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Together We Power Potential

Creating Safer Schools: Preventing Violence and Understanding Threats

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Agenda & Objectives

- Principles of Threat Assessment
- Risk Factors and Warning Signs
- Case Examples
- Assessing Risk Dynamics
- Considerations for Managing Risk
- Connecting to Whole School Prevention

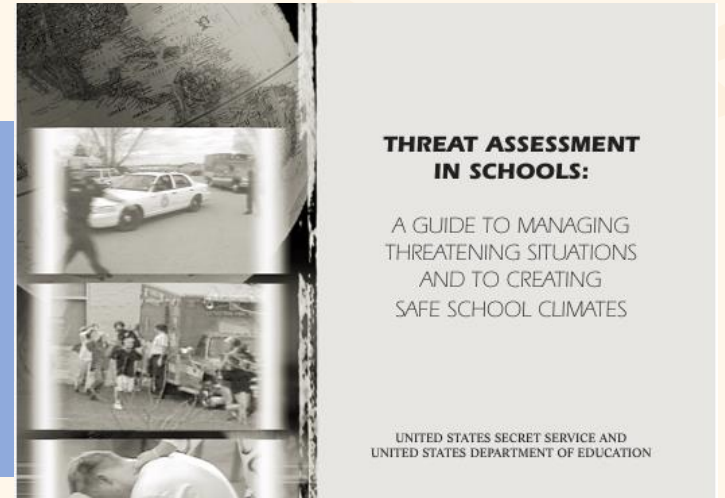
Quick Info: If this is new to you...

- Behavioral Threat Assessment and Management Teams are considered best practice
 - district and school level teams, or sometimes multidistrict collaborations
- There are several models to follow including:
 - Comprehensive School Threat Assessment Guidelines from UVA
 - National Threat Assessment Center (US Secret Service)
- States vary in terms of what is legislated and what resources they direct districts to...
 - more resources and direct links included at the end of this slide show for your reference

- **Poll Question:**
- Which of the following models is your school or district following to assess threats?
 - Comprehensive School Threat Assessment Guidelines (CSTAG)
 - National Threat Assessment Center (NTAC)
 - Dallas Threat of Violence Risk Assessment (DVTRA)
 - Behavioral Threat Assessment and Management (BTAM)
 - Other
 - None
 - Unsure

Principles of Threat Assessment

Targeted violence is the result of an understandable and often discernible process of thinking and behavior



Targeted violence stems from an interaction among the individual, situation, setting, and target

An investigative, skeptical, inquisitive mindset is critical

Effective threat assessment is based on facts over “traits”

An integrated systems approach should guide inquiries

Central question is whether a student poses a threat, not whether a student has made a threat

Table 1. 10 Key Findings From “The Safe School Initiative.”

1. Incidents of targeted violence at school rarely were sudden, impulsive acts.
 2. Prior to most incidents, other people knew about the attacker’s idea and/or plan to attack.
 3. Most attackers did not threaten their targets directly prior to advancing the attack.
 4. There is no accurate or useful “profile” of students who engaged in targeted school violence.
 5. Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.
 6. Most attackers had difficulty coping with significant losses or personal failures. Moreover, many had considered or attempted suicide.
 7. Many attackers felt bullied, persecuted, or were injured by others prior to the attack.
 8. Most attackers had access to and had used weapons prior to the attack.
 9. In many cases, other students were involved in some capacity.
 10. Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention (i.e., shooter suicides, arrival of law enforcement personnel).
-

Source: Vossekuil et al. (2002, p. 11).

Path to Violence

Grievance	Think and Plan	Preparation	Breach	Attack
<p>Spurs violent ideation and potential to view violence as what should or must be done</p>	<p>When, how, where</p> <p>Researching methods, targets, past offenders, previous incidents of targeted violence</p>	<p>Acquire equipment, skills, resources needed for attack, like weapons or gear</p> <p>Practicing with weapons or doing a real or virtual rehearsal</p> <p>Farewell writings, end of life planning, creation of artifacts to claim credit or explain motive</p>	<p>Circumventing security measures or boundaries at a target location</p> <p>Conducting dry runs, approach behaviors like stalking, or testing security</p> <p>Cyber instructions like identifying security plans, gaining protected information about a target</p>	<p>Can include preplanned and opportunistic targets</p> <p>Practical and symbolic acts</p> <p>Culmination of a highly personalized quest for justice that may only be fully understandable to the offender</p>

