

Complete pre-training evaluation now.

Go to this website and complete the survey before the workshop begins. Your individual answers are confidential and will not be shared with anyone.

PRE-TRAINING SURVEY:

<https://tinyurl.com/schoolTApresurvey>

Complete the post-survey before you leave today:

POST-TRAINING SURVEY:

<https://tinyurl.com/schoolTApostsurvey>

Group results will be compiled for the school system and sent to you by email.

Safety Assessment and Intervention

Threat Assessment Training Based on the
Virginia Student Threat Assessment Guidelines

Developed by Dewey Cornell, Ph.D. and Colleagues
Curry School of Education, University of Virginia

Sandy Hook Promise Foundation

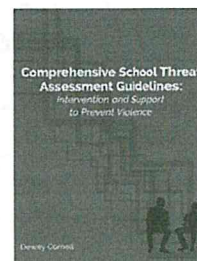


Dewey G. Cornell, Ph. D.

- Professor of Education in the Curry School of Education at the University of Virginia.
- Director of the UVA Youth Violence Project
- Forensic clinical psychologist specializing in violent offenders
- Studied youth violence for 30+ years, 200+ publications in psychology and education
- Developed threat assessment guidelines for schools in 2001.

Topics for Today

1. Rationale for threat assessment
2. Use of the guidelines
3. Pathways to violence
4. Research evidence
5. Practical issues
6. Group exercises
7. Implementation



Safety Assessment and Intervention

Safety Assessment and Intervention (SAI) is the threat assessment program offered by Sandy Hook Promise Foundation. SAI is based on the Virginia Student Threat Assessment Guidelines developed by Professor Dewey Cornell and colleagues at the University of Virginia in 2001. The Virginia Student Threat Assessment Guidelines is the only threat assessment model recognized as an evidence-based practice by the National Registry of Evidence-Based Programs and Practices (NREPP).

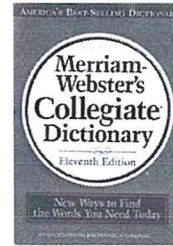
What is Threat Assessment?

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

**Threat Assessment is a
violence prevention strategy.**

1. Family members, friends, or others seek help when concerned about someone in distress or who is threatening violence.
2. The threat assessment team evaluates the seriousness of the threat.
3. The team initiates assistance to address the underlying problem, conflict or need. In the most serious cases, protective action is taken.

**Prevention means
"to keep something from
happening"**



**Crisis response is not
prevention.**



A crisis occurs when prevention has failed.

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



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



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



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



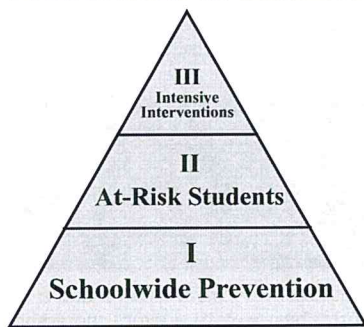
**Shootings seem unpredictable,
but,**

**Prevention does not require
prediction!**



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

**Three Tiers of
Prevention in Schools**



**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

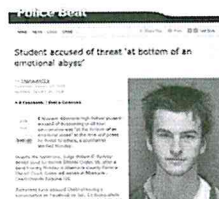
**Prevention can reduce
risk factors.**



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

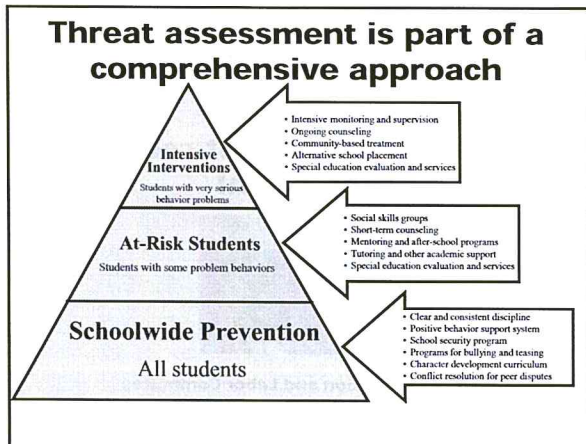
Selected, secondary, or tier 2 prevention

**Prevention can prevent
deterioration.**



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

Intensive, tertiary, or tier 3 prevention



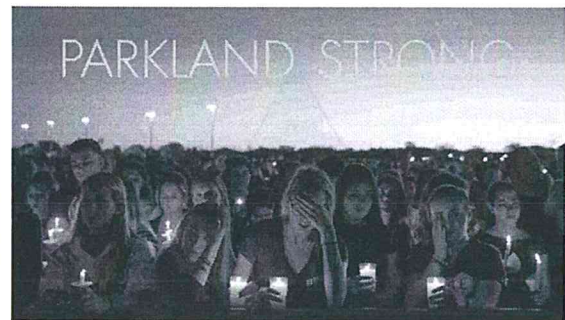
Brief Team Exercise

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?

Fear is a barrier to prevention.

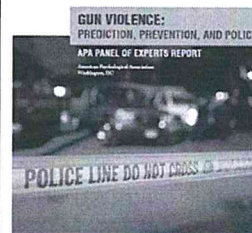
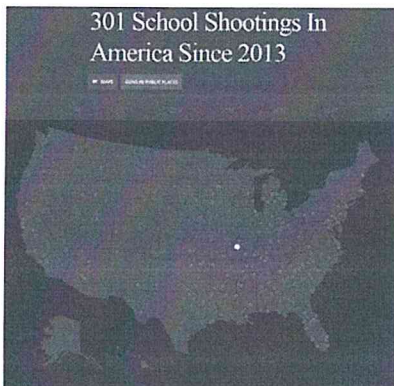


School shootings are so traumatic that they skew perceptions of school safety and convince the public and policymakers that there are dramatic needs for security measures.



We need both recovery from trauma and a factual analysis of the best way to prevent more shootings.

301 School Shootings In America Since 2013

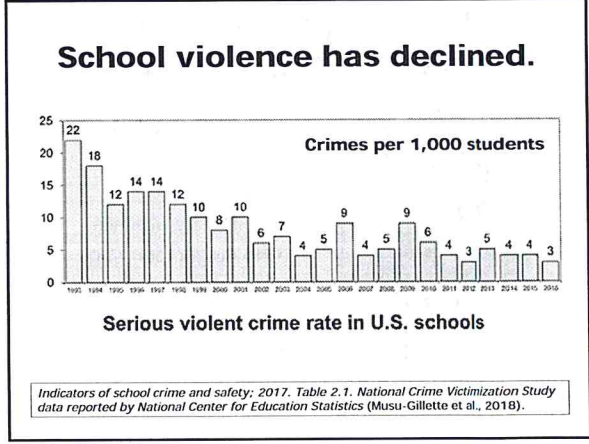
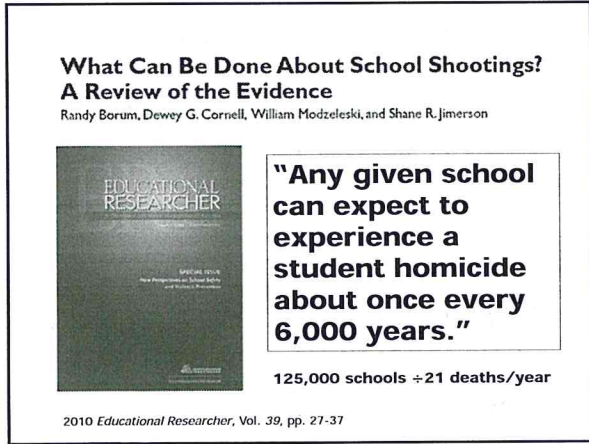
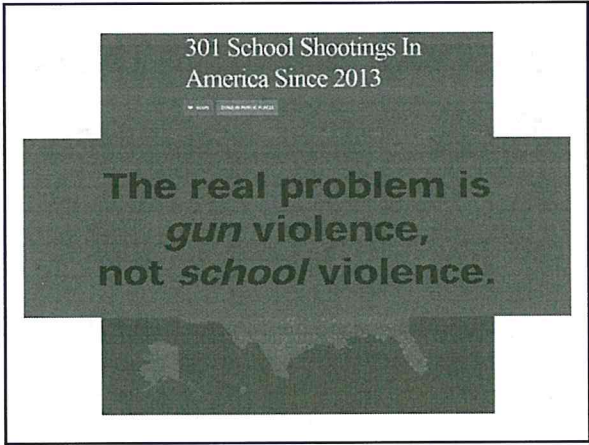
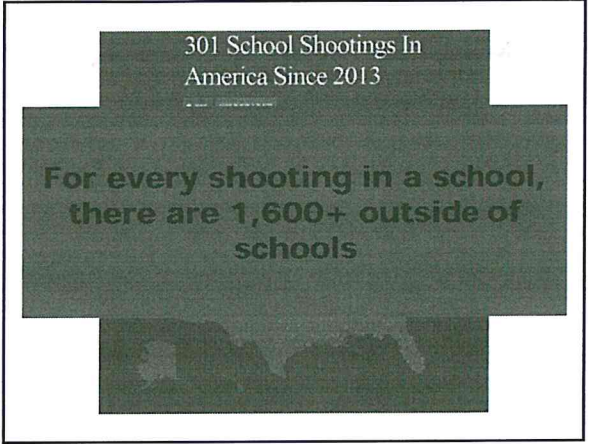
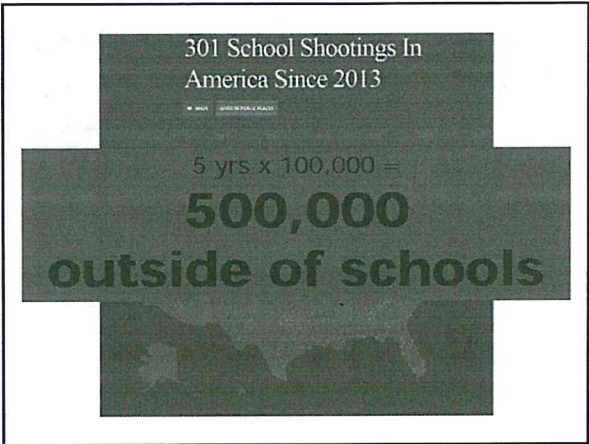


