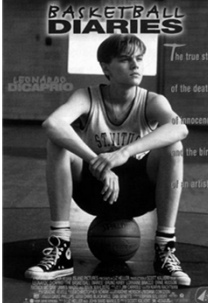
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Deterioration under Stress of Bullying

- He becomes depressed and suicidal, cuts himself
- Joins an outcast group known as “the freaks”
- These boys plot revenge and discuss “shooting up the school”
- Becomes paranoid, hears voices taunting him and urging him to take revenge


61



School shooting from "The Basketball Diaries"

Warning: Violent Content

62




West Paducah, Ky.

DEC. 1, 1997


Three girls were killed when MICHAEL CARNEAL, 14, opened fire on a prayer meeting that had assembled in school just before the start of classes. He had warned a classmate that “something big” would happen. When a friend pushed him to a wall to stop the rampage, Carneal said, “Kill me, please. I can’t believe I did that.” He faces trial as an adult

■ A .22-cal. Ruger pistol was used



63

Three students killed, 5 wounded in shooting



McCracken police: Boy, 14, opened fire on prayer circle

By JAMES MALONE
The Courier-Journal

HEATH, Ky. — A freshman straddled into the lobby of Heath High School yesterday morning, calmly pulled a pistol from his backpack and opened fire as a student prayer circle was dispersing, killing three and wounding five.

In less than one minute, eight students had been shot — three fatally.

The 14-year-old shooting suspect, who took the time to put in earplugs before opening fire, had warned classmates last week that “something big” was going to happen, and the high school principal, Don Boyd, had the students don’t take the boy seriously and did not report the incident to school officials. The suspect has been detained.

After the shooting, authorities found the youth had brought four other guns with him and more than 500 rounds of ammunition.

Michael Carneal was arrested after the shooting at Heath High School.

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Carneal pleads guilty in shootings




PHOTO BY JAMES MALONE, THE COURIER-JOURNAL
An officer led Michael Carneal, left, to a police car waiting outside the McCracken County Courthouse after Carneal pleaded guilty but mentally ill in the murder of three students in a shooting at Heath High School.

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Teach students to distinguish snitching from seeking help


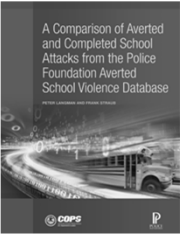

Snitching: informing on someone for personal gain

Seeking help: attempting to stop someone from being hurt



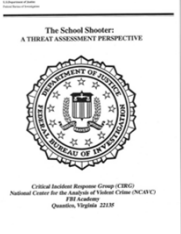
66

Shootings are averted when students report threats.



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FBI Recommendations on School Violence




“One response to the pressure for action may be an effort to identify the next shooter by developing a “profile” of the typical school shooter. This may sound like a reasonable preventive measure, but in practice, trying to draw up a catalogue or “checklist” of warning signs to detect a potential school shooter can be shortsighted, even dangerous.

Such lists, publicized by the media, can end up unfairly labeling many nonviolent students as potentially dangerous or even lethal. In fact, a great many adolescents who will never commit violent acts will show some of the behaviors or personality traits included on the list.” (FBI report pp 2-3)

Download at www.fbi.gov

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FBI Recommendations on School Violence



“Although the risk of an actual shooting incident at any one school is very low, threats of violence are potentially a problem at any school. Once a threat is made, having a fair, rational, and standardized method of evaluating and responding to threats is critically important.” (FBI report p 1)

Download at www.fbi.gov

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Download at: www.secretservice.gov

Secret Service/DOE Recommendations:

- Create a planning team to develop a threat assessment program.
- Identify roles for school personnel.
- Clarify role of law enforcement.
- Conduct threat assessments of students who make threats of violence.


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6 Principles of the Threat Assessment Process

(abridged from Secret Service/DOE Guide)


1. Targeted violence is the result of an understandable process, not a random or spontaneous act.
2. Consider person, situation, setting, & target.
3. Maintain an investigative, skeptical mindset.
4. Focus on facts and behaviors, not traits.
5. Use information from all possible sources.
6. *Making* a threat is not the same as *posing* a threat. Ask “Is this student on a path toward an attack?”

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Key Point

Threat assessment is not designed to determine whether a student has MADE a threat, but whether a student POSES a threat.



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School Threat Assessment

Threat assessment was originally developed by law enforcement to protect public figures.

School threat assessment must be adapted for schools to recognize their educational mission and the developmental differences of students.

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Accurate Threat Assessment Avoids 2 Errors ...

1. Over-reaction

School Suspends Second Grader for Eating His Pop-Tart Into the Shape of a Gun



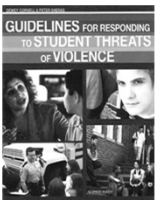
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Accurate Threat Assessment Avoids 2 Errors ...

2. Under-Reaction



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2006 Manual



2018 Manual

- Developed 2001 at University of Virginia
- School-based teams gather information
- Follow decision tree to determine whether threat is transient or substantive
- Take protective action if substantive
- Attempt to resolve the problem underlying the threat

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Use a multidisciplinary team.

1. Multiple perspectives and resources
2. School-based team can handle most cases.
3. District team if needed.

Don't go it alone.



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Team roles

Principal or Assistant Principal	Usually leads team.
School Resource Officer	Advises team, responds to illegal actions and emergencies.
Mental Health Staff (School counselors, psychologists, social workers)	Team member to conduct mental health assessments. Team member to take lead role in follow-up interventions.
Optional team members Teachers, aides, other staff	Report threats, provide input to team.

School districts may further specify team roles and include other staff to meet local needs.

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What is a threat?

- A threat is an expression of intent to harm someone.
- Threats may be spoken, written, or gestured.
- Threats may be direct or indirect, and need not be communicated to the intended victim or victims. ("I'm going to get him.")
- Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise. ("I forgot my knife was in my backpack.")
- When in doubt, assume it is a threat.

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Just screaming or having a tantrum is not a threat. The question is whether the student expresses intent to harm someone. Is there other behavior that indicates intent to harm?

80

Continuum of Threats

Substantive

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption

Transient

- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

81

No Magic Formula or Crystal Ball

A threat assessment team is not trying to predict the future. Team members are not fortune-tellers; they are problem solvers.

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Forms Freely Available

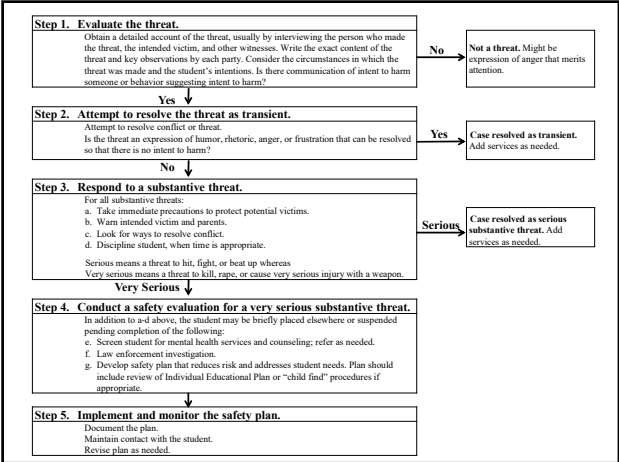
<https://www.schoolta.com/>

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THREAT ASSESSMENT AND RESPONSE PROTOCOL

CONSENSUS-BASED THREAT ASSESSMENT

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85

Step 1. Evaluate the threat.


- Obtain an account of the threat and the context from the student and witnesses.
- Write down the exact threat.
- Obtain student's explanation of the threat's meaning and his/her intentions.
- Obtain witness perceptions of the threat's meaning.

Document your evaluation.



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Typical Questions



1. What happened today when you were [place of incident]?
2. What exactly did you say and do?
3. What did you mean when you said/did that?
4. How do you think [person threatened] feels about what you said?
5. What was the reason you said that?
6. What are you going to do now?

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Witness Questions



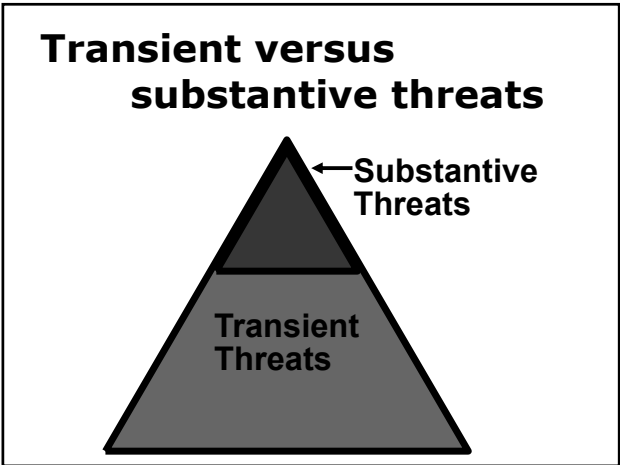
1. What happened today when you were [place of incident]?
2. What exactly did [student who made threat] say and do?
3. What do you think he/she meant?
4. How do you feel about what he/she said?
5. Why did he/she say that?

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Step 2. Attempt to Resolve the Threat as Transient

- The critical issue is not what the student threatened to do, but whether the student intends to carry out the threat.
- When in doubt, treat a threat as substantive.


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Transient threats

- Often are rhetorical remarks, not genuine expressions of intent to harm.
- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.




Does not pose a serious threat.

91

Substantive threats

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.



Concern that threat is serious.

92

Substantive threats: Factors to consider

- Age of student
- Capability of student to carry out the threat
- Student’s discipline history
- Credibility of student and willingness to acknowledge his or her behavior
- Credibility of witness accounts
- When in doubt, treat threats as substantive.

93

Presumptive indicators of substantive threats

- Specific, plausible details. (“I am going to blast Mr. Johnson with my pistol.”)
- Threat has been repeated over time. (“He’s been telling everyone he is going to get you.”)
- Threat reported as a plan (“Wait until you see what happens next Tuesday in the library.”)
- Accomplices or recruitment of accomplices or an audience.
- Physical evidence of intent (written plans, lists of victims, bomb materials, etc.)

94

Case examples: Transient or substantive threat?

1. Two elementary school students throw paper wads pretending to bomb one another. One says, “I’m gonna kill you!”

Which do you choose?

A. Transient threat

B. Substantive threat

95

Case examples: Transient or substantive threat?

2. Two middle school students get in a shoving match, and one says “I’m gonna bust you up!”

Which do you choose?

A. Transient threat

B. Substantive threat

C. Don’t know, need to do a threat assessment!

96

Case examples: Transient or substantive threat?

3. A boy turns in an English essay that describes a violent scene from a war.

Which do you choose?

- A. Transient threat
- B. Substantive threat
- C. Don't know, need to do a threat assessment
- D. Not a threat!

97

Case examples: Transient or substantive threat?

4. Two boys get into a fight and after they are separated, they are sullen and quiet.

Which do you choose?

- A. Transient threat
- B. Substantive threat
- C. Don't know, need to do a threat assessment
- D. Not a threat
- E. Inquire if you suspect a threat might be present!

98

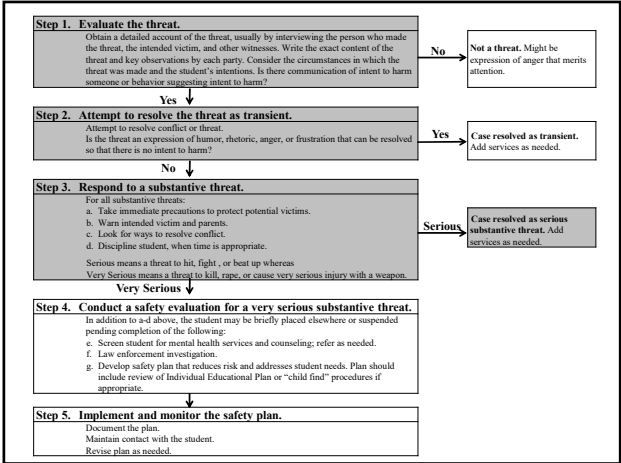
Case examples: Transient or substantive threat?