Assessing Risk of Violence



Static Risk
Factors



Dynamic Risk
Factors



Warning
Signs

Static Risk Factors	Dynamic Risk Factors	Warning Signs
<p>History of:</p> <ul style="list-style-type: none"> • Violence • Stalking • Harassment • Threats/writings • Defiance of authority • Non-compliance with boundaries and limits • Exposure to violence • Maltreatment • Isolation/Rejection • Bullying • Instability (e.g., housing, caregiver) • Concern from others • Substance abuse • Gang Affiliation • Poor impulse control • Cruelty to animals 	<p>Access to Means</p> <p>Mental Health</p> <p>Substance Use</p> <p>School Performance</p> <p>School Attendance</p> <p>Social Connections</p> <p>Dependence on virtual communities</p> <p>Intolerance/Prejudice</p> <p>Personal grievances</p> <p>Moral outrage</p> <p>Thinking framed by ideology</p> <p>Loss/Loss of Relationship</p> <p>Impending Transition/Change</p> <p>Disciplinary/legal involvement</p> <p>Bullying</p> <p>Discrimination/Racism</p> <p>Abuse/Neglect</p>	<p>Targets identified (persons, programs, etc)</p> <p>Motive articulated (personal, political, etc)</p> <p>Increasing intensity of violence related efforts, desires, planning or capacity to carry out threats</p> <p>Direct/indirect communication re: violence</p> <ul style="list-style-type: none"> • Words consistent with actions • Sees violence as acceptable/only solution <p>Access to weapons or methods of harm</p> <p>Leakage of ideations</p> <p>Emotional State</p> <ul style="list-style-type: none"> • Hopelessness • Desperation • Despair • Suicidal thinking <p>Feelings of being picked on/bullied/humiliated</p> <p>Social withdrawal</p>

- **Poll Question:**
- What is one way a warning sign differs from a risk factor?
 - Risk factors describe what has happened in the past
 - Risk factors and warning signs both highlight a concern
 - Warning signs are things other people notice that are concerning
 - Warning signs are statements and behaviors demonstrated by individuals in the period leading up to an act of violence

Case Example



Static Risk Factors

7th Grade Boy

History of Bullying/Exclusion

Exposure to violence at home



Dynamic Risk Factors

Declining achievement

Lack of social connections

Sense that school and peers are immoral



Warning Signs

Commented to peer - “injustice will end for good”

Disclosed bringing a knife to school “for protection”

Case Example -Path to Violence



Grievance	Think and Plan	Preparation	Breach	Attack
<p>History of bullying</p> <p>Sense of injustice and that others at school are immoral</p> <p>Lack of social connections</p>	<p>Has stated “the injustice will end soon”</p> <p>Declining achievement – What is the student doing instead of engaging?</p>	<p>Acquired a knife</p>	<p>Brought knife into school</p>	



ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for Preventing Targeted School Violence



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Step 5: Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:

- **Motive:** What motivated the student to engage in the behavior of concern? What is the student trying to solve?
- **Communications:** Have there been concerning, unusual, threatening, or violent communications? Are there communications about thoughts of suicide, hopelessness, or information relevant to the other investigative themes?
- **Inappropriate Interests:** Does the student have inappropriate interests in weapons, school attacks or attackers, mass attacks, other violence? Is there a fixation on an issue or a person?
- **Weapons Access:** Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices?
- **Stressors:** Have there been any recent setbacks, losses, or challenges? How is the student coping with stressors?
- **Emotional and Developmental Issues:** Is the student dealing with mental health issues or developmental disabilities? Is the student's behavior a product of those issues? What resources does the student need?
- **Desperation or Despair:** Has the student felt hopeless, desperate, or like they are out of options?
- **Violence as an Option:** Does the student think that violence is a way to solve a problem? Have they in the past?
- **Concerned Others:** Has the student's behavior elicited concern? Was the concern related to safety?
- **Capacity:** Is the student organized enough to plan and execute an attack? Does the student have the resources?
- **Planning:** Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
- **Consistency:** Are the student's statements consistent with his or her actions or what others observe? If not, why?
- **Protective Factors:** Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?



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National Threat Assessment Center
July 2018

“Threat assessment procedures recognize that students engaged in a continuum of concerning behaviors, **the vast majority of which will be non-threatening and non-violent, but may still require intervention.**”

“The **threshold for intervention should be relatively low** so that school can identify students in distress before their behavior it escalates to the level of eliciting concerns about safety”

“Everyone has a role to play in preventing school violence and creating safe school climates. **Students should feel empowered to come forward** without fear of reprisal.”

“Faculty and staff should **take all incoming reports seriously** and assess any information regarding concerning behavior or statements.”

Peers: Most frequently, grievances involved classmates ($n = 26, 63\%$), and these peer grievances were usually related to bullying in some way ($n = 19, 46\%$). Other examples of peer grievances that did not involve bullying included ongoing conflicts and contentious relationships between students, and anger over a specific event or situation among classmates.

A 14-year-old student fatally shot a classmate at his middle school. The victim had been the subject of harassment by the attacker and other students, who would call the victim derogatory homophobic names. The attacker later reported that the victim had made comments that made him uncomfortable, citing them as "the final straw" in his decision to attack.