Annual Gun Toll
- 33,000 deaths
- 67,000 injuries
100,000 total

275
Shootings per day



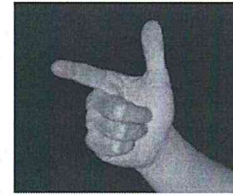
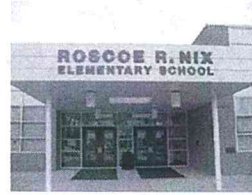
APA report is available at <http://www.apa.org/pubs/info/reports/gun-violence-prevention.aspx>
Shooting deaths from: National Vital Statistics
http://webappa.cdc.gov/sasweb/ncipe/dataRestriction_inj.html
Shooting injuries from: <http://webappa.cdc.gov/sasweb/ncipe/nfirates2001.html>



Why the Fear of School Violence Matters

1. School Suspensions
2. School Fortification

Zero Tolerance Suspensions After the Newtown Shootings



6 year old pointed finger and said "pow!"

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



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 McNamee

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."

Zero Tolerance Suspensions



9 year old with toy gun



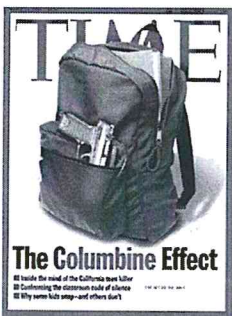
12 year old doodler



Poem about Sandy Hook, "I understand the killings..."

<http://www.nydailynews.com/new-york/education/desk-doodling-toy-gun-incidents-clear-educators-lack-common-sense-article-1.194105>
<http://www.nydailynews.com/news/national/california-teen-suspended-newtown-poem-article-1.1230655>

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

APA Press Release
August 8, 2009
Contact: Pam Elliott
APA Public Affairs Office
(202) 336-6777 (toll free)
(202) 336-6777 (toll free)
(202) 336-6777 (toll free)

FOR IMMEDIATE RELEASE



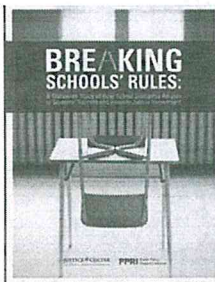
ZERO TOLERANCE POLICIES ARE NOT AS EFFECTIVE AS THOUGHT IN REDUCING VIOLENCE AND PROMOTING LEARNING IN SCHOOL, SAYS APA TASK FORCE

Research Finds that Mandatory Discipline Can Actually Increase Bad Behavior and Drop-Out Rates in Middle and Secondary Students

WASH. DC. — A review of the school discipline research shows that zero tolerance policies developed in the 1990s to stop drug use and curbing unruly and violent behavior in schools are not as successful as thought in creating safer environments to learn. These policies, which mandate that schools severely punish disruptive students regardless of the situation or the discipline, can actually increase bad behavior and lead to higher drop-out rates, according to the American Psychological Association's (APA) report. Based on these results, the APA task force, a multidisciplinary group of experts, recommends more effective ways to keep schools safe while also eliminating the need for a one-size-fits-all punishment for misbehavior.

Zero tolerance is not effective.
Suspension associated with poorer outcomes for students.

Texas Study of School Discipline



Tracked school and court records

1 million 7th grade students for six years

60% suspended or expelled

<http://csgjusticecenter.org/youth/breaking-schools-rules-report/>

Suspension Practices

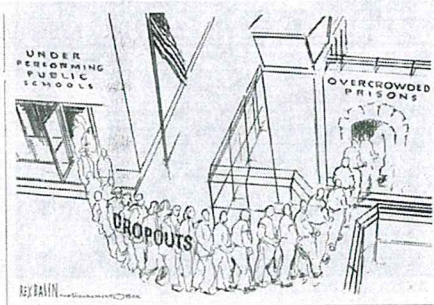
Suspension is a practice that has more negative than positive effects on students:

- 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

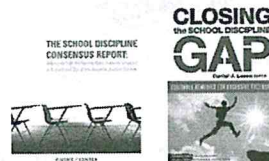


3.3 Million Suspensions Per Year Fuel the School to Prison Pipeline

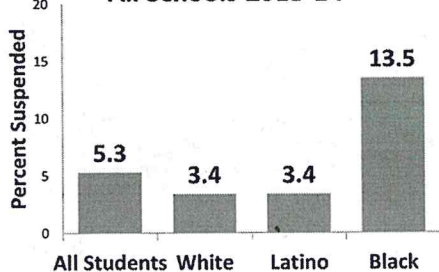


Racial Discipline Gap

- Disproportionate suspension rates for some minority groups
- Potential discrimination
- USDOE Office for Civil Rights



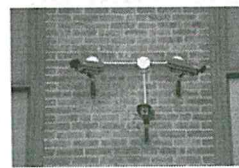
U.S. Suspension Rates All Schools 2013-14



Latest available data April 2018
https://ocrdata.ed.gov/StateNationalEstimations/Estimations_2013_14

Why the Fear of School Violence Matters

Newtown Rampage Spurs \$5 Billion School Security Spending



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

Building Security Measures



Bullet-Proof Building Entrances

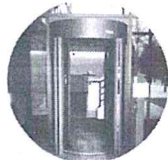
Building Security Measures



Metal detectors and x-ray screening

SECURITY DEFENSE SYSTEMS WORLDWIDE ENTRANCE SYSTEM SPECIALISTS

THE ONLY SECURITY DOOR SYSTEM CERTIFIED
for Bulletin A-17 of Entry To the U.S. Department of State and Travel
and certified by the Department of Homeland Security, TSA.
Approved by the FAA as an unattended entry and egress system.



STAND ALONE SECURITY
ACCESS CONTROL, WEAPON DETECTION, HIGH SECURITY,
A NON-CONTRIBUTIONAL SYSTEM.

High Security Military Entrances

The New York Times *Threat of Shootings Turns School Security Into a Growth Industry*



A hallway. Other schools to get into schools. One school has decided to get into schools in a classroom in a hallway. Security door is installed. Each door has one security's history (entry and a replacement system). The door is the first.

Students escorted from school during a shooter drill.



Students involved in shooter drills.



Simulated Injuries



Schools Are Training Second-Graders to Attack Mass Shooters

Is it worth freaking kids out over the rare possibility of a school shooting?

By Deborah Poon | The Star 10, 2013 5:06 AM PST



A lockdown drill at an elementary school in Walnut Creek, California. Bob Larson, Contra Costa Times/2014 Press

Braden Kling, an eight-year-old from Middletown, Ohio, knows what to do. His school has prepared him for the moment of reckoning. "We have this big board and we hide behind that. If he comes in, we start throwing stuff," he explains. "Pencils, chairs, boxes, books, markers. And then we escape."

Extra security in Hillsborough schools would cost \$4 million

School security measures could cost millions locally

Additional Florida School Security Could Cost \$100 Million

School security wish list would cost Marion County \$160M

Armed guards in every Minn. school would cost \$138 million

NRA proposal would cost state schools about \$138 million

(DeAngelis, Brent, & Ianni, 2011)

Extra security in Hillsborough schools would cost \$4 million

School security measures are expensive and deprive schools of resources that could be allocated to preventive measures such as anti-bullying programs and counseling services.

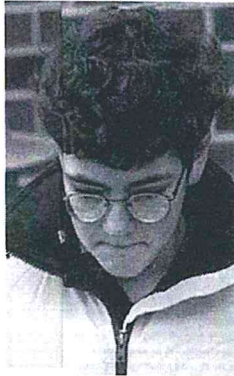
Armed guards in every Minn. school would cost \$138 million

NRA proposal would cost state schools about \$138 million

Every Per Pupil dollar spent for Security is a Per Pupil dollar NOT spent for Instruction.

We should prevent shootings rather than simply prepare for them.

There are opportunities for prevention years before the shooting starts and leading up to the day it happens.



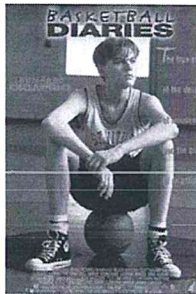
Bullying in middle and high school:

- School newspaper
- Rest room monitoring
- Hallway teasing
- Classroom mischief
- Cafeteria food taken
- Marching band initiation
- Gym class humiliation



Bullying led to:

- Change in peer group
 - Freaks vs preps
 - Eager to please new friends
- Mental deterioration
 - Depression
 - Threatening voices
 - Man under the house
 - “You gotta do this”



School shooting from
"The Basketball Diaries"

Warning: Violent Content



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 class-
es. 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



Three students killed, 5 wounded in shooting



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

By JAMES MCGUIRE
The Independent-Journalist
PADUCAH, Ky. — A 14-year-old boy opened fire on a prayer circle in a high school hallway, killing three girls and wounding five others, police said today.
The shooting, which took place in a hallway, was the deadliest in the history of the school, which has about 1,000 students.
The shooting occurred at 10:30 a.m. today in a hallway outside of the school's main entrance. The shooter, Michael Carneal, 14, was seen running down the hallway with a handgun. He was shot and wounded by police officers who responded to the scene.
The three girls who were killed were all in the eighth grade. The five wounded students were also in the eighth grade. The shooter was taken to a local hospital, where he is expected to survive.
The school was closed for the rest of the day. Police are investigating the shooting and have not yet identified any suspects other than the shooter.