5. A student says he is being bullied. He was warned that if he told anyone, they would beat him up.

Which do you choose?

- A. Transient threat
- B. Substantive threat
- C. Don't know, need to do a threat assessment
- D. Not a threat
- E. Inquire if you suspect a threat might be present!

99



100

Step 3. Respond to a substantive threat.

- a) Take immediate precautions to protect potential victims. May consult with law enforcement.
 - b) Warn intended victim and victim's parents.
 - c) Look for ways to resolve conflict.
 - d) Discipline student, when time is appropriate.
- Add services as needed.

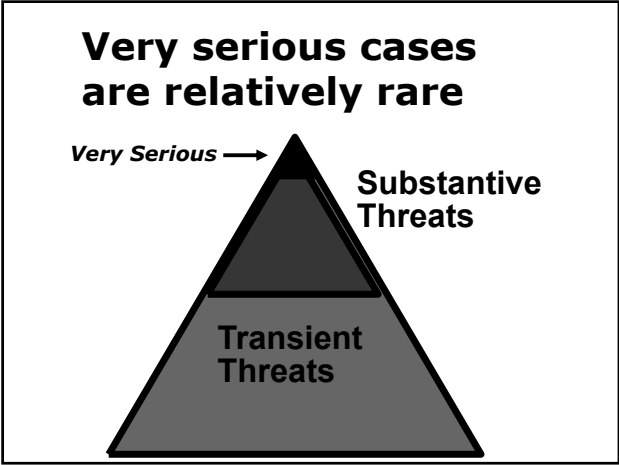
101

Very serious substantive threats

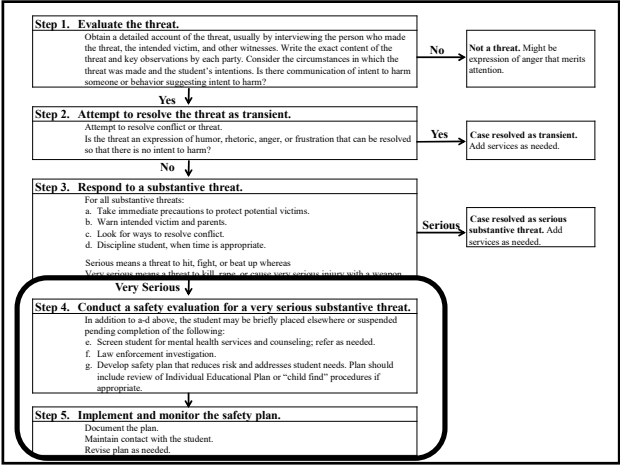
- **Serious** means a threat to hit or fight
- **Very serious** means a threat to kill, rape, shoot, or injure with a weapon.



102



103



104

Step 4.
Conduct a Safety Evaluation for a Very Serious Substantive Threat.

In addition to a-d at Step 3, suspend student briefly for safety and do the following:

- e. Screen for mental health services
- f. Law enforcement investigation
- g. Develop safety plan that reduces risk

105



Key Point

In a threat assessment, we try to determine **why** a student made a threat, and therefore how we can prevent the threat from being carried out.

106

Why do students make threats?

107

A threat is an effort to solve a problem.

- A student making a threat is waving a red flag indicating a problem they cannot solve.
- Threat assessment teams are problem solvers!

108

Threat assessment is not a disciplinary process.

- Threat assessment is concerned with preventing future behavior.
- Discipline is concerned with consequences for prior behavior.
- Threat assessment can inform the disciplinary process.

109

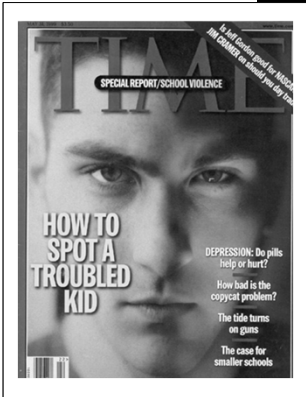
Threat assessment is not a disciplinary process.

- Most cases resolved with reprimand and counseling.
- Fewer than half suspended out of school.
- Very few cases expelled or subject to legal action.

110

Mental Health Interview

- Not a prediction model.
- Identify any mental health needs.
- Identify reasons why threat was made.
- Propose strategies for reducing risk.



111



Our mental health assessments are not designed to **PREDICT** violence, but to find ways to **PREVENT** violence.



112

Use the standard interview form.

- **Who** – school staff mental health professional
- **When** – as soon as possible after a very serious threat
- **How** – Modify questions as clinically appropriate, use as much existing information as possible, concentrate on risk of violence

113

Obtain information from multiple sources.

- Team members will interview:
- Student
 - Intended victim/witnesses
 - Student's parent
 - School staff who know student (including SRO, school counselor, teachers)
 - Outside professionals who know student

114

Student Interview

- Review of threat and relationship with victim
- Stress and situational factors, family support
- Mental health symptoms (depression, psychosis, severe anxiety, or suicidality)
- Access to firearms
- Previous aggressive and delinquent behavior, exposure to violence
- Peer relations and social adjustment
- Coping and strengths
- Bullying and victimization experiences

Interview

Ask about any weapons mentioned in the threat. Be sure to ask, "Are there any weapons in your home?"

1. Do you know why I wanted to meet with you today?

2. Do you know why I wanted to meet with you today?

3. Do you know why I wanted to meet with you today?

4. Do you know why I wanted to meet with you today?

5. Do you know why I wanted to meet with you today?

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17. Do you know why I wanted to meet with you today?

18. Do you know why I wanted to meet with you today?

19. Do you know why I wanted to meet with you today?

20. Do you know why I wanted to meet with you today?

115

Beginning the student interview

- “Do you know why I wanted to meet with you today?”
- Explain purpose of interview to understand what happened, why it happened, and what should be done to resolve the problem.
- Information will be shared with school staff who will be deciding what to do about the problem. **No promise of confidentiality.**
- This is the student’s opportunity to tell his/her side of the story and have a voice in what is decided.

116



Key Point

Interviews conducted as part of a threat assessment are NOT confidential.



117

Parent interview

- Parent knowledge of threat
- Current stressors, family relations, childhood history
- Recent behavior and mental health
- School adjustment
- Peer relations and bullying
- History of aggressive and delinquent behavior, exposure to violence, access to weapons
- Willingness to assist in a safety plan
- Parent attitude toward school and law enforcement

Parent/Questionnaire Interview

Parent Name: _____

Child Name: _____

Relationship: _____

1. Do you know why I wanted to meet with you today?

2. Do you know why I wanted to meet with you today?

3. Do you know why I wanted to meet with you today?

4. Do you know why I wanted to meet with you today?

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18. Do you know why I wanted to meet with you today?

19. Do you know why I wanted to meet with you today?

20. Do you know why I wanted to meet with you today?

118

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reasons for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or issues that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of examples, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for the school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

119

Which of the following are appropriate statements in a mental health report for Mike's safety plan?

Choose all appropriate statements:

- A. Mike is not dangerous and is unlikely to carry out an attack.
- B. This assessment identified 3 risk factors that should be considered in his safety plan.
- C. Mike has mental health needs associated with a documented history of abuse and neglect.
- D. Mike should be referred for evaluation for special education eligibility.
- E. Mike fits the profile of students who have attacked their school.
- F. Mike's parents reported that he does not have access to a firearm.
- G. Mike described several incidents of being bullied on the school bus that contributed to his angry outburst and threat.

120

Which of the following are appropriate statements in a mental health report for Mike's safety plan?

- Choose all appropriate statements:
- A. Mike is not dangerous and is unlikely to carry out an attack.
 - B. This assessment identified 3 risk factors that should be considered in his safety plan.
 - C. Mike has mental health needs associated with a documented history of abuse and neglect.
 - D. Mike should be referred for evaluation for special education eligibility.
 - E. Mike fits the profile of students who have attacked their school.
 - F. Mike's parents reported that he does not have access to a firearm.
 - G. Mike described several incidents of being bullied on the school bus that contributed to his angry outburst and threat.

121

Law Enforcement Investigation of Very Serious Substantive Threats

- Interview suspects and witnesses.
- Conduct searches for weapons and other evidence of planning.
- Serve as a resource for students with fears or information to share.
- Take appropriate protective action.



122

Step 5. Implement and Monitor Safety Plan.

- Plan is designed to reduce risk of violence and meet student needs.
- Document the plan.
- Maintain contact with student.
- Monitor whether plan is working and revise as needed.

THREAT RESPONSE	
This section of the form is to be completed by the school threat assessment team in response to a threat. Each case may require a unique set of actions, with some steps being more important than others. The school threat assessment team should document all actions taken and the results of those actions.	
1. Initial assessment of threat	
2. Initial assessment of threat	
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50. Initial assessment of threat	

CASE PLAN	
This section of the form is to be completed by the school threat assessment team in response to a threat. Each case may require a unique set of actions, with some steps being more important than others. The school threat assessment team should document all actions taken and the results of those actions.	
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45. Initial assessment of threat	
46. Initial assessment of threat	
47. Initial assessment of threat	
48. Initial assessment of threat	
49. Initial assessment of threat	
50. Initial assessment of threat	

123

What about threats to self?

- Threat assessment was intended to assess threats to harm others.
- Suicide assessment already existed as a separate process.
- Some states delegate threats to self under threat assessment.



124

What about threats to self?

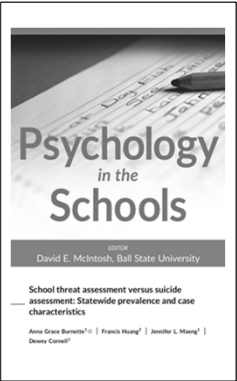
- In a few high-profile cases, students were both homicidal and suicidal.
- Questionable to assume that suicidal students also threaten others.



125

Little overlap between threats to self and other

- 2,861 cases from 926 schools:
- Only 5% involved students who threatened both self and others.




126

III

Use 2 protocols when both are needed.


- Teams are advised to use CSTAG for threats to harm others.
- Use an evidence-based suicide assessment protocol for threats to harm self.
- Use both if both are needed.



127

Typical Threat 1


- An angry student says “I’m gonna kill you” to a classmate.
- What do you do?



128

Typical Threat 1

- On interview, the student says he has no plans to harm the classmate and that he just lost his temper. He offers to apologize.
- What kind of threat?



129

Typical Threat 2

- A student tells a friend that he is going to beat up Joe in the back parking lot after school today. The friend tells you.
- What do you do?

130

Typical Threat 2

- On interview, the student denies making such a statement. He says that what he does after school is his own business.
- What kind of threat?

131

Typical Threat 3

- A student sends an email threatening to “blow away the preps” at school. When interviewed, the boy says he has a right to free speech. He has a history of discipline problems and students say they are worried.
- What kind of threat?
- What do you do?

132

Typical Threat 3

- A student sends an email threatening to “blow away the preps” at school. When interviewed, the boy says he has a right to free speech. He has a history of discipline problems and students say they are worried.
- This threat is **substantive** because it cannot be easily resolved. It is **very serious** because it involves a threat to kill.

133



What are the pathways to violence?