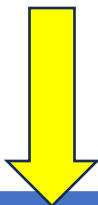
Staff: In a quarter of the attacks, the attacker had a grievance that involved school staff ($n = 10, 24\%$). For four attackers (10%), this grievance with teachers or administrators was the *primary* motivation. In each of those four incidents, the school staff members were specifically targeted in the attack.

A 16-year-old student fatally stabbed his high school principal. According to his confession after the incident, the attacker began planning his attack on the principal three months earlier, after he learned that he would be returning to the same high school for 11th grade. He stated that the school principal made him the angriest, and he disliked the school and did not want to attend anymore. He was also angry at having to follow school rules, for example, when the principal repeatedly made him tuck in his shirt.

Romantic: Nine cases (22%) involved a grievance related to a romantic relationship as a *primary* or *secondary* motive. Two of these cases involved female attackers, while seven involved male attackers.

A 15-year-old student fatally shot a former romantic partner outside of their high school before committing suicide. The students had dated for over two years, but the victim had recently informed the attacker that the relationship was ending. According to media reports, the attacker had a history of suicidal ideations and depressive symptoms. In redacted versions of the notes released publicly, the attacker expressed anger at the victim for wasting the attacker's money, time, affection, and "so much more." The attacker also wrote, "We planned our future together," adding, "This week has been the worst in my life," and, "All of this has destabilized me."