Carneal pleads guilty in shootings




An officer led Michael Carneal, left, to a police car waiting outside the McCracken County Courthouse after Carneal pleaded guilty last month to the murder of three students in a shooting at middle high school.

Contributing Factors

Bullying
Mental Illness
Peer Influences
Access to guns






Prevention Opportunities

Bullying
Mental Illness
Peer Influences
Access to guns

No one reported his threats

Why is snitching so reviled?


Snitch: blabbermouth, canary, fink, narc, rat, sneak, squealer, stoolie, stoolpigeon, tattletale, etc.




Teach students to distinguish snitching from seeking help

Snitching: informing on someone for personal gain

Seeking help: attempting to stop someone from being hurt



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)

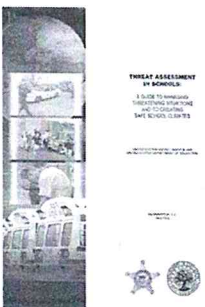
Download at
www.fbi.gov

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



**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.

Download at:
www.secretservice.gov

Threat Assessment

1. *Identification* of threats made by students.
2. *Evaluation* of seriousness of threat and danger it poses to others, recognizing that all threats are not the same (e.g., toy guns are not dangerous).
3. *Intervention* to reduce risk of violence.
4. *Follow-up* to assess intervention results.

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?"



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



Accurate Threat Assessment Avoids 2 Errors ...

1. Over-reaction

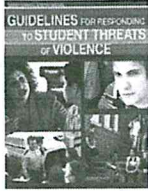
School Suspends Second Grader for Eating
His Pop-Tart Into the Shape of a Gun



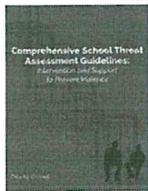
Accurate Threat Assessment Avoids 2 Errors ...

2. Under-Reaction





- 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



2006 Manual

2018 Manual

Team roles

Principal or Assistant Principal	Leads team, conducts Step 1.
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.
Option team members Teachers, aides, other staff	Report threats, provide input to team. No additional workload.

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

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.")


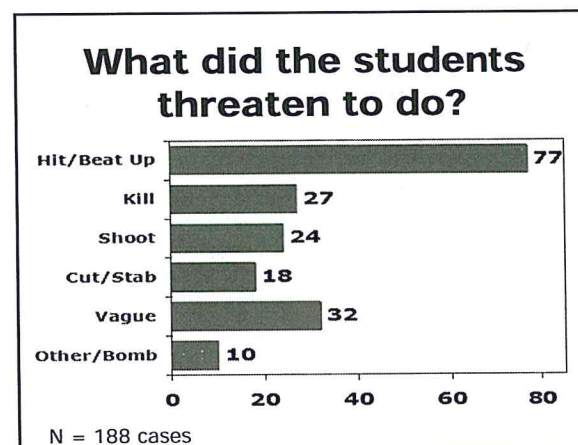
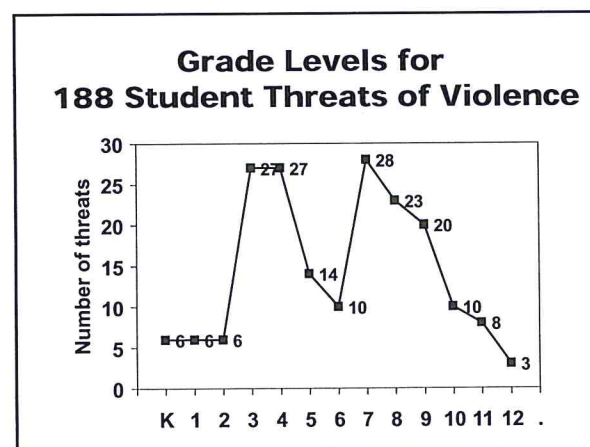
When in doubt, assume it is a threat.






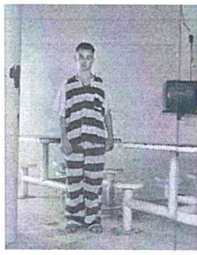
Key Point

Just screaming or having a tantrum is not a threat. The question is whether the student expresses intent to harm someone.





 **Key Point**

A primary goal of threat assessment is to prevent violence.

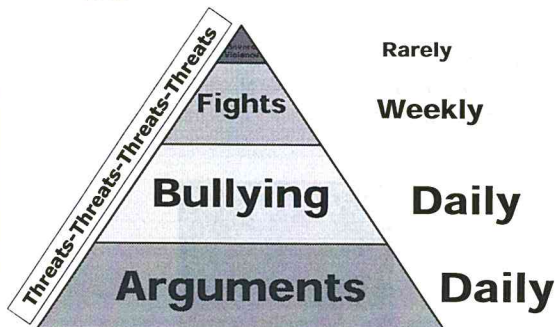


Continuum of Threats




- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

Aggression at School

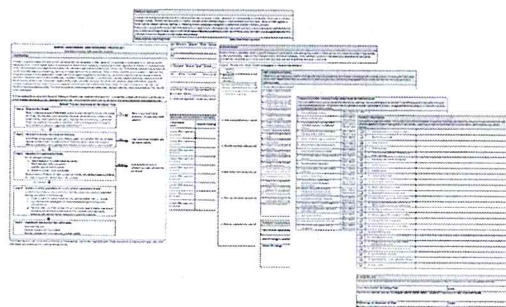


No Magic Formula or Crystal Ball

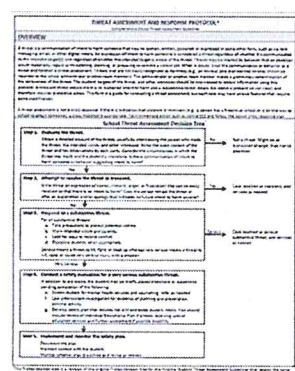
There is no formula, prescription, or checklist that will predict or prevent all violent acts. School authorities must make reasoned judgments based on the facts of each individual situation, and monitor situations over time.

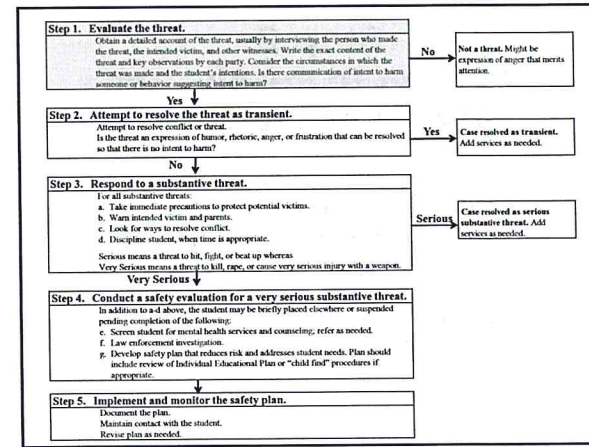
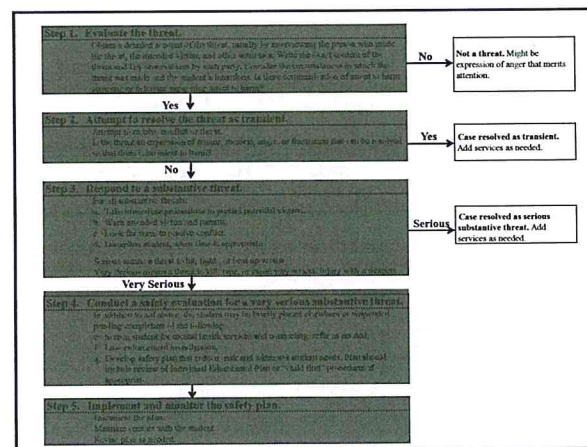
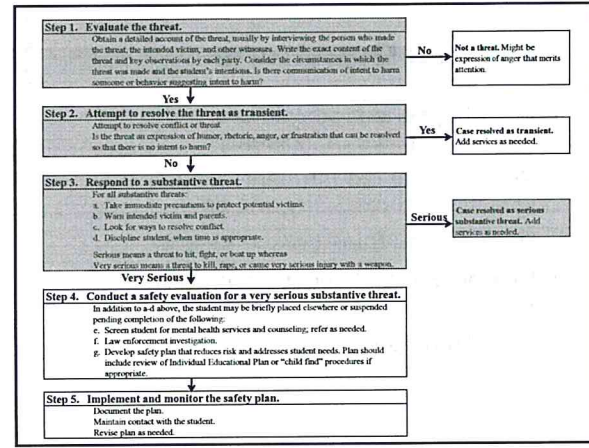
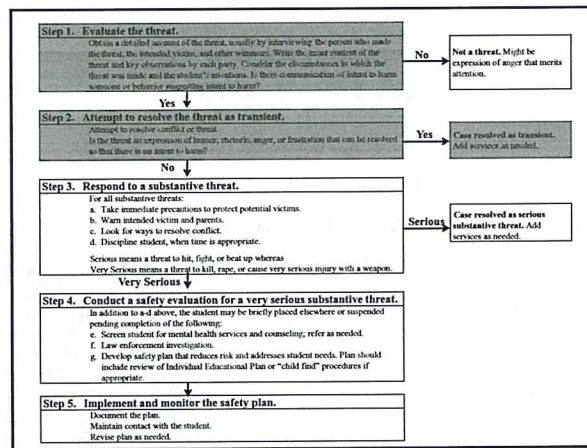
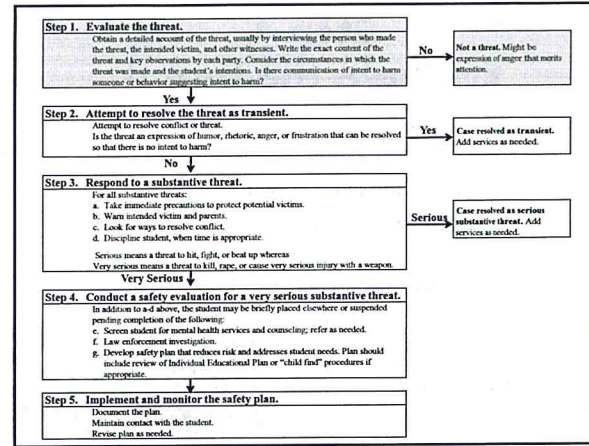
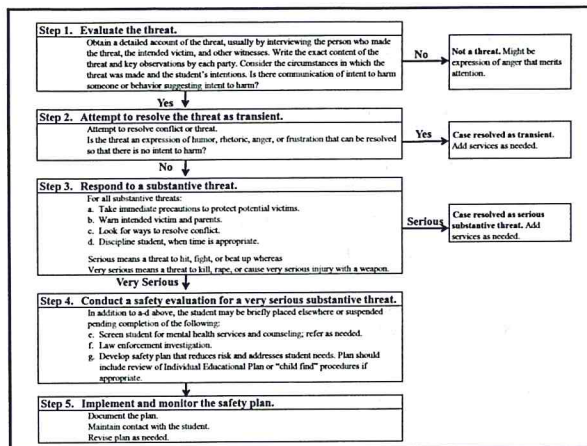