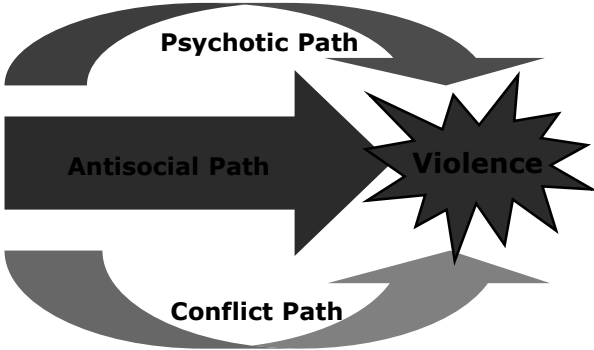
134

Dr. Cornell’s First Case

- 17 year old boy
- Charged with murder of a 14-year-old girl
- Bludgeoned
- Attorney considering an insanity defense
- What caused him to kill her?

135

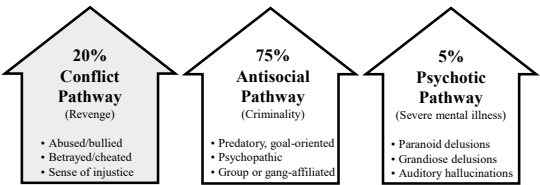
3 Pathways to Violent Behavior



136

3 Pathways to Violence

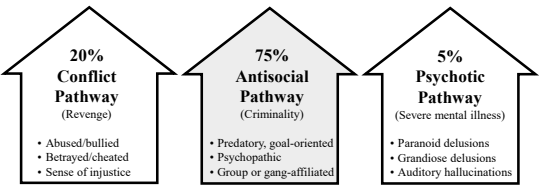
There are multiple pathways to violence and thus no single profile or set of warning signs.



137

3 Pathways to Violence

The most common group are youth with a history of conduct disorder leading to delinquency.



138

3 Pathways to Violence

A small percentage of youth who commit violent crimes have a mental illness with psychotic symptoms.

20%
Conflict
Pathway
(Revenge)

- Abused/bullied
- Betrayed/cheated
- Sense of injustice

75%
Antisocial
Pathway
(Criminality)

- Predatory, goal-oriented
- Psychopathic
- Group or gang-affiliated

5%
Psychotic
Pathway
(Severe mental illness)

- Paranoid delusions
- Grandiose delusions
- Auditory hallucinations

139

3 Pathways to Violence

In threat assessment we want to consider whether youth is on a behavioral pathway to violence.

20%
Conflict
Pathway
(Revenge)

- Abused/bullied
- Betrayed/cheated
- Sense of injustice

75%
Antisocial
Pathway
(Criminality)

- Predatory, goal-oriented
- Psychopathic
- Group or gang-affiliated

5%
Psychotic
Pathway
(Severe mental illness)

- Paranoid delusions
- Grandiose delusions
- Auditory hallucinations

140

3 Pathways to Violence

Violent Attack

Physical Preparation

Planning and Consultation

Rumination over Violence

Grievance or Disappointment

20%
Conflict
Pathway
(Revenge)

- Abused/bullied
- Betrayed/cheated
- Sense of injustice

75%
Antisocial
Pathway
(Criminality)

- Predatory, goal-oriented
- Psychopathic
- Group or gang-affiliated

5%
Psychotic
Pathway
(Severe mental illness)

- Paranoid delusions
- Grandiose delusions
- Auditory hallucinations

141

When can prevention occur?

Prevention

Violent Attack

Physical Preparation

Planning and Consultation

Rumination over Violence

Grievance or Disappointment

Conflict
Pathway
(Revenge)

- Abused/bullied
- Betrayed/cheated
- Sense of injustice

Antisocial
Pathway
(Criminality)

- Predatory, goal-oriented
- Psychopathic
- Group or gang-affiliated

Psychotic
Pathway
(Severe mental illness)

- Paranoid delusions
- Grandiose delusions
- Auditory hallucinations

142

Safety Versus Confidentiality


Why should you warn persons who have been threatened?

143

Tarasoff

The Duty to Protect Potential Victims of Violence

- College student tells his therapist that he will kill Tanya Tarasoff because she spurned his advances.
- Therapist contacts police, who interview student and let him go.
- Therapist is admonished for breaking confidentiality.
- Several months later (1968) the student stabs Tanya Tarasoff to death.
- Student found guilty of murder.
- Tarasoff family sues the University, the police department, and the therapist. Case goes to the California Supreme Court.



Tanya, high school graduation photo

Tarasoff v Regents of University of California, 1974, 1976

144

Tarasoff

The Duty to Protect Potential Victims of Violence

- **University and police found to have governmental immunity.**
- **Therapist found liable for failing to warn Tarasoff personally.**
- **Called "the duty to warn" or "the duty to protect."**
- **Many cases in other states support the duty to break confidentiality and take action to protect potential victims of violence.**

Tarasoff v Regents of University of California, 1974, 1976

145

Tarasoff Laws in Every State

Look up the laws in your state.

<http://www.ncsl.org/research/health/mental-health-professionals-duty-to-warn.aspx#1>

146

Confidentiality Versus Prevention of Violence

147

Threat assessment is a problem-solving approach that requires communication and cooperation among all parties. This process must not be hindered by FERPA, the Family Educational Rights and Privacy Act

148

Released Oct 30 2007

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html>

149

What can school officials disclose in an emergency situation?

"In an emergency, FERPA permits school officials to disclose, without consent, education records, including personally identifiable information from those records, to protect the health or safety of students or other individuals."

<http://www.ed.gov/policy/gen/guid/fpco/brochures/elsec.html>

150

Can school officials share their observations of students?

“FERPA does not prohibit a school official from disclosing information about a student if the information is obtained through the school official’s personal knowledge or observation, and not from the student’s education records.”

<http://www.ed.gov/policy/gen/guid/fpco/brochures/elsec.html>

151

Can school officials share their law enforcement unit records?

“Under FERPA, investigative reports and other records created and maintained by these ‘law enforcement units’ are not considered ‘education records’ subject to FERPA. Accordingly, schools may disclose information from law enforcement unit records to anyone....”

<http://www.ed.gov/policy/gen/guid/fpco/brochures/elsec.html>

152



Special Education

Students in special education have a higher threat assessment referral rate.

- About 35% of TA referrals in Virginia
- Students with serious emotional disturbance and ADHD most likely.
- Conditions that can precipitate frustration, anger, and impulsive statements.
- Close observation of these students

153



Special Education

Students in SPED receiving a TA:

- Do not receive disproportionate disciplinary consequences
- More likely to receive mental health referrals.
- Can be suspended from school, but...

154



Special Education

If a student in SPED accrues more than 10 days in suspension in school year, it is considered a change in placement.

Parents can agree to a change in placement or one can be mandated if supported by a manifestation determination made by the Individualized Education Program (IEP) team.

155



Manifestation Determination

Two criteria for manifestation determination:

1. Determine whether in relation to the behavior, the IEP was being implemented correctly at the time of the threatening behavior.
2. Determine whether the threatening behavior had a direct and substantial relation to the student’s disability.

156



Manifestation Determination

If the criteria are not met, a change in placement without parental permission is not permitted. The IEP should be revised so that the placement can continue.

However, if the school administration concludes that it is not safe for a student to remain in the current placement...

157



45-Day Placement

The law allows an involuntary interim alternative placement of up to 45 school days, and can be extended by a hearing officer, if a student is found to be dangerous by a preponderance of the evidence.

Dangerousness is demonstrated if the student carried a weapon to school, engaged in a controlled substance offense, or an offense involving serious bodily injury.

158



159



Research on Threat Assessment

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7. Cornell, D., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in grades K-12. *School Psychology Review*, 41, 100-115.
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10. Burnette, A. G., Datta, P. & Cornell, D. G. (2017). The distinction between transient and substantive student threats. *Journal of Threat Assessment and Management*. <http://psytest.apa.org/record/2017-56103-001>
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12. Cornell, D., Maeng, J., Huang, F., Shukla, K., & Konold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review* 47, 183-195.

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Research on Threat Assessment

- 1. **Field-test**
What happens when you try the model?
- 2. **Controlled studies**
Cross-sectional, retrospective study:
How do schools using the model compare to other schools?
Pre-post study:
How do schools change after adopting the model?
Randomized controlled trial:
What happens to students in schools randomly chosen to use the model?
- 3. **Large-scale implementation**
What happens when the whole state adopts the model?

161



Research on Threat Assessment

- 1. 99% of threats not carried out.
- 2. Only 1% expelled, 1% arrested.
- 3. Suspension rates decreased.
- 4. Racial disparities reduced or absent.
- 5. Counseling used more often.
- 6. More positive school climate.

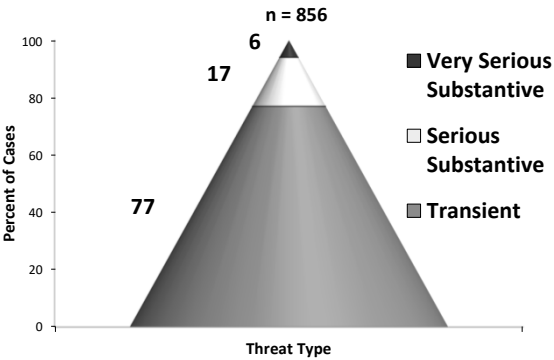
162

Routine Practice Study

- Everyday practice results from 339 Virginia schools
- 884 threat cases
- Threat demographics
- SPED differences
- Racial/ethnic differences

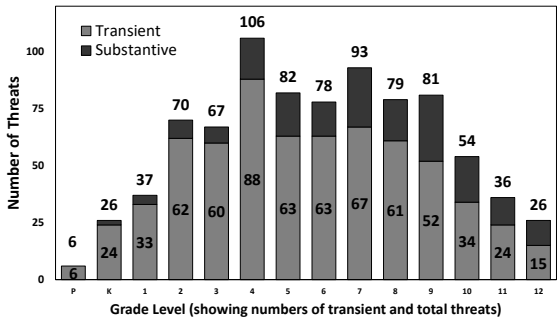
163

Threat Classification (%)



164

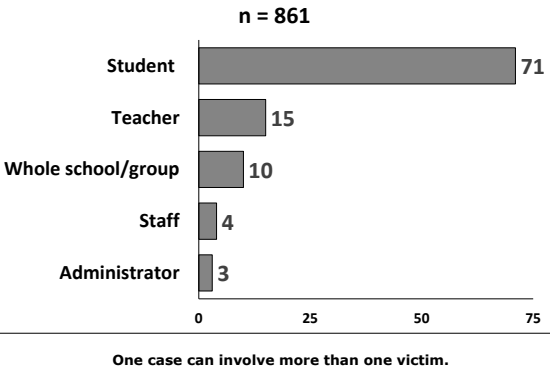
Transient and Substantive Threats by Grade



Selected sample of 841 threat assessment cases (652 transient and 189 substantive) reported by 339 Virginia public schools during 2014-15 school year

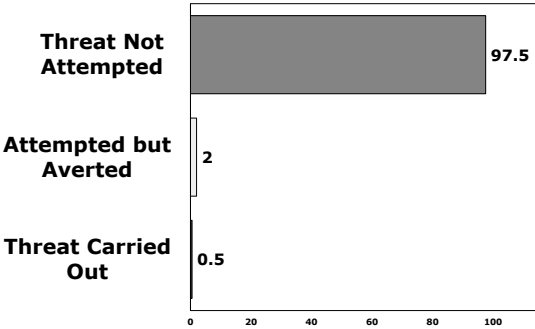
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Intended Victim (%)