PROTECTING AMERICA'S SCHOOLS
**A U.S. SECRET SERVICE ANALYSIS
 OF TARGETED SCHOOL VIOLENCE**



Path to Violence

Grievance

Think and Plan

Preparation

Breach

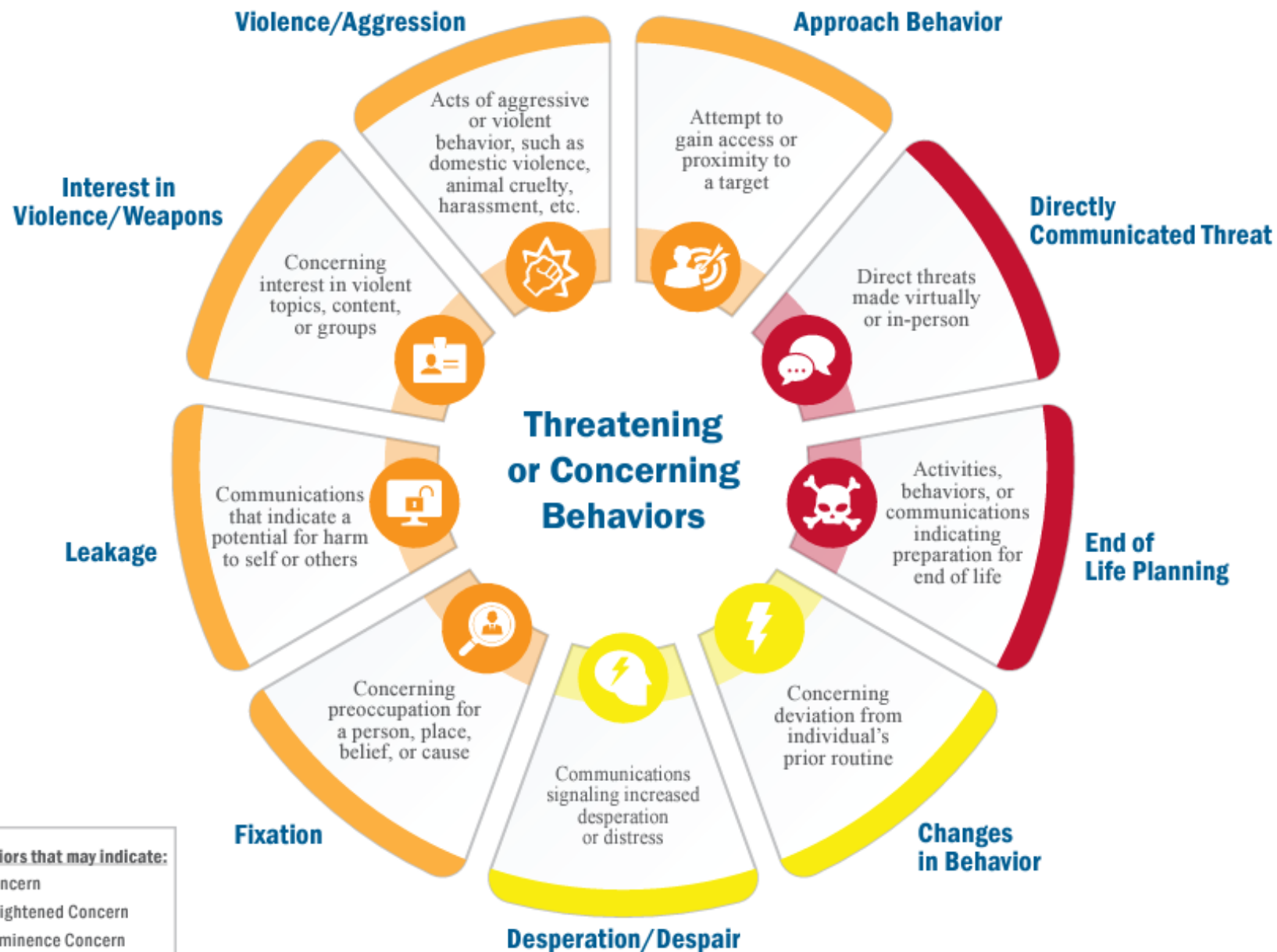
Attack

Path to Violence: Warning Behaviors

- Directly communicating threat (least common)
- Approach behavior (stalking, trespassing, burglaries)
- End of life planning
- Last resort (running out of time, no other options, drastic change in appearance or self-care, reckless sexual/financial)
- Indicators of potential imminence
 - Cessation of medications/substances
 - Sudden withdrawal from life pattern

Identifying Threatening or Concerning Behaviors

Those who have perpetrated acts of targeted violence have no profile. The following represent common threatening or concerning behaviors identified across a wide variety of completed and averted acts of targeted violence. Alone, these threatening or concerning behaviors may not signal an attack.



Path to Violence: Warning Behaviors

Graphic from the Department of Homeland Security

Fixation	Identification	Novel Aggression	Energy Burst	Leakage
<p>Preoccupation with a person or cause</p> <ul style="list-style-type: none"> • Increased focus • Negative characterization • Frequency of communications • Opinions more rigid • Speech and actions appear angrier • Social or Academic deterioration • Losing ability to focus on other areas 	<ul style="list-style-type: none"> • Pseudo-commando • Warrior mentality • Preoccupied with firearms and use in revenge • May view self as agent of a cause or belief • Unusual fascination with military/police • Purchases (ammunition, fatigues) and preparation (research, games) • Immersion in violent materials, writings, previous attackers 	<p>An act of violence that appears unrelated to the path to violence and that is committed for the first time</p> <p>Person may be testing ability to engage in violent act/ experimental aggression that could include animal cruelty, assault, firearm discharge, arson, bombing, rehearsed violence on objects fantasized as human targets or even vandalism</p>	<p>Increased pace, duration or range of any activities related to a potential target, even if the activities are harmless</p> <p>Overt or stealthy, tend to occur in hours, days or week before targeted violence</p> <p>Example – more frequent trips, errands, purchases, or communications while finalizing plans or settling affairs</p>	<p>Communication to a third party of intent to harm a target through an attack</p> <p>Overt “I am going to kill...”</p> <p>Less direct “Don’t come to school tomorrow but watch the news”</p> <p>Can also include expressions aside from communication, like an animated video depicting a mass shooting or social media</p>

FROM THE HOME: Nineteen attackers (76%) acquired a firearm from the home of a parent or another close relative. **In half of the firearms cases (n = 12, 48%), evidence indicates the firearm was either readily accessible, or it was not secured in a meaningful way.** For example, some firearms had been kept locked in accessible wooden or glass cabinets, locked in vehicles, or hidden in closets. **In four cases (16%), the firearms were kept in more secured locations, but the attacker was still able to gain access to them.** In these instances, the firearms were secured in a locked gun safe or case, but the attackers were able to gain access to them because they knew the combination or where the keys were kept, or they were able to guess the password or combination. In three cases, it is unknown if the firearm had been secured.

A 15-year-old student fatally shot one classmate and injured three others at his high school. The attacker knew the combination to his father's gun safe, from which he was able to obtain a .32 caliber semiautomatic pistol and a semiautomatic .223 caliber AR-15 rifle with a 30-round magazine. The attacker transported the weapons on the school bus by concealing the rifle and seven extra boxes of ammunition in a golf bag. He kept the handgun in his pocket.

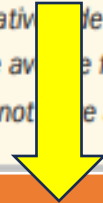
TIMING OF THE ACQUISITION: Eight of the attackers (32%) acquired a firearm on the day of the attack. Five additional attackers (20%) acquired a firearm the day before the attack, and four attackers (16%) acquired a firearm between two and seven days prior. This finding reinforces the importance of a swift response to situations involving students who may pose a risk of harm to themselves or others, especially those who have access to weapons in the home.

Juvenile Access to Weapons

Under federal law, individuals under the age of 18 may not legally possess a handgun, except in limited circumstances.

Federal law does not restrict the age of individuals who may possess long guns (e.g., shotguns and rifles). Some states have implemented additional restrictions on juvenile possession of firearms, for example, prohibiting minors from possessing any firearm, except for certain activities and with parental consent.¹⁴

If a child poses a risk of harm to him/herself or others, it is the responsibility of parents, law enforcement, and schools to collaboratively determine the most appropriate avenue for ensuring that the child does not have access to weapons.