Forms Freely Available
<https://www.schoolta.com/>



SCHOOL THREAT ASSESSMENT AND RESPONSE PROTOCOL





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.



Typical Questions

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



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?



All threats are not the same.

"I could just kill you for that!" (laughing)

"I'm gonna kick your butt."

"There's a bomb in the school."

"Wait until I get my gun!"

"Let's really make them
pay for what they did."

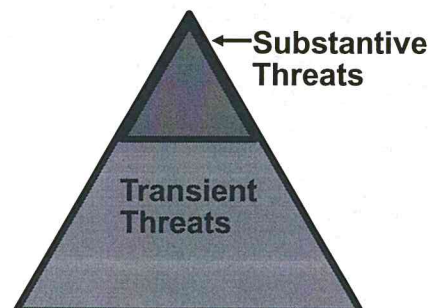
Context matters...



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.

Transient versus substantive threats



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.

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.

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.

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.)

Case examples: Transient or substantive threat?

1. Two elementary students throw paper wads pretending to bomb one another.
2. Two middle school students get in a shoving match. One says, "I'm gonna bust you up."
3. A boy turns in an English essay that describes an especially violent scene from a war.
4. Two students get into a fight. After they are separated, both are sullen and quiet.
5. A student says he is being bullied. He was warned that if he told anyone, they would beat him up.

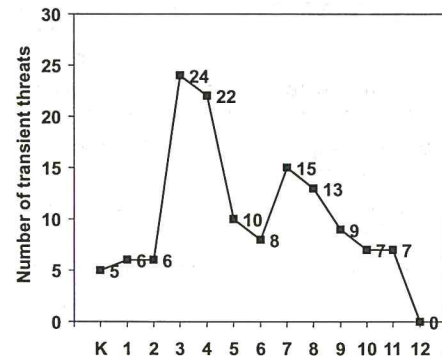
Interview Exercise

1. Use the interview form at the back of the handouts.
2. One member of each team will interview a student who has made a threat
3. One team member will volunteer to play the student role.
4. Use the interview as a guide, use follow-up questions as needed.

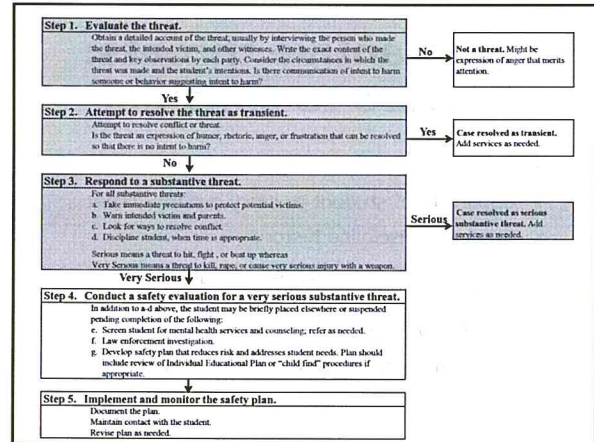
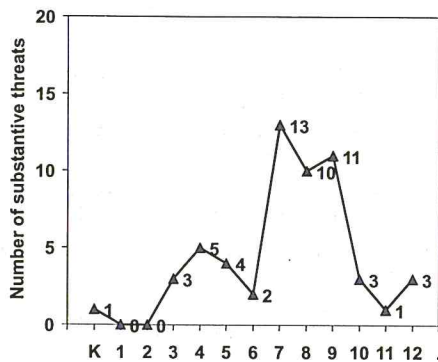
Interview Exercise

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.

Who made transient threats?



Who made substantive threats?



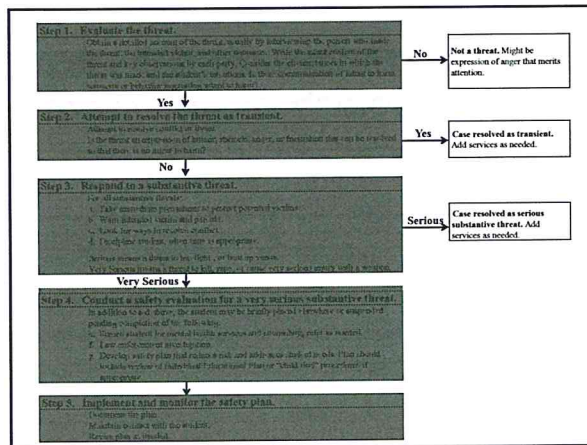
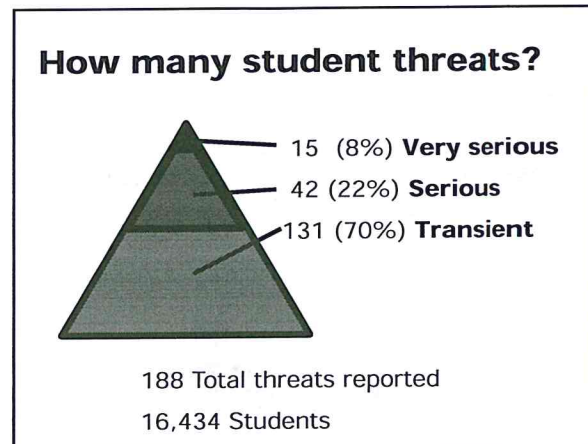
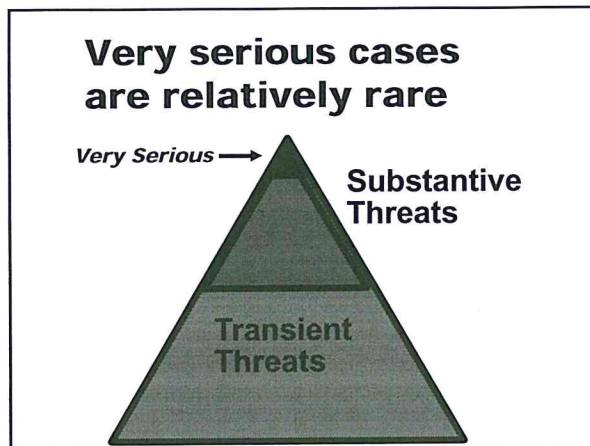
Step 3. Respond to a substantive threat.

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

Step 3. Serious or very serious substantive threat?

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





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

In addition to a-d at Step 3, suspend student and while doing the following:

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

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.

Mental Health Assessment

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



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



Journal of Consulting and Clinical Psychology
2017, Vol. 85, No. 4, 108–120

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0893-3200/17/\$12.00 DOI: 10.1037/coc0000111

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

Sandra Jo Wilson and Mark W. Lipsey
Vanderbilt University

James H. Dutton
Pacific Institute for Research and Evaluation

Research on the effectiveness of school-based programs for preventing or reducing aggressive behavior with involvement with a new synthesis. Changes in aggressive behavior between pretest and posttest were analyzed for developmental patterns and characteristics associated with different effects. Control groups showed little change in aggressive behavior, but there were significant increases among intervention groups. Meta-analyses were conducted on demonstration programs, the few studies of evidence-based programs showed small positive effects. Among demonstration programs, positive outcomes were associated with a history of study, subject, and intervention characteristics. Meta-analyses of the few studies showed small positive outcomes in aggressive behavior, poorly implemented programs produced smaller effects, and School types of programs have generally shown a trend of effectiveness over time.