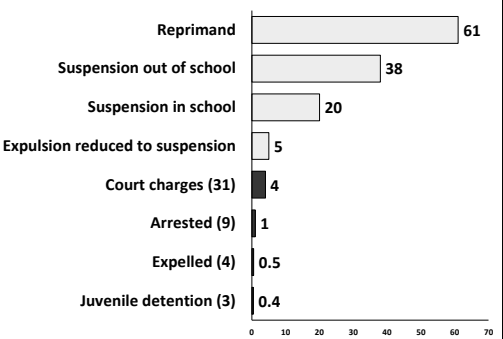
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Threat Outcomes (n = 844)



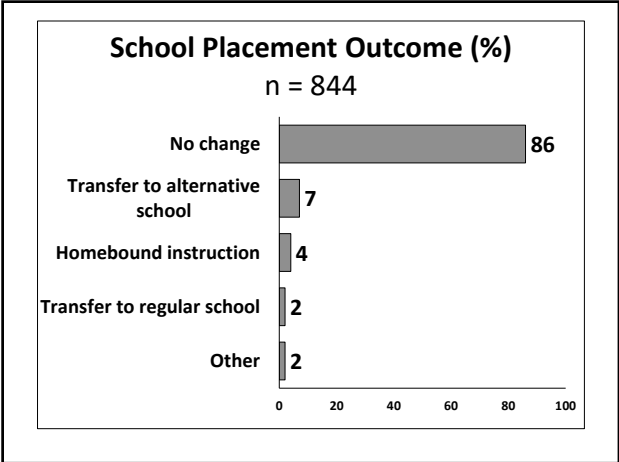
167

Disciplinary Outcomes (%)

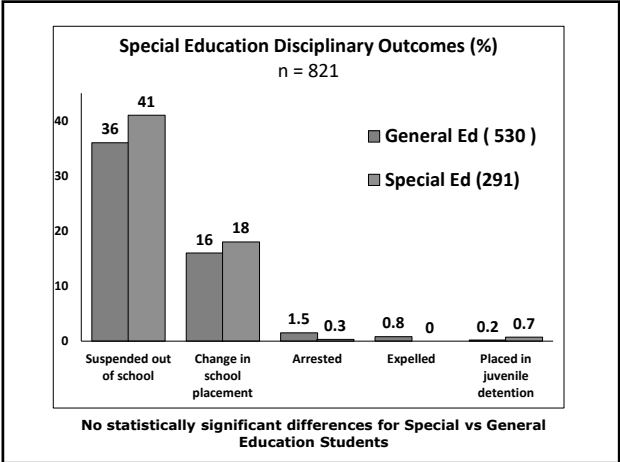


Percentages for 844 threat cases from 339 schools. One case can involve more than one outcome.

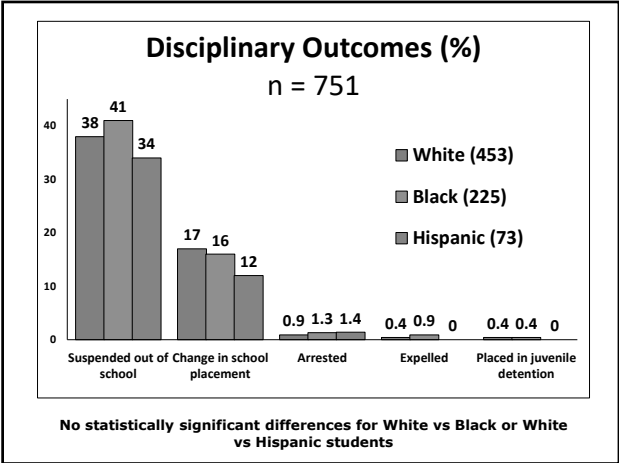
168



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170



171

**CSTAG Level 2:
Training for Teams**

- Applies concepts to case exercises
- Teams should work together
- Assess seriousness of threats
- Develop intervention plans

172

Level 2 Topics

- Transient threats
- Serious substantive threats
- Very serious substantive threats
- Adult threats
- Implementation

173



Andrew

Two students reported to a teacher that a student in the cafeteria said that he is going to become a serial killer. The students are worried that he plans an attack on the school. You pull the student out of class and interview him in your office.

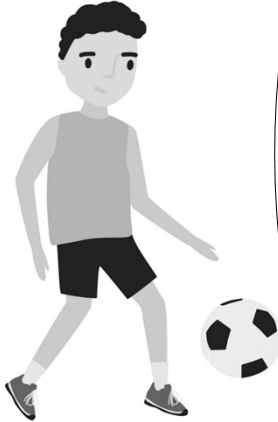
174

Interview Exercise

- Use the interview form in the handouts.
- One member of each team will interview a student who has made a threat.
- One team member will play the student role using a script.
- Other team member will interview the student.
- Use the interview as a guide, use follow-up questions as needed.



175



Andrew

New student says he is tired of being disrespected by others on his soccer team. Told them he was going to be a serial killer when he grew up.

- What did you learn from the interview?
- What kind of a threat?

176

Step 1. Evaluate the threat.
Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.
Attempt to resolve conflict or threat. Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Yes → Case resolved as transient. Add services as needed.

No ↓

Step 3. Respond to a substantive threat.
For all substantive threats:
a. Take immediate precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when time is appropriate.
Serious means a threat to hit, fight, or beat up whereas
Very Serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious → Case resolved as serious substantive threat. Add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.
In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.

Step 5. Implement and monitor the safety plan.
Document the plan.
Maintain contact with the student.
Revise plan as needed.

177

Step 1. Evaluate the threat.
Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

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Yes → Case resolved as transient. Add services as needed.

No ↓

Step 3. Respond to a substantive threat.
For all substantive threats:
a. Take immediate precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when time is appropriate.
Serious means a threat to hit, fight, or beat up whereas
Very Serious means a threat to kill, rape, or cause very serious injury with a weapon.

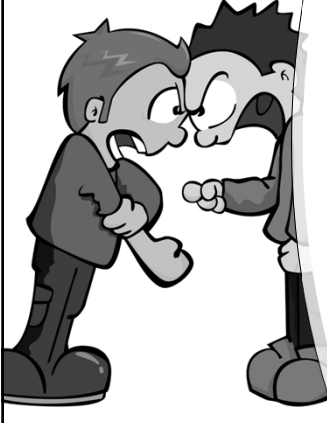
Serious → Case resolved as serious substantive threat. Add services as needed.

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In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
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Document the plan.
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Revise plan as needed.

178

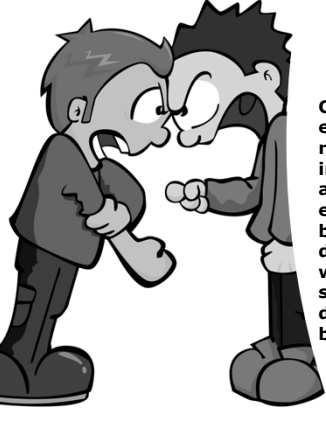


Chris and Jacob

A teacher observes Chris and Jacob in an argument. Chris said, "You've had it. I'm gonna kick your butt. Meet me out back after school." The teacher says the boys have been rivals for several years, but recently have been more angry with each other.

Interview both boys next.

179



Chris Interview

Chris is agitated and evasive. Does not remember what happened in the hall. Denies he argued with Jacob, says everything is "fine" between them. Says "I don't know and don't care what Jacob thinks. I am sick of his attitude. What I do after school is my own business."

180




Jacob Interview

Jacob says Chris threatened to beat him up after school. He says that he has always had trouble with Chris but does not know why he is so angry lately.


181

Assess Chris's threat

Category	Item	Yes	No
Observed Behaviors	Threatened to harm someone		
	Threatened to harm property		
	Threatened to harm animals		
	Threatened to harm pets		
	Threatened to harm vehicles		
	Threatened to harm electronics		
	Threatened to harm clothing		
	Threatened to harm food		
	Threatened to harm drink		
	Threatened to harm other items		
Threat Response	Threatened to harm someone		
	Threatened to harm property		
	Threatened to harm animals		
	Threatened to harm pets		
	Threatened to harm vehicles		
	Threatened to harm electronics		
	Threatened to harm clothing		
	Threatened to harm food		
	Threatened to harm drink		
	Threatened to harm other items		



182



Very serious substantive threats

- **Serious** means a threat to hit or fight.
- **Very serious** means a threat to kill, rape, shoot, or injure with a weapon.

183

Step 1. Evaluate the threat.
Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

Yes → **Step 2. Attempt to resolve the threat as transient.**
Attempt to resolve conflict or threat. Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Yes → **Case resolved as transient.**
Add services as needed.

No → **Step 3. Respond to a substantive threat.**
For all substantive threats:
a. Take immediate precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when time is appropriate.
Serious means a threat to hit, fight, or beat up whereas
Very serious means a threat to kill, rape, or injure with a weapon.

Serious → **Case resolved as serious substantive threat.**
Add services as needed.

Very Serious → **Step 4. Conduct a safety evaluation for a very serious substantive threat.**
In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.


↓
Step 5. Implement and monitor the safety plan.
Document the plan.
Maintain contact with the student.
Revise plan as needed.

184

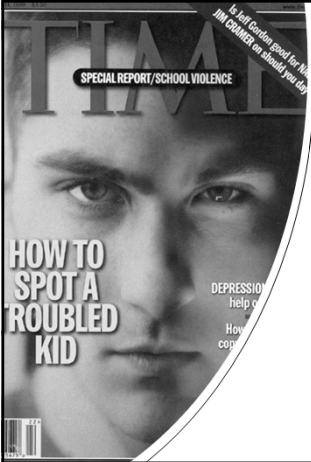
Step 4. Conduct a Safety Evaluation for a Very Serious Substantive Threat.

In addition to a-d at Step 3, suspend student briefly for safety and do the following:

- e. Screen for mental health services
- f. Law enforcement investigation
- g. Develop safety plan that reduces risk



185



Mental Health Assessment

- **Not a prediction model.**
- **Identify any mental health needs.**
- **Identify reasons why threat was made.**
- **Propose strategies for reducing risk.**

186

Law Enforcement Investigation of Very Serious Substantive Threats

- Interview subjects and witnesses.
- Conduct searches for weapons and other evidence of planning.
- Serve as a resource for students with fears or information to share.
- Take appropriate protective action.



187

Step 5. Implement and Monitor Safety Plan.

- Plan is designed to reduce risk of violence and meet student needs.
- Document the plan.
- Maintain contact with student.
- Monitor whether plan is working and revise as needed.



188

John's Hit List

A girl tells you that her former boyfriend John said that she and 2 boys were on his hit list and he was going to blow them away with a shotgun. What do you do next?

189

John's Interview

John is an 8th grade student who denies having a hit list or threatening anyone. The 2 boys confirm the girl's claim that he threatened to "blow them away with a shotgun."

What kind of a threat? How do you respond?

190

Step 3. Respond to a substantive threat.

- For all substantive threats:
- a. Take immediate precautions to protect potential victims.
 - b. Warn intended victim and parents.
 - c. Look for ways to resolve conflict.
 - d. Discipline student, when time is appropriate.
- Serious means a threat to hit, fight, or beat up versus Very Serious means a threat to kill, rape, or cause very serious injury with a weapon.

Very Serious

Step 4. Conduct a safety evaluation for a very serious substantive threat.

- In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
- e. Screen student for mental health services and counseling; refer as needed.
 - f. Law enforcement investigation.
 - g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.



Step 5. Implement and monitor the safety plan.

- Document the plan.
- Maintain contact with the student.
- Revise plan as needed.

191

Step 3. Respond to a substantive threat.

- For all substantive threats:
- a. Take precautions to protect potential victims. You called in John's parents and they agreed to supervise him during suspension until a plan could be developed. They have no firearms at home.
 - b. Warn intended victim and parents. You notified the parents of the girl and two boys.
 - c. Look for ways to resolve conflict. No progress yet, but gathering information.
 - d. Discipline student, when appropriate. Suspended until a safety plan can be devised.