WEAPONS TRANSPORT:

- Half of the attackers (n = 12, 48%) used **backpacks**.
- Three attackers (12%) **guitar case, a golf bag, and a gym bag**.
- One concealed in his **waistband**.
- Two attackers did not conceal their firearms, **carrying them openly into the school building after the start of the school day.**

Case Example Revisited



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Path to Violence

Grievance

Think and Plan

Preparation

Breach

Attack



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Case Example: Disclosed bringing a knife to school

On interview:

- Admitted to bringing a knife and keeping it hidden
- Explained it was “for protection” as he had been bullied
- Felt knife was needed as students and school were “immoral” and would not protect him

Case Example: Leakage

To peer: “The injustice will end soon”

On interview:

- Student is polite and cooperative
- Admitted being bullied and feeling it was unfair but denied any ill intentions
- Said his friend/peer was being “extra” about it

Case Example: Leakage

In retrospect:

- Student was relieved because had he been searched...
 - He was still carrying the knife
- Had repeatedly written this leaked statement across pages of a notebook
- At home, knew how to access a firearm from his grandfather's gun cabinet and was stocking ammo

Case Example -Path to Violence

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<p>History of bullying</p> <p>Sense of injustice and that others at school are immoral</p>	<p>Has stated “the injustice will end soon”</p>	<p>Acquired a knife</p>	<p>Brought knife into school</p>	
<p>Lack of social connections</p> <p>Declining achievement</p>	<p>Information that was revealed in the process of intervening/responding:</p> <ul style="list-style-type: none"> • Painted friend as an exaggerator • Was obsessing over the idea that that the injustice would end • Acquired a knife and continued carrying it and bringing it to school even though they had already gotten in trouble for it • Learned the combination to the gun cabinet/gathering ammo 			



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Step 5: Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:

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- **Desperation or Despair:** Has the student felt hopeless, desperate, or like they are out of options?
- **Violence as an Option:** Does the student think that violence is a way to solve a problem? Have they in the past?
- **Concerned Others:** Has the student's behavior elicited concern? Was the concern related to safety?
- **Capacity:** Is the student organized enough to plan and execute an attack? Does the student have the resources?
- **Planning:** Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
- **Consistency:** Are the student's statements consistent with his or her actions or what others observe? If not, why?
- **Protective Factors:** Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?

Principle 2: Targeted violence stems from an interaction among...

- Potential Attacker
 - How has the student dealt with situation that have led them to see life as unbearably stressful?
- The Situation
 - Almost all school shooters experienced some major situational stress at some point before the attack
- The Setting
 - Violence is not a solution to the problem
 - Suggestions on ways to get help
 - Respectful connections between students and adults that facilitate/problem-solve
- The Target
 - Specific individual or group
 - General

“Students often make threats when faced with a situation or problem they cannot solve” – Dewey Cornell, Ph.D.

THREAT ASSESSMENT IN SCHOOLS:

A GUIDE TO MANAGING
THREATENING SITUATIONS
AND TO CREATING
SAFE SCHOOL CLIMATES

UNITED STATES SECRET SERVICE AND
UNITED STATES DEPARTMENT OF EDUCATION

- **Poll Question:**
- In your experience, what is the most common reason students make threats that they have no intent of following through on?
 - Lack of communication skills
 - Difficulty problem-solving or resolving conflicts
 - Imitating others in their environment/media
 - To intimidate others who have bullied or harassed them
 - An accumulation of stress and lack of effective coping skills
 - To gain attention or influence how others perceive them
 - Other

Principle 6: The central question is whether a student poses a threat, not made a threat