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

Mental Health Assessment

- **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

Sources of information for mental health assessment

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


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

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.




Key Point

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



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



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 statements, the student's intent, and where and when it took place.

Source of Information
 Describe all the sources of information used in this report, including information from both interviews with the student, witnesses, and parents, as well as any relevant records or psychological work.

Major Findings
 Describe how the child presented and any important aspects of his or her mental state, including any indicators or markers of current disorder requiring further evaluation or referral. Identify any stresses, conflicts, or recent events that affect the child's functioning at home or in the school setting.

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 interview that raise concern about the child's potential for violence, such as access to firearms, prior involvement in fights, drug use, or substance abuse experiences.

Conclusions
 In general, the mental health professional should not be expected to make a definite 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 appears to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and also might observe 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 always be based on individualized safety needs to protect potential victims and broader efforts to reduce conflicts or problems that precipitated the threat.


There are two basic types of recommendations. First are recommendations for school behavior support, which are aimed at the student. The report should identify any signs or behaviors 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 school to consider implementing within the school, such as making communication between the child and school.

Behavior Intervention Plan

For use with:


- IEP
- 504 plan
- Any student

Forms available online




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.



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.

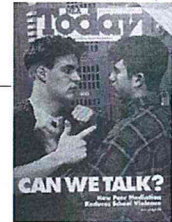


Hit List Threat Report

- 2 boys tell you that 8th grade John said he had a list with them and his former girlfriend on it.
- What do you do next?

Typical Threat 1

- An angry student says "I'm gonna kill you" to a classmate.
- What do you do?



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?



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?

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?

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?

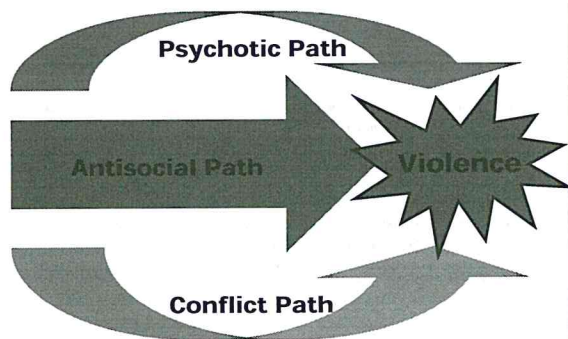
Typical Threat 3

- 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.

The First Case

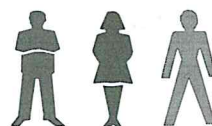
- **17 year old boy**
- **Charged with murder of a 14-year-old girl**
- **Bludgeoned**
- **Attorney considering an insanity defense**
- **What caused him to kill her?**

3 Pathways to Violent Behavior



Look for patterns, not a single profile.

Conflicted youth – reactive anger
Antisocial youth -- instrumental crime
Psychotic youth – delusional motive



Conflicted youth



- Reactive violence of victims
- Over-controlled hostility
- Few previous overt behavior problems
- Over-sensitive to shame
- Intense need for approval, status
- Suicidality

Bullying motivated many of the school shootings



Antisocial Youth



- Instrumental crimes
- Under-controlled aggression
- Antisocial peers
- Delinquent history
- Early childhood problems
- School discipline history

Chesterfield Observer

Chesterfield County, Virginia • Your Community Newspaper Since 1995

News November 22, 2006

Midlothian teen accepts plea deal in Ellis murder



In exchange for a life sentence, 18-year-old Louis Shavin, Lindenfeld took a plea deal in Henrico County Circuit Court on Nov. 16 and admitted to killing his fellow classmate, Allen "Chop" Ellis.

Both Lindenfeld and Ellis were students at Midlothian High School.

Ellis' body was discovered in the trunk of his abandoned car in eastern Henrico County last May three days after he disappeared while returning movies to the Midlothian Library. He had been shot in the head.

Lindenfeld was sentenced to life in prison and fined \$100,000 for robbing and murdering Ellis. He was previously scheduled to go on trial for Ellis' murder on Nov. 27.

- High school senior with history of school and community behavior problems, drug use, family discord
- Suspended from school for profanity, defiance, tobacco
- Took car from classmate and shot him

Psychotic Youth



- Delusional motive
- Auditory hallucinations
- Substance abuse
- Resentment over mistreatment
- Alienation from peers
- Odd behaviors

Police Arrest Former Student In High School Shooting

December 02, 1993

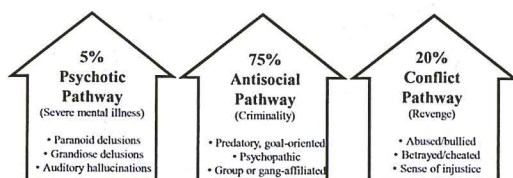
Police arrested a former student Thursday in the shooting death of an associate principal at a suburban Milwaukee high school.

The man, Leonard McDowell, 21, had been arrested twice in the past 13 months on school property, police said in Wauwatosa, Wis.

- Early behavior problems, retained 2x in K, parents divorced, sibling schizophrenic.
- Bomb threats age 14, placed in special ed.
- Laughed & talked to self, appeared to be "in fantasy world."
- Intense anxiety and avoidant behaviors, tics, foot dragging, contamination fears, panic attacks, began drinking.
- Obsessed with Bill Dally of Bob Newhart Show and Barry Manilow. Aggressive at home.
- Age 18 teacher assault, sent to alternative school as "mentally ill and dangerous".
- Trespassed at school, confronted by assistant principal, struggled with police.
- "I got a fissure of the brain, my head snaps." Hears voices. Repeatedly talks about shooting assistant principal to fix his fissure.
- Age 21. Received messages from Zig Ziglar's "I'll meet you at the top."

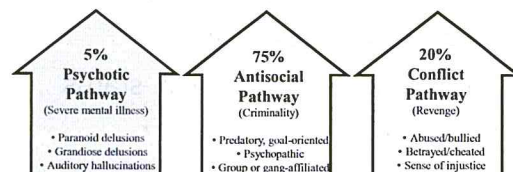
3 Pathways to Violence

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



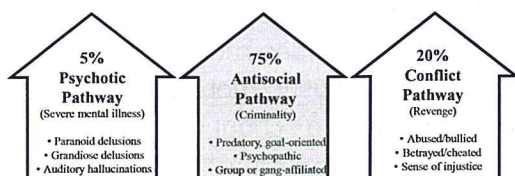
3 Pathways to Violence

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



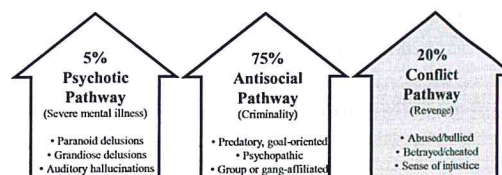
3 Pathways to Violence

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

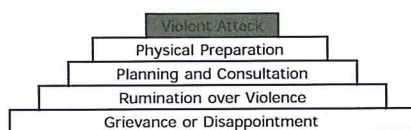


3 Pathways to Violence

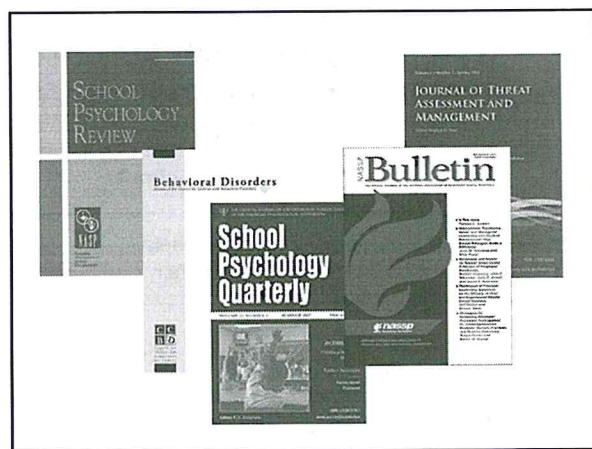
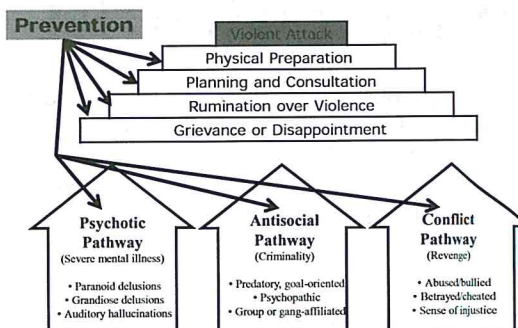
About 1 in 5 are neither
psychotic or antisocial, but
feel abused by someone.



3 Pathways to Violence




When can prevention occur?




Research on Threat Assessment

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- Cornell, D., Maeng, J., Huang, F., Shukla, K., & Kowold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review* 47, 183-195.




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?



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.

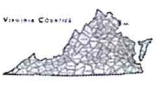


Memphis Field-Trial

Memphis Public Schools resolved 209 threats in 194 schools, including 110 threats to kill, shoot, or stab.