Step 4. In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed. In the interview, John admits he pretended to have a hit list because he was upset that the girl broke up with him and his two friends teased him. He is sorry and apologetic. Realizes that his plan has gotten everyone upset and now he is in trouble. John's parents report that John had discontinued medication for depression last month. Also, he has been upset recently by their marital conflict. John has no history of violence or school discipline problems.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity. The SRO interviews John and his parents, visits the home and finds no firearm or evidence of planning.
- g. Develop safety plan that reduces risk and addresses student needs. How would you handle this at your school? Use the two forms (Observations Indicating Need for Intervention and Threat Response) to help devise your plan.

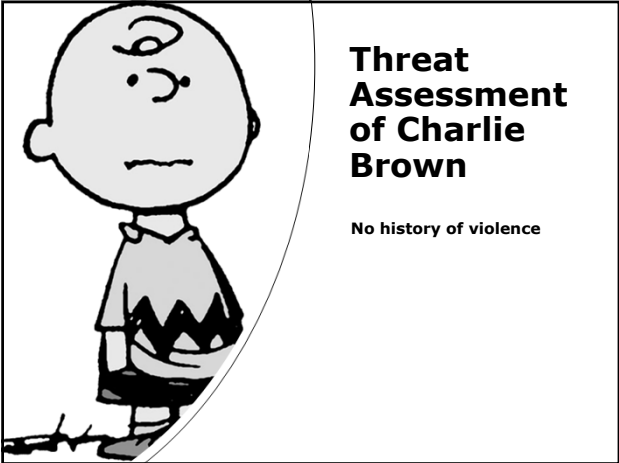
192

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.		
1. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
7. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
19. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

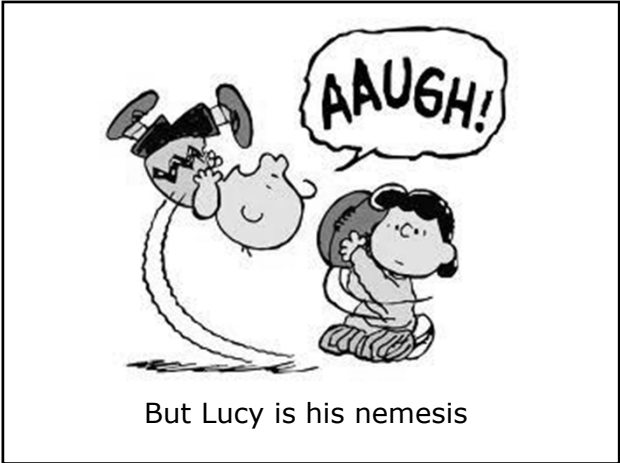
193

THREAT RESPONSE Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).		
<input type="checkbox"/>	1. Increased contact/monitoring of subject	
<input type="checkbox"/>	2. Reprimand or warning	
<input type="checkbox"/>	3. Parent conference	
<input type="checkbox"/>	4. Student apology	
<input type="checkbox"/>	5. Contacted target of threat, including parent if target is a minor	
<input type="checkbox"/>	6. Counseling (note number of meetings)	
<input type="checkbox"/>	7. Conflict mediation	
<input type="checkbox"/>	8. Schedule change	
<input type="checkbox"/>	9. Transportation change	
<input type="checkbox"/>	10. Mental health assessment	
<input type="checkbox"/>	11. Mental health services in school	
<input type="checkbox"/>	12. Mental health services outside school	
<input type="checkbox"/>	13. Assess need for special education services	
<input type="checkbox"/>	14. Review of Individualized Education Program (IEP) for students already receiving services	
<input type="checkbox"/>	15. IEP plan or modification of IEP plan	
<input type="checkbox"/>	16. Behavior Support Plan created or modified	
<input type="checkbox"/>	17. In-school time out or suspension	
<input type="checkbox"/>	18. Out-of-school suspension (number days)	
<input type="checkbox"/>	19. Referral for expulsion	
<input type="checkbox"/>	20. Other disciplinary action	
<input type="checkbox"/>	21. Change in school placement (e.g., transfer, nontraditional instruction)	
<input type="checkbox"/>	22. Services for other persons affected by threat	
<input type="checkbox"/>	23. Law enforcement consulted	
<input type="checkbox"/>	24. Legal actions (e.g., arrest, detentions, charges)	
<input type="checkbox"/>	25. Other actions	

194



195



196



197

Transient or Substantive?		
KEY OBSERVATIONS These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.		
Threat is likely to be less serious:		
<input type="checkbox"/>	1. Subject admits to threat (statement or behavior)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	2. Subject has explanation for threat as being just a joke or figure of speech	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	3. Subject admits feeling angry toward target at time of threat	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	4. Subject retreats threat or denies intent to harm	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	5. Subject apologizes or willing to make amends for threat	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	6. Subject willing to resolve threat through conflict resolution or some other means	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
Threat is likely to be more serious:		
<input type="checkbox"/>	7. Subject continues to feel angry toward target	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	8. Subject expressed threat on more than one occasion	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	9. Subject has specific plan for carrying out the threat	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	10. Subject is engaged in preparation for carrying out the threat	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	11. Subject has prior threats, past target or other motive	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	12. Subject is suicidal (involvement with suicide assessment)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	13. Threat involved use of a weapon other than a firearm, such as a knife or club	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	14. Threat involves use of a firearm	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	15. Subject has possession of or made access to a firearm	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	16. Subject has or sought accommodations or assistance for carrying out threat	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	17. Threat involves gang conflict	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available
<input type="checkbox"/>	18. Threat involves peers or others who have encouraged subject to make threat	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available

198

What if your threat assessment was wrong?

Are you liable for what happened to Lucy?

199

Liability Protection

- Follow recognized standards.
- Make reasonable decisions. (Perfection is not required.)
- Maintain adequate documentation. (Post hoc records are inadequate.)

200



School Bus Threat

Ann overhears Ben and Ryan complain about how much they hate school. Ben says, “Let’s Columbine this school.” Ryan replies, “I’m down with that.” Ann reports what she heard. How do you proceed?

201

Initial Interviews

Ben:
I am sick of this school. I was just blowing off steam and now I’m in trouble because somebody told on me! I would never do something so crazy.

Ryan:
My friend was just upset about all the homework. He didn’t mean it. I was just going along with him to let him know I understand. We had no plans and no interest in doing anything like that.

202

Assess the school bus threat


KEY OBSERVATIONS	
These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Record these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or averaged.	
Threat is likely to be less serious	
1. Subject admits to threat statement or intention.	Show of Force/No Show of Force/No
2. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
3. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
4. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
5. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
6. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
7. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
8. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
9. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
10. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
11. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
12. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
13. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
14. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
15. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
16. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
17. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
18. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
19. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
20. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
21. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
22. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
23. Subject has no specific plan for carrying out threat.	Show of Force/No Show of Force/No
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203

School Response

Sometimes school authorities do not follow their threat assessment team’s recommendations. Ben was given a long-term suspension from school and the school board later decided to expel him. Ryan was also given a long-term suspension, but allowed to return to school the next semester.

204



An Angry Parent

- Although the school board expelled Ben, Ryan was allowed to return to school the following semester.
- Anna was terrified to see that Ryan had returned to school. She called her mother, who then called the principal and demanded an explanation.
- How do you respond?

205



Community Reactions

Threat assessment teams must consider the impact of incidents on the broader community.

- Rumors and exaggeration
- Victim anxiety
- Information-sharing

206

A Public Relations Failure

School situation concerns parents

Want to meet, talk to Henrico official

BY NICOLE JOHNSON
Times Dispatch Staff Writer

A growing number of Henricians say they are outraged that top Henrico County school officials did not notify them about two

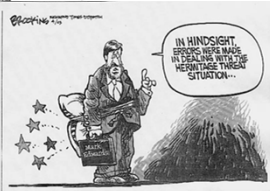
A breach of trust at Hermitage

As a reporter, I was shocked. As a parent, I was angry. I was sitting in the Hermitage High School library — a quiet room — last Thursday evening listening and reading Henrico County Schools Superintendent Mark A. Edwards and Hermitage

Principal G. Blackburn I don't want and refused to be pulled out of the room. How two more students allegedly threatened a

School's parents express anger

Concern raised by Hermitage threats



207

Threat Notification: Take charge of the process!

- Immediately contact parents of all students who are involved.
- Safety has priority over confidentiality. Share what is necessary to assure safety.
- Keep faculty and staff informed. They have the need to know.
- Consider sending a general letter of information to address rumors and fears.

208

Re-entry Planning


Help students return to school

- Consider restorative justice approach that lets student make amends for actions.
- Obtain release of information to share consequences and conditions with victims.
- Caution against retaliation.
- Monitor student's return.

209

The stalking case

- Larry is a high school student who has been in special education since middle school after making bomb threats.
- Diagnosis of schizophrenia. Described as "in another world." Hears voices, has many delusional ideas. Anxious and depressed. Lives with mother. Low income.



210

Teacher assault

Has crush on teacher, repeatedly hangs outside her classroom.

Teacher approached Larry because he was rocking in the hallway and seemed dazed and glassy-eyed. He grabbed her, pushed her to the ground and kissed her, then released her.

Discuss how your school would handle this situation.

211

Further incidents

- Larry moved to another school, but for months he periodically came back and paced outside her classroom.
- Assistant Principal Mr. D repeatedly confronted Larry and had him leave school.
- On one occasion, Mr. D called police. When Larry resisted arrest, he was taken hard to the ground.

212

Threat

- For months, Larry tells everyone that the police fractured his skull, has a fissure of the brain, ears falling off and heart falling into his pelvis. Blames Mr. D for calling police.
- Larry tells people that motivational speaker Zig Ziglar has told him to shoot Mr. D to cure his injury and become successful in real estate. "I have to shoot Mr. D."
- At this point Larry has had multiple hospitalizations, but does not take his meds. He abuses alcohol and smokes marijuana.

213

Plan Response to Larry’s Threat

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION	
1. Observed acting out or disruptive behavior	2. Observed acting out or disruptive behavior
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214

Safety plan

- Law enforcement investigation of threat, possible firearm.
- Increased security, staff on alert.
- Monitor Larry at other school.
- Seek hospitalization and ongoing treatment.
- Meetings with Larry and mother to assess any change in his delusional thinking.

215

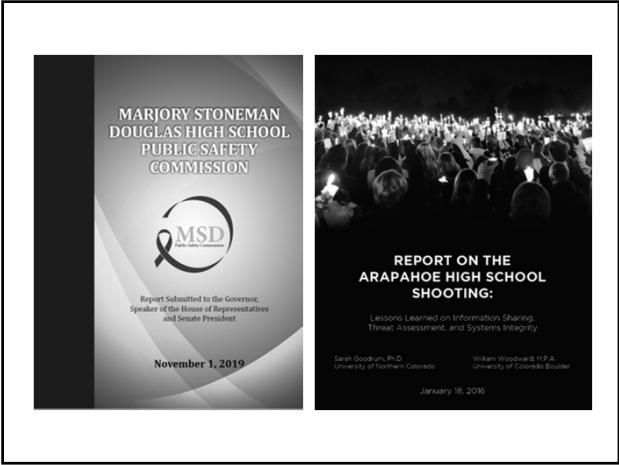
Outcome

This case example is based on an actual case evaluated by Dr. Cornell with some details changed.