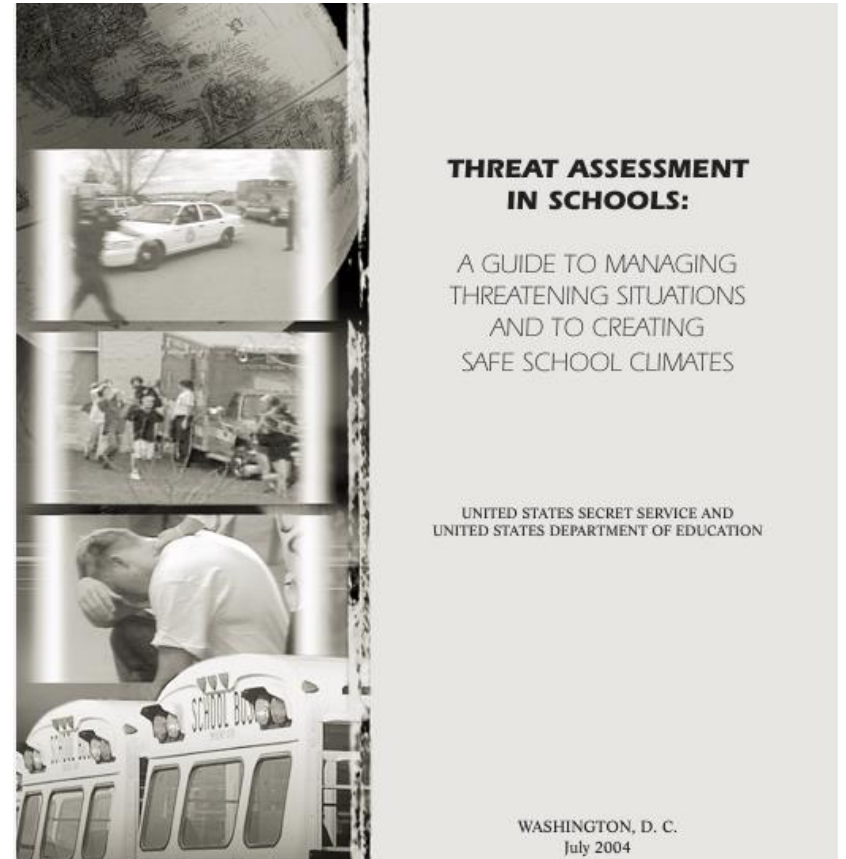
Fewer than 20% of school shooters communicated a direct or conditional threat to their target

More than 80% of cases lacked a direct threat but involved communication of intent or plans to others

Principle 3: An investigative, skeptical, inquisitive mindset is critical.

“Threat assessors working to understand a given situation should step back periodically from the individual details of inquire or investigation and ask whether the information gathered makes sense and supports any hypothesis developed concerning the risk posed by the subject”

“The threat assessment process is not adversarial” – Todd Savage, Ph.D.



Assess More than the Individual

THREAT ASSESSMENT IN SCHOOLS:

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THREATENING SITUATIONS
AND TO CREATING
SAFE SCHOOL CLIMATES

UNITED STATES SECRET SERVICE AND
UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D. C.
July 2004



“It should be emphasized again that many young people experience losses, failures, humiliations, and other kinds of situational stressors and that few become school shooters”

Behavioral Threat Assessment and Management (BTAM) Best Practice Considerations for K–12 Schools

A Framework
for Safe and
Successful
Schools



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COMPREHENSIVE SUPPORTS

Threat assessment is most effective when embedded within a comprehensive multitiered system of supports (MTSS) that involves interdisciplinary, collaborative partnerships focusing on prevention. *A Framework for Safe and Successful Schools* (Cowan et al., 2015) specifies best practices for establishing safe and successful schools utilizing MTSS. This framework can help to identify students before they enter onto the pathway to violence and also identify students in need of additional supports. The outcomes of an effective BTAM process can lead to an increase in school engagement activities (e.g., mentoring program), additional interventions and supports within and outside of the school (student assistance teams, school/community mental health services), the initiation or current revision of plans (e.g., Individualized Education Program [IEP], 504 plan, functional behavioral assessment, behavior intervention plan), or engagement in a problem-solving process. The goal is to focus on providing interventions and supports, not just punishment. While punitive outcomes are a possibility, particularly if a law or district conduct code has been violated, the overuse of punishment or punishment used in absence of also engaging interventions and supports can do more harm than good. Collaborative partnerships between schools, community agencies and providers, parents, and students themselves, help lead a student to a pathway of successful educational and life outcomes. In addition, MTSS can be used to effectively manage and mitigate risk while also providing needed interventions and supports (Reeves, 2021).



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“Faculty and staff should **take all incoming reports seriously** and assess any information regarding concerning behavior or statements.”

Tier 3: Individual Intervention

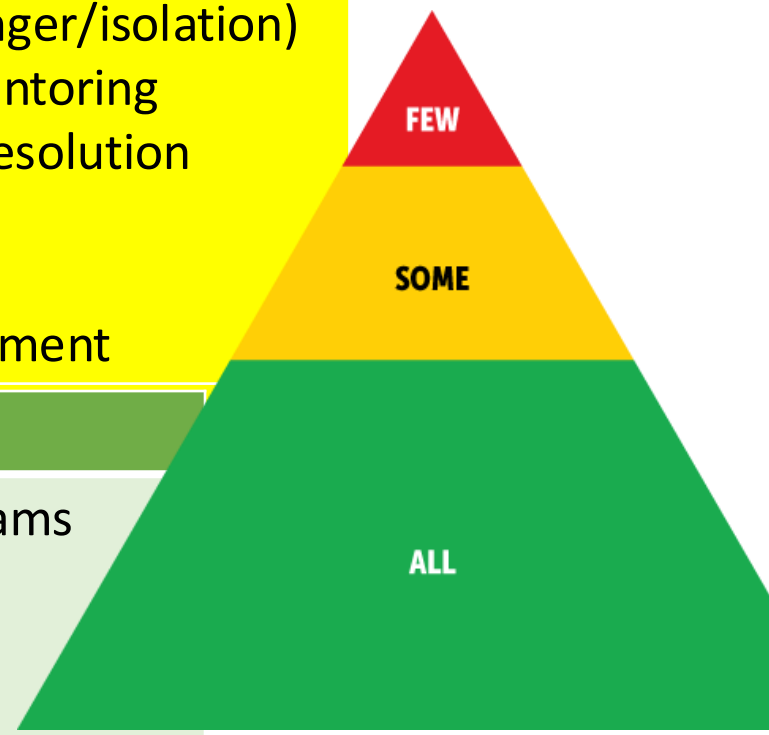
- Screening, assessment, and triage procedures
- Safety planning interventions
- Protocols for responding to violence in the community
- Wraparound services (Family/Community)