- 5 permanent expulsions, 3 incarcerations
- Office referrals declined >50%
- No reports of any threats carried out

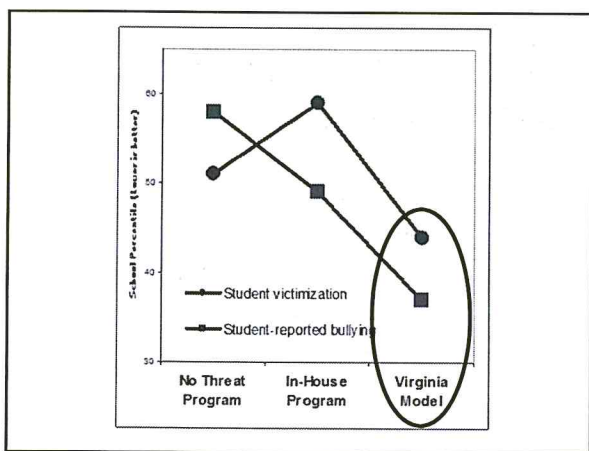
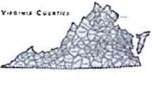
Behavioral Disorders, 2008



Virginia High School Threat Assessment Study

- 95 high schools using the UVA threat assessment model
- 131 using locally developed models
- 54 not using threat assessment

School Psychology Quarterly, 2009

Virginia High School Threat Assessment Study

Findings for Virginia Model Schools

- Less bullying and other victimization
- Greater student willingness to seek help
- Perceive adults as more caring and fair
- Fewer long-term suspensions


Controlled for school size, poverty, minority %, school security measures, and neighborhood violent crime.

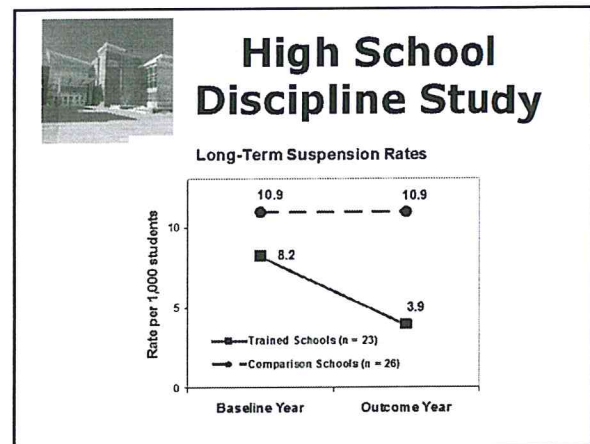
School Psychology Quarterly, 2009


Reductions in Long-Term Suspensions Following Adoption of the Virginia Student Threat Assessment Guidelines

Dewey G. Cornell¹, Anne Gregory², and Xitao Fan¹

Abstract
This quasi-experimental study examined the adoption of the Virginia Student Threat Assessment Guidelines in 23 high schools. After training, school administrators and other staff members demonstrated substantial increases in knowledge of threat assessment principles and decreased commitment to zero tolerance approaches. Schools using the guidelines showed a 52% reduction in long-term suspensions and a 79% reduction in bullying infractions from the pretraining year to the posttraining year, in contrast to a control group of 26 schools not using the guidelines.



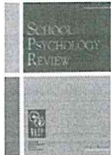




Randomized Controlled Trial

- 40 schools (K-12)
- Randomly assigned
- 1 year follow-up
- 201 students

School Psychology Review, 2012



Randomized Controlled Trial

Students in threat assessment schools...

- Received more counseling
- More parent involvement
- Fewer long-term suspensions
- Fewer alternative placements

Logistic regression odds ratios:
3.98, 2.57, .35, and .13

2013 NREPP Listing

SAMHSA's National Registry of Evidence-based Programs and Practices

Home | About NREPP | Find an Intervention | Reviews & Submissions | Learning Center | Contact Us


Intervention Summary [Back to Results](#) [Start New Search](#)

Virginia Student Threat Assessment Guidelines

The Virginia Student Threat Assessment Guidelines (V-STAG) is a school-based manualized process designed to help school administrators, mental health staff, and law enforcement officers assess and respond to threat incidents involving students in kindergarten through 12th grade and prevent student violence. V-STAG is also designed to provide students involved in threat incidents with appropriate mental health counseling services, with parental involvement, and reduce the numbers of long-term school suspensions or expulsions and alternative school setting placements. V-STAG also aims to reduce in-school bullying infractions and provide a supportive school climate. The program requires each participating school to establish a threat assessment team, whose members resolve student threat incidents through the use of a context-sensitive, problem-solving approach instead of the more traditional, punitive approach of zero tolerance.


<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=263>

Governor's School and Campus Safety Task Force



**40 members,
Led by Secretaries of Public Safety, Education, and
Health and Human Resources**


<http://dcjs.virginia.gov/vcss/SchoolCampusSafetyTaskForce/>


Department of Justice
 Office of Justice Programs

FOR IMMEDIATE RELEASE
 WEDNESDAY, OCTOBER 1, 2014
[WWW.OJP.GOV](http://www.ojp.gov)

OCOM
 (202) 307-0703

DEPARTMENT OF JUSTICE ANNOUNCES \$65 MILLION TO SUPPORT SCHOOL SAFETY RESEARCH AND REDUCING VIOLENCE


UNIVERSITY of VIRGINIA

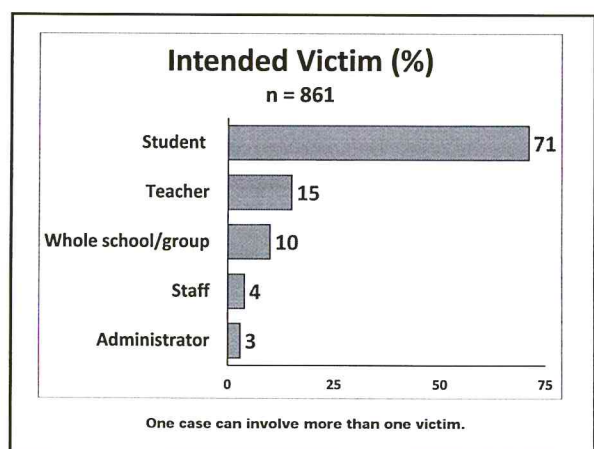
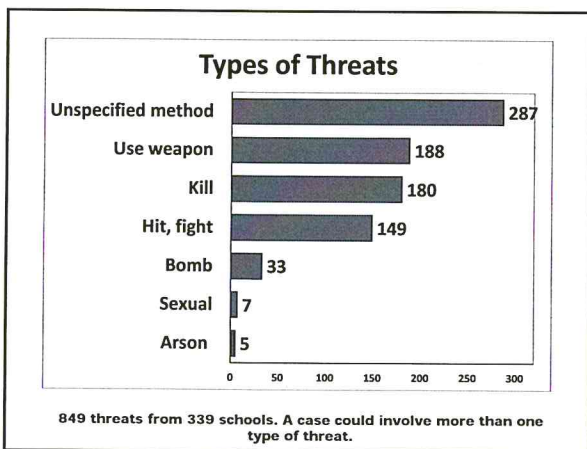
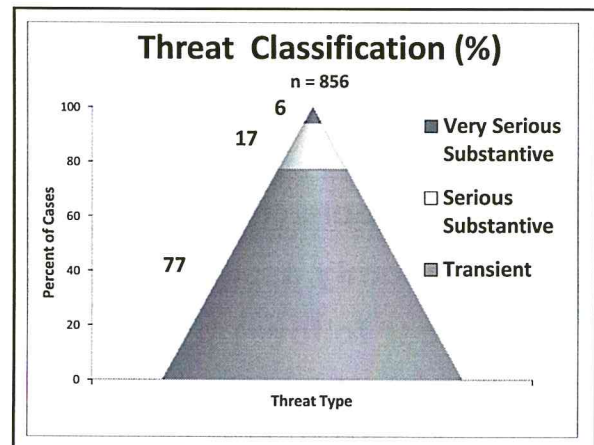
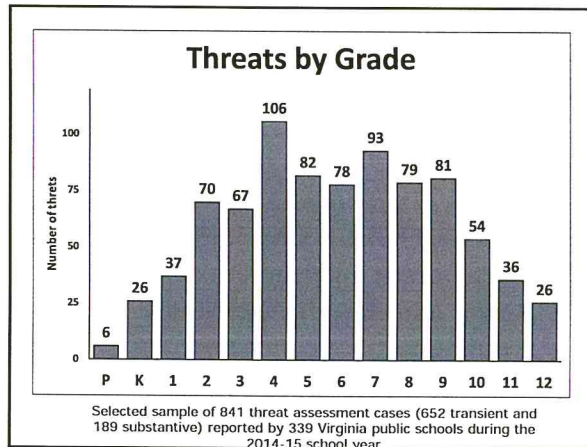
Student Threat Assessment as a Safe and Supportive Prevention Strategy