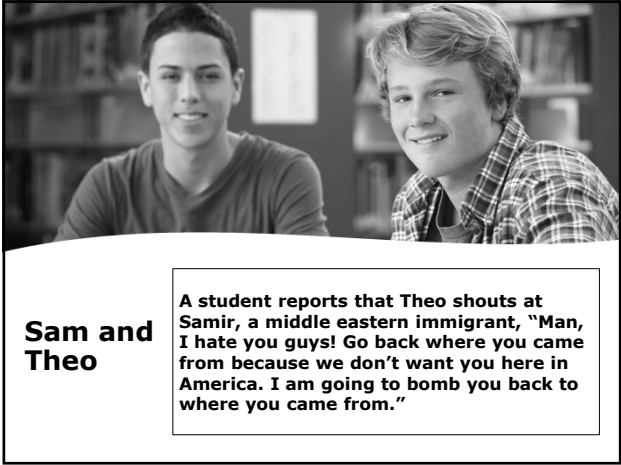
In the actual case, there was no threat assessment, and the threats were ignored. Months later, Larry came to school and shot Mr. D.

Larry was convicted of murder and sentenced to life in prison.

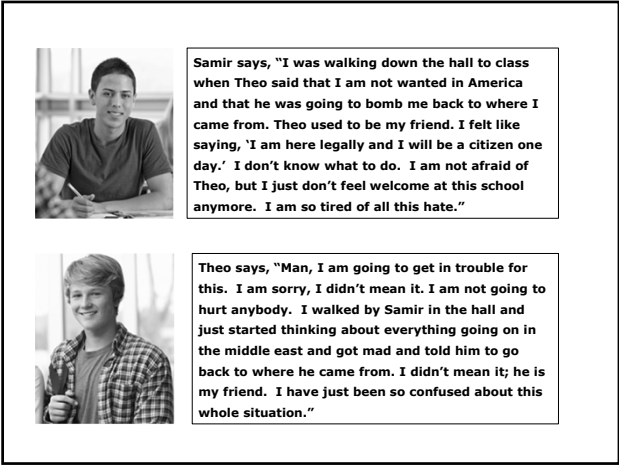
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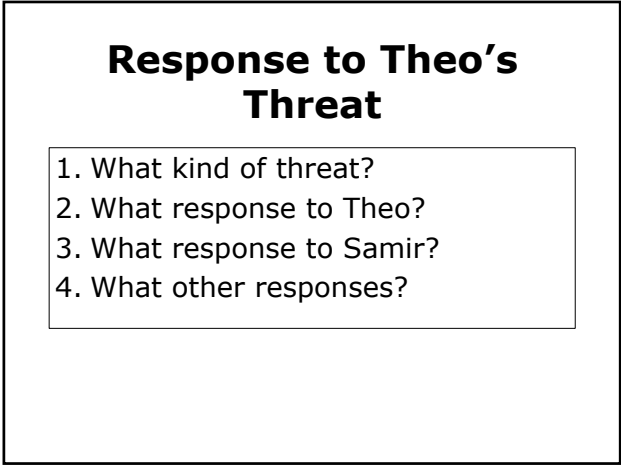
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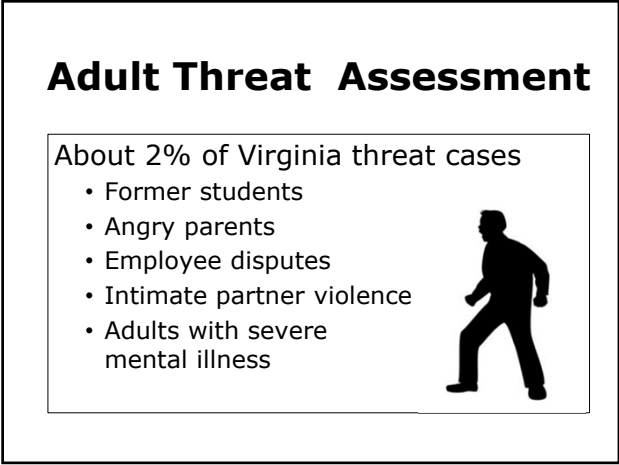
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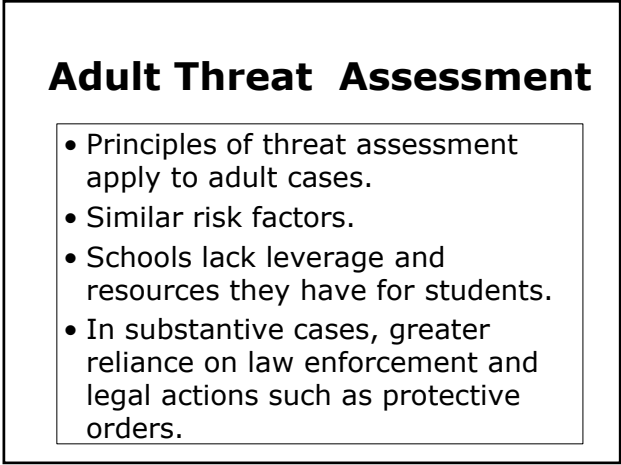
219



220



221



222

Adult Threat Assessment

Transient threats (such as an impulsive statement during an argument)

- Give adult opportunity to clarify, retract, and apologize.
- Treat adult with respect and consider how conflict can be de-escalated.

223



Mr. Smith is angry that his son received a low grade that will cause him to lose his sports eligibility.

"I ought to take you outside!"

Teacher ends the meeting and contacts the principal. What is your team's response?

224



In this case, the principal spoke with Mr. Smith, who had calmed down and recognized that he had been inappropriate. In a meeting with the principal and teacher, he apologized to the teacher. The teacher focused on their shared concern for his son and described how his son could improve his grades.

225

Adult Threat Assessment

Substantive threats (such as intimate partner violence)

- Avoid actions that escalate conflict.
- Increase vigilance.
- Consult law enforcement.
- Consider protective orders and no-trespass orders.

226



Mr. Jones confronts his wife, a teacher, in the parking lot at school. Ms. Jones is separated from her husband and reports that he has been physically abusive. How does your team respond?

227

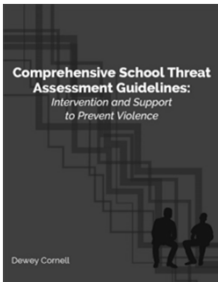


Threats during partner separation require careful consideration of risk and protective factors. Options to consider include:

- Marital counseling/divorce mediation
- Protective orders
- No-trespass orders
- Security measures (e.g., altered parking)
- Leave of absence, change in residence

228

Implementation



Implement CSTAG with high quality team process.
Educate your staff, students, and parents about threat assessment.

229

Case Documentation



- 1. Maintain high quality process.**
- 2. Evaluate trends and improve system.**
- 3. Liability protection.**

230

Licensed case management systems



- **Edclick**
edclick.com/Safety.cfm
- **Navigate360**
navigate360.com/
- **Public Consulting Group**
publicconsultinggroup.com/
- **USA Software**
usa-software.com/

231

School Safety Online Educational Program

- **Students** (15 min) password vs3fcf
 - **Parents** (25 min) vvpmn9q
 - **Teachers/staff** (25 min) vttsxh
 - **Team members** (25, 20, 30 min) vm6dbt
- <http://www.schoolthreatassessment.com/>
For more information, contact Dr. Jennifer Maeng at jlc7d@virginia.edu

232

You must complete the post-training evaluation to obtain your certificate and be on the completion list submitted to your administration.

233

Complete post-training evaluation

<https://tinyurl.com/schoolTApostsurvey>

or use the full url:
https://virginia.az1.qualtrics.com/jfe/form/SV_2gEZIHn3LFO4ddX

or use the QR code:



Group results will be compiled for the school system and sent to you by email. Complete both surveys to qualify for a certificate of attendance.

234

INTERVIEW FORM FOR “Andrew” ROLE PLAY

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		Location, Date of Interview

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did you say? And what exactly did you do?
3. What did you mean when you said or did that?
4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)
5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Script for Andrew DO NOT READ THIS SCRIPT UNLESS YOU ARE SELECTED FOR THIS ROLE PLAY

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name	ANDREW	Refer to prior page for additional identifying information.
Person(s) Conducting Interview		Location, Date of Interview

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

At first say that nothing happened, don't know what they are talking about. Eventually admit you were in cafeteria talking with some kids you knew from the soccer team.

2. What exactly did you say? And what exactly did you do?

At first say you don't remember, then say you told them you were going to grow up to be a serial killer. Then you walked away without saying anything else.

3. What did you mean when you said or did that?

Say you didn't mean anything by it. When they ask you to say more, say it was just something you said. You didn't like the way they were acting toward you in the cafeteria. Admit you were mad at them.

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

Say you don't know how they feel. Admit that maybe they were worried a little bit. Maybe it shocked them.

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

Say you were on the soccer team with them, and they were not nice to you, didn't ever pass you the ball, didn't talk to you after the game. They thought they were better than everyone else. A couple times they tripped him in practice and laughed about it. The coach didn't do anything about it.

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

"I'm sorry I caused so much trouble with what I said. I should not have said it. I just said it to let them know I don't like them. I want them to leave me alone, stop picking on me at soccer practice."

Fill out this form based on interview of “Andrew”
For purposes of this exercise just check Yes for relevant items and leave the others blank.

KEY OBSERVATIONS		
These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.		
Threat is likely to be less serious:		
1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Other relevant observations		

In an actual case, you would follow the next steps on the decision tree and complete additional pages of the form, if appropriate.

Case Exercise 2

Chris and Jacob

Use this information to complete forms 1-2-3 below.

Threat Report

A teacher observes Chris and Jacob in an argument. Chris said, “You’ve had it. I’m gonna kick your butt. Meet me out back after school.” The teacher says the boys have been rivals for several years, but recently have been more angry with each other.

Chris Interview

Chris is agitated and evasive. Does not remember what happened in the hall. Denies he argued with Jacob, says everything is “fine” between them. Says “I don’t know and don’t care what Jacob thinks. I am sick of his attitude. What I do after school is my own business.”

Jacob Interview

Jacob says Chris threatened to beat him up after school. He says that he has always had trouble with Chris but does not know why he is so angry lately.

Form 1: Key Observations

Complete this form to help you decide whether the threat is transient or substantive.

Form 2: Observations Suggesting Need for Intervention

Now decide what problems or concerns you have observed that suggest a need for intervention. You do not have a lot of information in this case exercise, but let’s suppose that you learn that Chris has a reputation for being short-tempered and defiant, but has not been in serious trouble before. He consistently has low grades but is not failing. You don’t know of any teachers or staff members he is friendly with.

Form 3: Threat Response

Now check off the responses you will undertake. Be prepared for one team member to give a summary of how you will respond to this case.

Form 1 for Case Exercise involving Chris and Jacob

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

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1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Threat is likely to be more serious:

7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Other relevant observations

THREAT CLASSIFICATION

Date of initial classification:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Date of change in classification, if any:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Reason for change:				

Form 2 for Case Exercise involving Chris and Jacob

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term “partially” as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
7. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
19. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

THREAT RESPONSE		Form 3 for Case Exercise involving Chris and Jacob
Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).		
<input type="checkbox"/>	1. Increased contact/monitoring of subject	
<input type="checkbox"/>	2. Reprimand or warning	
<input type="checkbox"/>	3. Parent conference	
<input type="checkbox"/>	4. Student apology	
<input type="checkbox"/>	5. Contacted target of threat, including parent if target is a minor	
<input type="checkbox"/>	6. Counseling (note number of meetings)	
<input type="checkbox"/>	7. Conflict mediation	
<input type="checkbox"/>	8. Schedule change	
<input type="checkbox"/>	9. Transportation change	
<input type="checkbox"/>	10. Mental health assessment	
<input type="checkbox"/>	11. Mental health services in school	
<input type="checkbox"/>	12. Mental health services outside school	
<input type="checkbox"/>	13. Assess need for special education services	
<input type="checkbox"/>	14. Review of Individualized Education Program (IEP) for students already receiving services	
<input type="checkbox"/>	15. 504 plan or modification of 504 plan.	
<input type="checkbox"/>	16. Behavior Support Plan created or modified	
<input type="checkbox"/>	17. In-school time out or suspension	
<input type="checkbox"/>	18. Out-of-school suspension (number days)	
<input type="checkbox"/>	19. Referral for expulsion	
<input type="checkbox"/>	20. Other disciplinary action	
<input type="checkbox"/>	21. Change in school placement (e.g., transfer, homebound instruction)	
<input type="checkbox"/>	22. Services for other persons affected by threat	
<input type="checkbox"/>	23. Law enforcement consulted	
<input type="checkbox"/>	24. Legal actions (e.g., arrest, detentions, charges)	
<input type="checkbox"/>	25. Other actions	
CASE PLAN		
This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.		
Case Resolution or Safety Plan		Date
Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan		
Follow-up or Revision of Plan		Date
Describe current status of plan and any revisions. List persons responsible for each component of revised plan.		