Tier 2: Targeted Programming and Supports

- Protocols for helping students at-risk
- Wellness checks/home visits
- Data tracking and risk monitoring
- Restitution/Restorative Practices
- Skill building (communication/connection)
- Parent notification, involvement and consent
- Individual behavior plans
- Access to evidence-based services for areas of risk (depression/anger/isolation)
- Check-in/check-out and mentoring
- Peer mediation & conflict resolution
- Academic supports
- Parent supports
- Coordination/Case management

Tier 1: Universal

- District Policy/Security Procedures
- Professional Development
- Violence/Bullying/Suicide Prevention
- Universal Screening (surveys)
- Reporting options (see something)
- Behavior/Incident Tracking
- Coordination with Law Enforcement
- Wellbeing/Health Literacy Programs
- School Climate/Connectedness
- PBIS
- Referral Procedures
- Family Engagement
- Trauma-informed approaches to responding to escalation/distress



MTSS Three Tiers Planning Example for Violence Risk and Prevention

Skill Development/Resiliency Building		
<ul style="list-style-type: none"> • Academic supports • Conflict resolution • Anger management • Social skills group • SEL curriculum 	<ul style="list-style-type: none"> • Increase engagement in school activities • Increase engagement in community activities • Provide feedback and mentoring 	<ul style="list-style-type: none"> • Engage in leadership activities • Decrease isolation • Monitor reactions to grievances, precipitating events and provide supports
Additional Interventions		
<ul style="list-style-type: none"> • Revise IEP/504 plan • Intervention team referral • Change in transportation • Restorative justice practices 	<ul style="list-style-type: none"> • Evaluation, psychiatric or psychological • Special education assessment • Change of placement to access more intensive services 	<ul style="list-style-type: none"> • McKinney-Vento/foster care referral • Social service referral
Environment		
<ul style="list-style-type: none"> • Address systemic, procedural, or policy problems that may serve as precipitating events • Build a caring and supportive climate and culture • Implement effective threat and suicide assessment • Deescalation training for staff 	<ul style="list-style-type: none"> • Enhance social–emotional learning to include: <ul style="list-style-type: none"> ▪ Bullying prevention ▪ Violence prevention ▪ Suicide prevention ▪ Emotional regulation ▪ Conflict management ▪ Sexual harassment prevention ▪ Digital citizenship • Ensure positive dynamics among staff (modeling for students) 	<ul style="list-style-type: none"> • Early intervention with emerging problems • Explicitly teach about confidential reporting procedures • Give permission to “break the code of silence” and get help for a peer who is struggling

Disciplinary/Punitive Actions		
<ul style="list-style-type: none"> • Letter of apology • Conflict resolution • Warning • Behavior contract • Parent meeting • No-contact agreement 	<ul style="list-style-type: none"> • Alternatives to suspension • Detention • Suspension • Habitually disruptive plan • Expulsion 	<ul style="list-style-type: none"> • Law enforcement actions: <ul style="list-style-type: none"> ▪ Restraining order ▪ Ticketed ▪ Charges filed ▪ Diversion program ▪ Court issued protective orders
Monitoring		
<ul style="list-style-type: none"> • Check-in, check-out • Searches • Safety contract • Adult monitoring • Adult escorts from class to class • Modify daily schedule to increase monitoring opportunities • Restrictions 	<ul style="list-style-type: none"> • No-contact agreement • Modify school start/ending time • Increase monitoring collaboration between school and parent/guardian • Parent/guardian will increase supervision • Monitor for precipitating events (i.e., anniversaries, losses, perceived injustice) 	<ul style="list-style-type: none"> • Ongoing collaboration with agency supports, probation/juvenile diversion, mental health professionals • Detained, incarcerated, or placed under intensive supervision