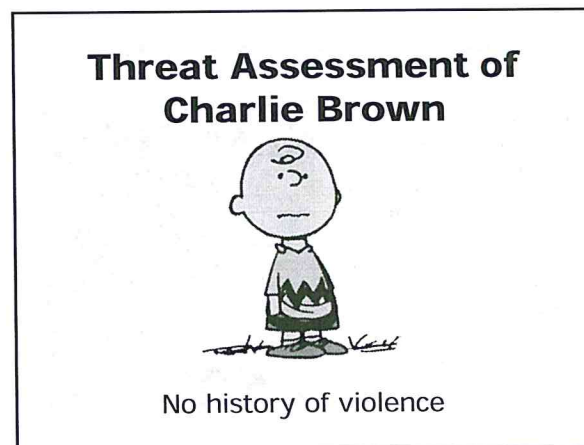
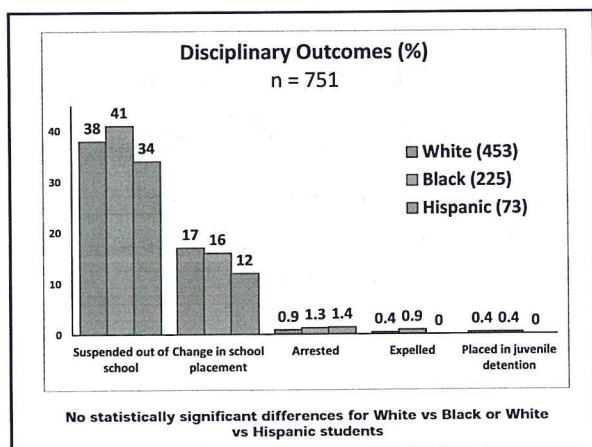
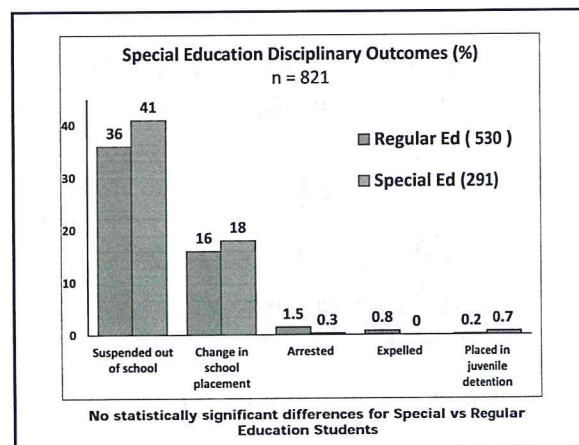
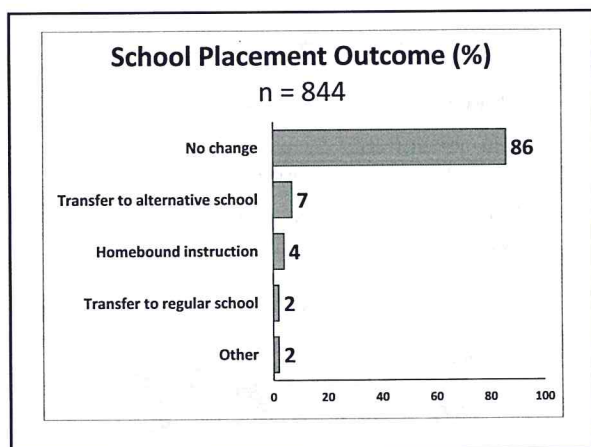
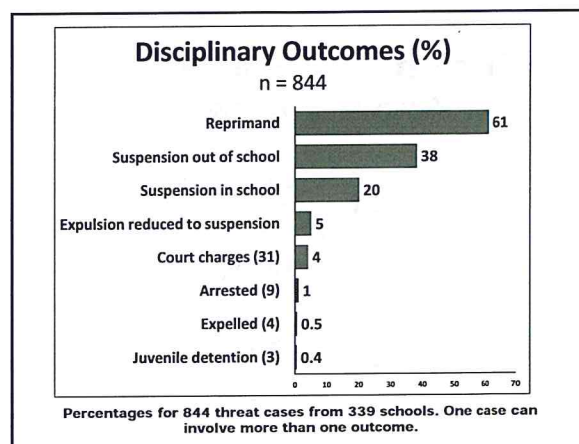
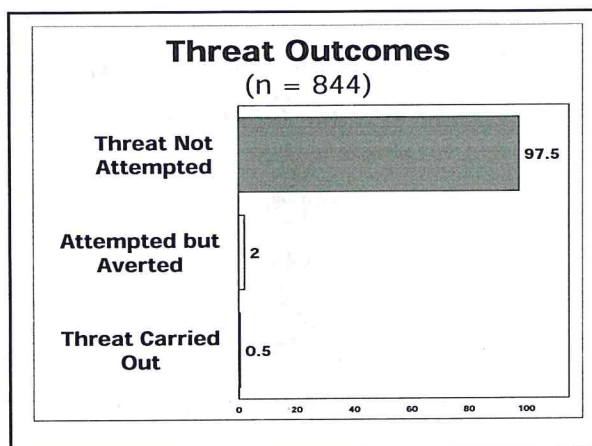
4-year project (2015-2018)

This project supported by Grant #NIJ 2014-CK-BX-0004 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.

Routine Practice Study

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





Threat Assessment of Charlie Brown



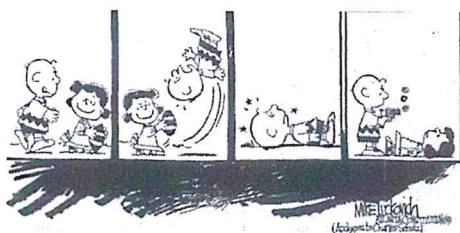
But Lucy is his nemesis

Threat Assessment of Charlie Brown



Transient or substantive threat?

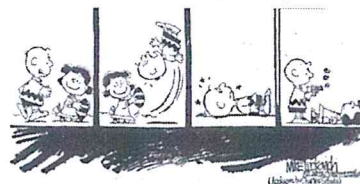
Threat Assessment of Charlie Brown



Was your threat assessment wrong?

Liability Protection

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



Widely Used Model

Arkansas	Michigan
California	Minnesota
Colorado	New York
Connecticut	North Carolina
Delaware	North Dakota
Florida	Ohio
Georgia	Pennsylvania
Illinois	South Carolina
Indiana	Tennessee
Kansas	Vermont
Kentucky	Virginia
Louisiana	Washington
Maryland	Wisconsin
Massachusetts	



Safety Versus Confidentiality

**Why should you warn
persons who have been
threatened?**

Tarasoff

The Duty to Protect Potential Victims of Violence

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



Tarasoff v Regents of University of California, 1974, 1976

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

Ohio Duty to Protect

ORC §2305.51

- Applies to mental health professionals
- Explicit threat of inflicting imminent and serious physical harm.... believe person has intent and ability to carry out the threat
- Possible actions:
 - Hospitalize
 - Treatment plan
 - Communicate to law enforcement and if feasible, victim or parent
- Share nature of threat, identity of person making threat, identity of potential victims

Confidentiality Versus Prevention of Violence



"C'mon, c'mon—it's either one or the other."



Communication and Problem Solving

Threat assessment is a problem-solving approach that requires communication and cooperation among all parties.

This process must not be hindered by FERPA.



Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Colleges and Universities



Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools



Released Oct 30 2007

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

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>

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>

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>

Post-Threat Public Relations: What can go wrong?

Two students suspended in Henrico

Parents notified of alleged threats

Two Henrico students have been suspended recently after allegedly making threats to commit violence against others. According to information provided by Henrico County Public Schools, the students were suspended after being involved in a fight. The students were suspended for 10 days. The students were suspended for 10 days. The students were suspended for 10 days.

- Rumors
- Fears
- Accusations
- Recriminations
- Cover-up charges
- Newspaper editorials

Post-Threat Public Relations: What can go wrong?

School situation concerns parents

Want to meet, talk to Henrico official

BY MICHELLE JOHNSON
Times Dispatch Staff Writer

A growing number of Henrico parents are expressing concern over the safety of their children. The parents are expressing concern over the safety of their children. The parents are expressing concern over the safety of their children.

Rule 1: A parent wants to know if a child's life is threatened

A breach of trust at Hermitage

A breach of trust at Hermitage

BY MICHELLE JOHNSON
Times Dispatch Staff Writer

A breach of trust at Hermitage

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School's parents express anger

School's parents express anger

BY MICHELLE JOHNSON
Times Dispatch Staff Writer

School's parents express anger

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School's parents express anger

School's parents express anger

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.

Parent Notification: Parents of threat victims

- FERPA does not prevent schools from notifying parents that their child has been threatened. In substantive cases, parents should be told the nature of the threat and the identity of the student who made the threat.
- Explain to the parents what steps have been taken to maintain the safety of their child (e.g., student disciplined, parents contacted, police notified) so they can judge what they must do.
- Remain in contact with parents to assure them that the school will maintain the safety of their child.

Parent Notification: Parents of threat victims

- Build victim notification into the plan for a student's return to school after making a threat.
- Consider requiring student to make an apology or explanation to the victim.
- Consider requiring student to let you disclose information to the parents of victims.
- Notify parents of a victim when a student is returning to school. Offer them reassurance, even if you cannot disclose confidential information.

Threat Notification: Information for a general letter

- Acknowledge that a threat was made and describe the nature of the threat. ("Someone called in a bomb threat this morning.")
- The school is following its policy on threats. The police were contacted and are working with school authorities.
- Steps were taken to assure everyone's safety. ("The school was searched and no bomb was found. The police are continuing their investigation to identify the person responsible for the call.")
- Call us if you have any questions or concerns.

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

Documentation of Threats

1. Maintain quality of threat evaluation process
2. Document incidents and responses
3. Liability protection
4. Evaluate threat rates and trends



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



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...



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.



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.



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...



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.

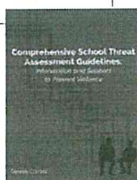


Group Exercise

- 3 case examples for your team
- Review first case and complete one copy of the form as a team
- One team rep will present your conclusions to the whole group
- Same with cases 2 and 3
- After the 3 cases, we will have a brief final session on implementation.