Summary of Steps 3 and 4 for John's Hit List Case Exercise
Use this information to complete next two forms.

Step 3. **Respond to a substantive threat.**

For all substantive threats:

- a. **Take precautions to protect potential victims.** *You called in John's parents and they agreed to supervise him during suspension until a plan could be developed. They have no firearms at home.*
- b. **Warn intended victim and parents.** *You notified the parents of the girl and two boys.*
- c. **Look for ways to resolve conflict.** *No progress yet, but gathering information.*
- d. **Discipline student, when appropriate.** *Suspended until a safety plan can be devised.*

Step 4. **In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:**

- e. **Screen student for mental health services and counseling; refer as needed.** *In the interview, John admits he pretended to have a hit list because he was upset that the girl broke up with him and his two friends teased him. He is sorry and apologetic. Realizes that his plan has gotten everyone upset and now he is in trouble.
John's parents report that John had discontinued medication for depression last month. Also, he has been upset recently by their marital conflict. John has no history of violence or school discipline problems.*
- f. **Law enforcement investigation for evidence of planning and preparation, criminal activity.** *The SRO interviews John and his parents, visits the home and finds no firearm or evidence of planning.*
- g. **Develop safety plan that reduces risk and addresses student needs.** *How would you handle this at your school? Use the two forms (Observations Indicating Need for Intervention and Threat Response) to help devise your plan.*

Intervention Form for John's Hit List Case Exercise

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

20. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
21. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
22. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
23. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
24. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
25. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
26. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
27. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
28. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
29. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
30. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
31. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
32. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
33. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
34. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
35. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
36. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
37. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
38. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Threat Response Form for John's Hit List Case Exercise

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

<input type="checkbox"/>	1. Increased contact/monitoring of subject	
<input type="checkbox"/>	2. Reprimand or warning	
<input type="checkbox"/>	3. Parent conference	
<input type="checkbox"/>	4. Student apology	
<input type="checkbox"/>	5. Contacted target of threat, including parent if target is a minor	
<input type="checkbox"/>	6. Counseling (note number of meetings)	
<input type="checkbox"/>	7. Conflict mediation	
<input type="checkbox"/>	8. Schedule change	
<input type="checkbox"/>	9. Transportation change	
<input type="checkbox"/>	10. Mental health assessment	
<input type="checkbox"/>	11. Mental health services in school	
<input type="checkbox"/>	12. Mental health services outside school	
<input type="checkbox"/>	13. Assess need for special education services	
<input type="checkbox"/>	14. Review of Individualized Education Program (IEP) for students already receiving services	
<input type="checkbox"/>	15. 504 plan or modification of 504 plan.	
<input type="checkbox"/>	16. Behavior Support Plan created or modified	
<input type="checkbox"/>	17. In-school time out or suspension	
<input type="checkbox"/>	18. Out-of-school suspension (number days)	
<input type="checkbox"/>	19. Referral for expulsion	
<input type="checkbox"/>	20. Other disciplinary action	
<input type="checkbox"/>	21. Change in school placement (e.g., transfer, homebound instruction)	
<input type="checkbox"/>	22. Services for other persons affected by threat	
<input type="checkbox"/>	23. Law enforcement consulted	
<input type="checkbox"/>	24. Legal actions (e.g., arrest, detentions, charges)	
<input type="checkbox"/>	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan

Date

Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.

Follow-up or Revision of Plan

Date

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Form for Charlie Brown (complete this on your own, not with team)

KEY OBSERVATIONS		
These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.		
Threat is likely to be less serious:		
1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION				
Date of initial classification:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Date of change in classification, if any:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Reason for change:				

Intervention Form for Stalking Case Exercise Involving Larry

- At this point Larry has been in self-contained special education classes for years. He has had multiple hospitalizations with diagnoses of schizophrenia and substance abuse (alcohol, marijuana, and perhaps other drugs).
- Larry moved to another school, but for months he periodically came back and paced outside her classroom. Assistant Principal Mr. D repeatedly confronted Larry and had him leave school. On one occasion, Mr. D called police. When Larry resisted arrest, he was taken hard to the ground and sustained a head injury.
- For months Larry tells everyone that the police fractured his skull, he has fissure of the brain, his ears are falling off, and his heart is falling into his pelvis. He blames Mr. D for calling the police. He tells people on numerous occasions that motivational speaker Zig Ziglar has told him to shoot Mr. D to cure his injury and become successful in real estate. "I have to shoot Mr. D" he said to many people without apparent anger or passion.

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
7. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
19. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Threat Response Form for stalking case exercise involving Larry

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

<input type="checkbox"/>	1. Increased contact/monitoring of subject	
<input type="checkbox"/>	2. Reprimand or warning	
<input type="checkbox"/>	3. Parent conference	
<input type="checkbox"/>	4. Student apology	
<input type="checkbox"/>	5. Contacted target of threat, including parent if target is a minor	
<input type="checkbox"/>	6. Counseling (note number of meetings)	
<input type="checkbox"/>	7. Conflict mediation	
<input type="checkbox"/>	8. Schedule change	
<input type="checkbox"/>	9. Transportation change	
<input type="checkbox"/>	10. Mental health assessment	
<input type="checkbox"/>	11. Mental health services in school	
<input type="checkbox"/>	12. Mental health services outside school	
<input type="checkbox"/>	13. Assess need for special education services	
<input type="checkbox"/>	14. Review of Individualized Education Program (IEP) for students already receiving services	
<input type="checkbox"/>	15. 504 plan or modification of 504 plan.	
<input type="checkbox"/>	16. Behavior Support Plan created or modified	
<input type="checkbox"/>	17. In-school time out or suspension	
<input type="checkbox"/>	18. Out-of-school suspension (number days)	
<input type="checkbox"/>	19. Referral for expulsion	
<input type="checkbox"/>	20. Other disciplinary action	
<input type="checkbox"/>	21. Change in school placement (e.g., transfer, homebound instruction)	
<input type="checkbox"/>	22. Services for other persons affected by threat	
<input type="checkbox"/>	23. Law enforcement consulted	
<input type="checkbox"/>	24. Legal actions (e.g., arrest, detentions, charges)	
<input type="checkbox"/>	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan

Date

Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.

Follow-up or Revision of Plan

Date

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Model Regulations for Conducting a Threat Assessment

I. PURPOSE

To establish procedures for conducting threat assessments in response to student threats of violence.

II. DEFINITIONS

- A. A threat is an expression of intent to harm someone that may be spoken, written, or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual or prospective victim is aware the threat existing in any fashion, whether orally, visually, in writing, or electronically. A threat assessment is a procedure to identify potentially dangerous or violent situations and resolve them.
- B. A transient threat is a threat that does not express a lasting intent to harm someone. A threat is transient only if it can be quickly and easily resolved and no longer exists.
- C. A serious substantive threat is a threat that expresses a continuing intent to assault someone.
- D. A very serious substantive threat is a threat that involves using a weapon or a threat to kill, rape, or inflict severe injury to someone.

III. PROCEDURES

- A. A threat assessment may be conducted if a student makes an explicit or implicit threat, or if the student's behavior indicates that a threat is reasonably likely. The goal of the threat assessment is to provide assistance to the student being assessed, to support victims or potential victims, and to take appropriate preventive or corrective measures to maintain a safe and secure school environment. A threat assessment is not a disciplinary action, and is not a prerequisite to disciplinary action. Documents completed as part of a threat assessment may or may not be used in a disciplinary proceeding.
- B. Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include the age of the child and the context of the threat or remark.
- C. The student who communicated the threat, the recipient(s) of the threat, and witnesses shall be interviewed to obtain specific information regarding the threat, in accordance with the Threat Assessment Guidelines. The Guidelines can be found at <address>
- D. When a threat is reported to the school administrator, the administrator makes a preliminary determination of the seriousness of the threat. If it can be determined that the threat is a transient threat and has been resolved, the Threat Assessment Documentation may be completed at the administrator's discretion. If the threat has not been resolved, the Threat Assessment Documentation and Threat Assessment and Response Summary Sheet forms shall be completed.
- E. In every instance in which a threat against a student is not immediately resolved, the school administrator shall notify the parent/guardian of the student who made the threat. The school administrator shall also notify any identifiable victims or targets of the threat. If the target is a student or students, the parent/guardians shall also be notified. If the threat is not specific about the identity of the victim(s), the school administrator shall make a determination based on the circumstances of the threat whether it is appropriate to communicate to a more general notification to potential victims, such as in the form of a letter to parent/guardians. In most cases, such a letter would be appropriate to address questions and concerns that might be disruptive to learning and to solicit information that would be relevant to resolving the threat.
- F. Threat assessment and disciplinary procedures are separate processes. Regardless of whether a threat is determined to be transient, serious substantive, or very serious substantive, appropriate disciplinary procedures shall be followed.
- G. If the threat is determined to be serious substantive or very serious substantive, the Threat Assessment Documentation and Threat Assessment and Response Summary Sheet forms and other relevant documents regarding the threat shall be maintained in the cumulative file of the student's scholastic record. If the threat is determined to be transient and the forms were completed, they may be maintained in the student's scholastic record at the administrator's discretion.

Adapted from Fairfax County Public Schools

Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?

These forms are used to conduct a threat assessment, as explained in the manual, *Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*¹, or other training resources.

Do I conduct a threat assessment for all threats?

No. It is not feasible or necessary to conduct a formal assessment for clearly insignificant behavior such as playful bantering or joking. Conduct a threat assessment if there is some reason to be concerned about the behavior. When in doubt about a threat, conduct a threat assessment.

Do I use all of these forms for every threat assessment case?

No. Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10% are very serious substantive threats.

Do I complete every section of each form?

No. These forms are intended as guidelines to help you consider the most likely aspects of a case, but you will use your judgment as to what is appropriate for your assessment and intervention.

Who completes the forms?

Threat assessment is a team process and can be documented by any member of the team. A transient threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a substantive threat will likely engage several team members.

Can I modify these forms?

Yes, within reasonable limits that do not significantly alter the CSTAG process. Be sure that changes are approved by your school system. Some school systems will modify the terminology (e.g., ‘safety screening’ versus “mental health assessment”) or make other adjustments. For example, some schools systems add a place to document who carries out each step of the assessment or add a form to track changes when a student receives ongoing services. Schools can use online versions of these forms, too.

If a threat is resolved, do I change the threat classification to “no threat”?

No. The threat classification reflects your initial assessment and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat. The resolution of a threat should be recorded in the Case Plan section.

Should I document transient threats?

Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Where should I file these forms?

Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student’s educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student’s educational record is subject to FERPA restrictions.

¹ The manual is available from School Threat Assessment Consultants LLC at <https://www.schoolta.com/manual> and from Amazon.com.