Threat Level of Concern Description		
Level	Description	Safety Actions Taken By BTAM Team (In addition to Creating Student Support, Intervention, & Monitoring Plan)
Low	<p>Individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.</p> <ul style="list-style-type: none"> • No current or identified risk or threat • Concern is confusing, unrealistic, makes not illusion to violence • No identifiable grievance or precipitants • More “venting” but no intent to actually cause harm • Threat is vague, indirect, inconsistent, and implausible • Information contained within the threat lacks detail or realism; no “true” threat • Misunderstanding of what was communicated • Taken out of context • Student lacks developmental understanding • Available information suggests that the person is unlikely to carry out the threat or become violent • No identified grievances; thought was in passing to a specific circumstance/made in heat of the moment. • Subject is remorseful • Supports are available and accessible • Can be resolved with problem solving, conflict resolution, restorative approach, clarification, explanation, retraction, and/or an apology • Managed through existing educational programming already in place 	<ul style="list-style-type: none"> • Building Principal shall be notified • Contact parents/guardian of student of concern (i.e. 2 staff members shall make the contact.) • Protect and notify intended victim(s) and parents/guardians of victim(s) • Place interventions in place as needed for victims as well. (Duty to Warn) • Determine if a referral is needed and a check-in point at school • Determine if school and/or community-based referrals are needed • Determine if a release of information is needed • See that perceived threat is resolved through explanation, apology, or making amends • Notify SRO • Develop behavior and/or contract as needed • Complete student support and intervention monitoring plan (keep in review a minimum of 90 calendar days). Team can extend monitoring if needed • Teachers and individuals who teach student are aware of safety actions that are needed for student <p><i>*Administrators determine discipline measures. This is not part of the Behavioral Threat Assessment & Management Policy. Each Public School Unit Administrator should consult their School Discipline Policy and Student Code of Conduct and work with their own legal counsel for discipline processes.</i></p>

- [Addressing the Risk of Violence Behavior in Youth: Know the Signs of Youth Violence and How to Identify and Reduce Risk in Schools](#)
- [Averted School Violence Data Collection System](#)
- [Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools \(2021\)](#)
- [Averting Targeted School Violence \(Video\): National Threat Assessment Center](#)
- [Behavioral Threat Assessment \(K-12\) - Illinois School and Campus Safety Resource Center](#)
- [Campus Threat Assessment Case Studies: A Training Tool for Investigation, Evaluation and Intervention](#)
- [DHS Bulletin: Mitigating the Threat of School Violence as U.S. Returns to Normal](#)
- [DHS Threat Assessment and Management Teams Resource Guide](#)
- [Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence \(2018\)](#)
- [Final Report and Findings of the Safe Schools Initiative](#)
- [Implementing Behavioral Threat Assessment on Campus: A Guide to how Virginia Tech Started Their Threat Assessment Process in the Wake of the April 16, 2007, Shooting](#)
- [Making Prevention a Reality: A Practical Guide on Assessment and Managing Threats of Targeted Violence](#)
- [NABITA White Paper: Who's on the Team? Mission, Membership and Motivation – K12 Edition \(2021\)](#)
- [NASP- Mitigating Psychological Effects of Lockdowns](#)
- [Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence \(2019\)](#)
- [Research on Gathering Tips and Addressing Threats \(2021\)](#)
- [Resources for Conducting Threat Assessments in a Virtual Environment](#)
- [School Resource Officers Averted School Violence Special Report \(2020\)](#)
- [Study of Pre-Attack Behaviors of Active Shooters](#)
- [Threat Assessment in Schools: A guide to Managing Threatening Situations and Creating Safe School Climates](#)
- [Threat Assessment - National Center for School Safety](#)
- [School Threat Assessment Toolkit: Section 1 - National Center for School Safety](#)
- [School Threat Assessment Toolkit: Section 2 - National Center for School Safety](#)
- [School Threat Assessment Toolkit: Section 3 - National Center for School Safety](#)
- [Essential Elements of School Threat Assessment Webinar - National Center for School Safety](#)
- [Threat Assessment Toolkit - Texas School Safety Center](#)
- How to be inclusive and adaptive in safety preparedness and planning:
 - <https://safeandsoundschools.org/wp-content/uploads/2021/10/Especially-Safe-Planning-Prep-Guide.pdf>
 - <https://safeandsoundschools.org/wp-content/uploads/2021/10/Especially-Safe-Teaching-and-Training-Guide.pdf>



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<https://education.virginia.edu/research-initiatives/research-centers-labs/research-labs/youth-violence-project/school-threat-assessment/comprehensive-school-threat-assessment-guidelines>

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<https://opi.mt.gov/Portals/182/Page%20Files/Emergency%20Planning%20and%20Safety/Threatening%20and%20Concerning%20Behaviors%20Wheel.pdf?ver=2022-04-14-100835-320>

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https://www.secretservice.gov/data/protection/ntac/ssi_guide.pdf

National Threat Assessment Center. (2018). Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence. U.S. Secret Service and Department of Homeland Security.

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