THREAT ASSESSMENT AND RESPONSE PROTOCOL®

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No

Not a threat. Might be an expression of anger that merits attention.

Yes

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes

Case resolved as transient; add services as needed.

No

Step 3. Respond to a substantive threat.

For all substantive threats:

- Take precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious

Case resolved as serious substantive threat; add services as needed.

Very Serious

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- Screen student for mental health services and counseling; refer as needed.
- Law enforcement investigation for evidence of planning and preparation, criminal activity.
- Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

THREAT REPORT	
<p>A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.</p> <p>The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.</p>	
Name of person reporting threat:	Date/time threat reported:
Affiliation of person reporting threat: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	Date/time threat made:
Affiliation of person making threat: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other _____	Status: <input type="checkbox"/> Current <input type="checkbox"/> Former
Identification: <input type="checkbox"/> Male <input type="checkbox"/> Female Age: _____ Grade, if student: _____ School program, if student: _____	
Emergency Contact:	Relationship:
Home Address:	Phone:
Location threat occurred: <input type="checkbox"/> School Building or Grounds <input type="checkbox"/> School Bus/Other Travel <input type="checkbox"/> School-Sponsored Activity <input type="checkbox"/> Digital communication such as text or post <input type="checkbox"/> Other _____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present? 	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	Was information reviewed?	Relevant Findings (use additional pages as needed)
Prior threats	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Prior discipline incidents	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Academic records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Special education records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Other records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from other schools	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from outside agencies (e.g., social services or mental health)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		Location, Date of Interview

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did you say? And what exactly did you do?
3. What did you mean when you said or did that?
4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)
5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) **or** **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., “everyone on this bus”) and list all individuals.

Target Name		ID #	
Affiliation	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:	Status	<input type="checkbox"/> Current <input type="checkbox"/> Former Grade (if student):
School		Building/ Program	
Emergency Contact		Relation	
Home Address		Phone	
Person(s) Conducting Interview		Location, Date of Interview	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person’s exact words with quotation marks for key statements if possible.)
2. What exactly did (subject) say? And what exactly did (subject) do?
3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)
4. How do you feel about what (subject) said or did?
5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS

<p>These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.</p>		
<p>Threat is likely to be less serious:</p>		
19. Subjects admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
20. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
21. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
22. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
23. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
24. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
<p>Threat is likely to be more serious:</p>		
25. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
26. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
27. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
28. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
29. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
30. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
31. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
32. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
33. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
34. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
35. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
36. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
<p>Other relevant observations</p>		

THREAT CLASSIFICATION				
Date of initial classification:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Date of change in classification, if any:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term “partially” as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
7. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
19. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

THREAT RESPONSE		
Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).		
<input type="checkbox"/>	1. Increased contact/monitoring of subject	
<input type="checkbox"/>	2. Reprimand or warning	
<input type="checkbox"/>	3. Parent conference	
<input type="checkbox"/>	4. Student apology	
<input type="checkbox"/>	5. Contacted target of threat, including parent if target is a minor	
<input type="checkbox"/>	6. Counseling (note number of meetings)	
<input type="checkbox"/>	7. Conflict mediation	
<input type="checkbox"/>	8. Schedule change	
<input type="checkbox"/>	9. Transportation change	
<input type="checkbox"/>	10. Mental health assessment	
<input type="checkbox"/>	11. Mental health services in school	
<input type="checkbox"/>	12. Mental health services outside school	
<input type="checkbox"/>	13. Assess need for special education services	
<input type="checkbox"/>	14. Review of Individualized Education Program (IEP) for students already receiving services	
<input type="checkbox"/>	15. 504 plan or modification of 504 plan.	
<input type="checkbox"/>	16. Behavior Support Plan created or modified	
<input type="checkbox"/>	17. In-school time out or suspension	
<input type="checkbox"/>	18. Out-of-school suspension (number days)	
<input type="checkbox"/>	19. Referral for expulsion	
<input type="checkbox"/>	20. Other disciplinary action	
<input type="checkbox"/>	21. Change in school placement (e.g., transfer, homebound instruction)	
<input type="checkbox"/>	22. Services for other persons affected by threat	
<input type="checkbox"/>	23. Law enforcement consulted	
<input type="checkbox"/>	24. Legal actions (e.g., arrest, detentions, charges)	
<input type="checkbox"/>	25. Other actions	

CASE PLAN	
This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.	
Case Resolution or Safety Plan	Date
Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.	
Follow-up or Revision of Plan	Date
Describe current status of plan and any revisions. List persons responsible for each component of revised plan.	

MENTAL HEALTH ASSESSMENT aka SAFETY PLANNING INTERVIEW

Comprehensive School Threat Assessment Guidelines®

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs.* Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction.* Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		Location, Date of Interview

Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?
2. I know you must have had reasons to say (or do) that; can you explain what led up to it?
3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?
4. What could happen that would make you want to do it? (carry out the threat)
5. What would happen if you did do it? (review both effects on intended victims and consequences for student)
6. What do you think the school should do in a situation in which a person makes a threat like this?
7. What were you feeling then? How do you feel now?
8. How do you think (the person threatened) felt?

Relationship with intended victim(s)

1. How long have you known this person?
2. What has happened in the past between you and this person?
3. What do you think this person deserves?
4. Do you see any way that things could be improved between you and this person?

Family support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?
2. Whom in your home are you close to?
3. How well do your parents/guardians know you?
4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?
5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?
6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?
2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?
3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?
4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?
5. Do you have any family members in jail or prison?
6. Do you take any medication?
7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?

4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?
2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)
3. Have you ever had to use a knife with someone? What happened?
4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?
2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?
3. If you wanted a gun, how would you get one?
4. What do you think you might do if you had a gun?
5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?
2. When you get angry, what do you do? Has your temper ever gotten you into trouble?
3. Do you get into fights? When was the last time? What happened?
4. Have you ever threatened to harm anyone before?
5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?
6. Have you ever set fire to things?
7. Have you damaged your own property or someone else's property?
8. Have you ever intentionally hurt an animal?

School discipline

1. When was the last time you got into trouble in school? What happened?
2. Have you ever been suspended or expelled?
3. Have your parents ever been called to school because of your behavior?
4. Do you ever cut school or certain classes?
5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

1. Have you been in trouble with the law or with police before? What happened?
2. Have you ever gone to juvenile court? What was it about?
3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?
4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.
5. Do you smoke marijuana? Have you ever? How often? When was the last time?
6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?
2. Do you know anyone who was shot, stabbed, or beat up real bad?
3. Do people argue much at home? Does anyone get physically aggressive?
4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?
5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term “bully,” and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)
2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?
2. How would your friends describe you?
3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?
4. Do you have friends who get in trouble?
5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?
6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?
2. What kinds of things do you do well?
3. What are your hobbies and interests? What do you enjoy doing?
4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?
5. What are your plans for the future? What would you like to do when you finish school?
6. What could we do that would help with (refer to the problem that led to the threat)?

Parent/Guardian Interview

Parent Name		Relationship to Student
Person(s) Conducting Interview		Location, Date of Interview

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent knowledge of the threat

1. What do you (the parent) know about the threat?
2. Have you heard your child (or use child's name) talk about things like this before?
3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)
4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)
5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School adjustment

1. Has your child ever been suspended or expelled from school?
2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?
3. Has your child ever needed special help in school? Ever been retained?
4. Has your child ever been tested in school?
5. How does your child like school?
6. How often does your child do homework?
7. What are your child's teachers like?

Family relationships and current stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:
 - Move, divorce/separation, losses
 - Financial status, employment changes for parents
 - Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer relations and bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent behavior

1. Has your child been in trouble with the law or with police before? What happened?
2. Has your child ever gone to juvenile court? What was it about?
3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?
4. Does your child drink beer, wine, or other alcohol?
5. Does your child smoke marijuana?
6. Has your child used any other drugs?

History of aggression

1. How does your child handle frustration?
2. When your child gets angry, what does he/she do?
3. Has your child gotten into fights in the past? When, where, with whom?
4. Has your child's temper ever gotten him/her into trouble?
5. Has your child ever hit you or other family members?
6. Has your child destroyed his or her own things, or someone else's property?
7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?
2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?
3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?
4. What can you do to restrict your child's access to weapons?

Exposure to violence

1. Has your child ever been a victim of abuse?
2. Is your child exposed to violence in the neighborhood?
3. Do people argue much at home? Has there been any physical aggression at home?
4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?
2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?
3. Has your child ever been hospitalized? Had any serious illnesses?
4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?
2. What has your child's mood been like the past few weeks?
3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?
4. Has your child had problems with sleep? Appetite? Energy level? Concentration?
5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?
6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?
7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?
8. Has your child had any involvement with other agencies/programs in the community?

Teacher/Staff Interview

Name of Person Interviewed		Relationship to Student
Person(s) Conducting Interview		Location, Date of Interview

Academics

1. How is this student doing academically? Has there been any change in recent weeks?

2. What are this student’s verbal skills? How well can he or she express himself/herself in words?

3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher knowledge of the threat

1. What do you know about the threat?

2. Have you heard this student talk about things like this before?

3. What have other students told you about this incident?

4. Is there another teacher or staff member who might know something about this?

Student’s peer relations

1. How well does this student get along with other students?

2. Who are the student’s friends?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?
2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?
3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?
2. How does this student respond to being corrected by an adult?
3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?
2. Does this student seem to hold a grudge? Seem resentful?
3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others

Confidential - For Teacher/Staff Use Only

See: www.pent.ca.gov for downloadable forms

This BIP attaches to: ☐ IEP date: _____ ☐ 504 plan date: _____ Team meeting date: _____

☐ School Safety plan/Threat Assessment form: date: _____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)_

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior

☐ reported by _____ and/or ☐ observed by _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.*)

6. What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish?

Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: (*Function of behavior in terms of obtaining, protesting, or avoiding something*)

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? (*How should the student escape/protest/avoid or get his/her need met in an acceptable way?*)

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom?

How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom?

Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

3. Behavioral Goal(s)

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior
☐ Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are environmental supports/changes necessary?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are both teaching of new alternative behavior AND reinforcement needed?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
This BSP to be coordinated with other agency's service plans?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Person responsible for contact between agencies				

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants:

Between?	Frequency?
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PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- ☐ Student:
- ☐ Parent/Guardian:
- ☐ Educator and Title:
- ☐ Educator and Title:
- ☐ Educator and Title:
- ☐ Administrator:
- ☐ Administrator:
- ☐ Other:
- ☐ Other:

Instructions Online Educational Program

1. **What is the purpose of this program?** The purpose of this free program is to help students, parents, teachers, and other staff understand the threat assessment process.
2. **Who is eligible to participate in the program?** The program is available to all students, parents, and teachers/staff at no charge.
3. **What do participants do?** Participants will participate anonymously in an online educational program and answer questions about what they have learned. The program can be completed at school or at home on a computer with Internet access. The programs run approximately 15 minutes for students, 25 minutes for parents, and 25 minutes for teachers and staff. Threat assessment team members have three programs that run 25, 20, and 30 minutes, respectively.

Confidential Link and Codes for REVIEW ONLY

Program Link: <http://www.schoolthreatassessment.com/>

Each school will receive its own codes. The codes below are for use **ONLY** to review the program in order to decide whether to use it.

Code to review student program:	vs3fcf
Code to review teacher program:	vttsxh
Code to review parent program:	vpnm9q
Code to review team programs 1-2-3:	vm6dbt

We recommend that schools use all of the programs, but schools can decide to use one or more of the programs. After reviewing, obtain the codes for your school system.

Contact Dr. Jennifer Maeng to obtain a code for your school system.

434-924-0837 or jlc7d@virginia.edu