Implementing a Threat Assessment Approach

1. Educate your staff.
2. Select and train your team.
3. Update student code of conduct.
4. Inform students and parents.

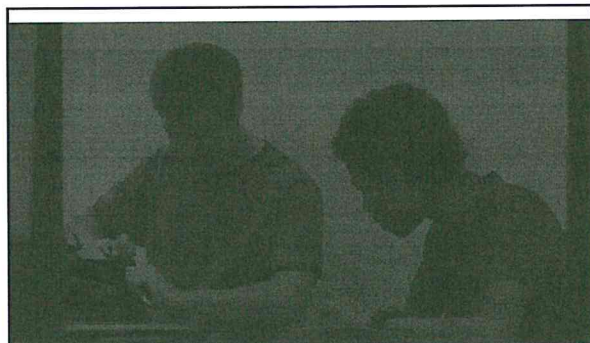


School Safety Online Educational Program

- **Students** (15 min)
- **Parents** (25 min)
- **Teachers/staff** (25 min)
- **Team members** (25, 20, 30 min)

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

For more information, contact Dr. Jennifer Maeng at jlc7d@virginia.edu



Excerpt from online program for students

School Staff and Parent Evaluations

■ **Parents (113)**

■ **Staff (283)**

I found the information in this program to be clear and easy to understand.



This program was a useful learning experience



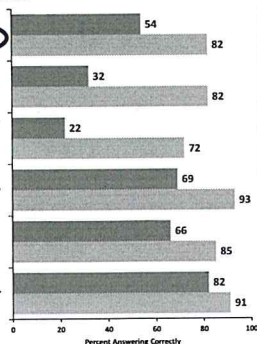
Student Response to Program

(N = 2,355)

■ Pretest
■ Posttest

Overall scores

- My school has a threat assessment team.
- A threat assessment team will automatically suspend a student for making a threat. (False)
- Threat assessment teams investigate threatening statements or behaviors by students.
- A threat assessment team may try counseling to prevent two students from fighting.
- If another student talked about killing someone, I would tell one of the teachers or staff at school.



School Safety Online Educational Program

1. All teachers and staff view program
2. School selects students to program
3. Parents given the option to view program
4. Team members complete 3 programs

To preview the 25 minute program:
<http://www.schoolthreatassessment.com/>
Preview code: vtidsxh

Do not share or disseminate this code. To use this program or other programs for students, parents, and team members, contact Dr. Jennifer Maeng at jlc7d@virginia.edu

Adult Threat Assessment

About 2% of Virginia threat cases

- Angry parents
- Employee disputes
- Intimate partner violence
- Adults with severe mental illness



Adult Threat Assessment

- Principles of threat assessment apply to adult cases.
- Similar risk factors
- Schools lack leverage and resources they have for students.
- In substantive cases, greater reliance on law enforcement and legal actions such as protective orders.

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.

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.

<http://youthviolence.edschool.virginia.edu>

UNIVERSITY OF VIRGINIA
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

ABOUT US | ACADEMICS | ADMISSIONS | FACULTY & RESEARCH | SERVICES & OUTREACH

Faculty & Research, Centers, Labs & Projects, Research Labs, Youth Violence Project

YOUTH VIOLENCE PROJECT

The Virginia Youth Violence Project is a research group composed of faculty and graduate students in the Curry School of Education and Human Development at the University of Virginia. We conduct research on youth violence prevention and school safety, and provide training and consultation on topics such as threat assessment, bullying prevention, and forensic psychology.

CONTACT US
Virginia Youth Violence Project
PO Box 406270
204 Ruffner Hall
Charlottesville, VA 22904
Phone: 434-924-9529
Fax: 434-924-1402
60th Street

YVP Team Conducting Statewide School Climate Study
Our 4-year federally-funded project has provided strong support for an innovative school climate.

[READ MORE](#)

Complete post-training evaluation now.

POST-TRAINING SURVEY:

<https://tinyurl.com/schoolTApostsurvey>

Group results will be compiled for the school system and sent to you by email.

INTERVIEW FORM FOR "SERIAL KILLER" 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.)

Hit List Worksheet
Use for Hit List Threat Report about John
Answer questions below.

Two boys tell you that 8th grade John said he had a list with them and his former girlfriend on it. What do you do next?

You have just received new information. What kind of threat is this and why? What are your next steps?

You have just received new information. What are your next steps?

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:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. 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:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. 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 omitted for this exercise.

Worksheet
Use for Threat Assessment Case Exercises 1-3
Answer questions A and B below.

School Threat Assessment Decision Tree*

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Yes

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A. Is the Case Exercise threat transient or substantive? List the reasons for your decision here:

No



Step 3. Respond to a substantive threat.

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B. What is your response to the threat? If substantive, look at a-g for guidance.

Worksheet
Use for Threat Assessment Case Exercises 1-3
Answer questions A and B below.

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Worksheet
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B. What is your response to the threat? If substantive, look at a-g for guidance.

Threat Assessment Case Exercise 1

Sixth Grade Rivalry

Scenario

Sixth grade boys, Chris and Billy, had been rivals since first grade. Recently their conflicts had become more frequent and more intense. Towards the end of class, Chris overheard Billy talking to a group of girls and referring to him as a “sissy boy.” Chris had had enough. He waited for Billy outside class and then went straight up to him and said, “You’ve had it man. I’m gonna kick your _____. Meet me out back after school.” Their teacher, Ms. Johnson, overheard the confrontation in the hall and approached the boys. The boys said it was “nothing” but Ms. Johnson was concerned about Chris’s threatening statement and reported the incident to the principal.

The principal, Mr. Stevens, called the boys into his office immediately and met with them one at a time.

Interview with Chris:

Chris entered the room obviously agitated. As the principal asked him about the incident, Chris glared at the floor and answered the principal’s questions abruptly and insincerely. *No*, he was not arguing with Billy and *yes*, everything was fine between the two of them. He said he didn’t remember exactly what he said to Billy and that “Ms. Johnson was overreacting.” As Mr. Stevens asked more questions, Chris responded that he was just “sick of Billy’s cocky attitude” and “wished Billy would lay off [him],” but stated again that the incident was “no big deal.” Mr. Stevens asked Chris to wait outside his office while he spoke with Billy.

Interview with Billy:

Billy told quite a different story than Chris. Billy stated that Chris “got in [his] face and threatened to beat [him] up after school.” He said that he didn’t know what Chris’s problem was and that he had been acting “weird... kind of punchy” lately. Billy stated that Chris just “needed to get over himself and leave [him] alone.”

Interview with the teacher:

Ms. Johnson said she heard Chris tell Billy to meet him after school and could testify to the ongoing conflict between the boys. She said that they deliberately sat on opposite sides of the classroom and were often seen trading insults across the room and recruiting others to join in the harassment. Ms. Johnson thought a fight between the boys was inevitable.

Discipline histories:

Both Chris and Billy have a record of multiple detentions for disorderly conduct, tardies, and truancy.

Threat Assessment Case Exercise 2

Harassment between Friends

Scenario

The bell has rung at a local middle school and students are moving throughout the halls changing classes. A student comments to a passing student of Arab descent, "Man, I hate you guys, go back where you came from because we don't want you here in America. I am going to bomb you back to where you came from." The Arab student says nothing, but hurries to class where he reports the event to the teacher who informs the principal.

The principal, Ms. Thompson, called the following individuals into her office and interviewed them about the incident.

Interview with Sam (threatened student):

"I was walking down the hall to class when Theo said that I am not wanted in America and that he was going to bomb me back to where I came from. Theo used to be my friend. I felt like saying, 'I am from America, and proud,' but I just ran away and told the teacher. I don't know what to do. I am not afraid of Theo, but I just don't feel welcome at this school anymore. I am so tired of all of this hate. I am a US citizen and don't deserve to be treated like this."

Interview with Theo (student who made the threat):

"Man, I am going to get in trouble for this. I am sorry, I didn't mean it. I am not going to hurt anybody. I walked by Sam in the hall and just started thinking about everything going on in Afghanistan and got mad and told him to go back to where he came from. I didn't mean it; he is my friend. I have just been so confused about this whole situation that I want all of the Arabs to just leave America alone."

Theo's Discipline History: Theo has had detention two times this school year for being tardy. He has also received a discipline referral for excessive talking.

Interview with their teacher:

"Sam came to me on the verge of tears. He said that a friend, Theo, 'just told him that he wasn't wanted in America and he was going to bomb him back to where he came from.' I was shocked. Theo and Sam have always been good friends. Sam has been so worried lately and he is not focusing well in class at all. I am really surprised at Theo. He gets in trouble for talking and sometimes he has a bad temper, but I have never heard Theo say something so hateful."

Interview with Witness 1:

"Everybody was changing classes and some of us were talking about the terrorist attacks. Theo got mad and all of a sudden and told Sam that 'he was going to bomb him back to where he came from.' Then Theo just ran down the hall. Theo and Sam have always been friends. I don't think Theo meant it; he just got really angry and went off at the mouth. Theo has done it before, but he didn't mean it."

Threat Assessment Case Exercise 3

Johnny Threatens his Classmates

Before class, a ninth grade boy reports to his teacher that a friend and fellow classmate of his, Johnny, told him that Friday was the day “some kids were going to die”. This boy told the teacher that Johnny has always been talking about a group of popular kids whom he’d like to “get rid of,” and recounted different incidents in which those kids teased or mocked Johnny on the bus and in the locker room at school. The friend told the teacher that Johnny has always been angry with this group of kids, but lately he’s been really fed up. The friend showed the teacher a list of the students Johnny had made in his notebook that had a heavy line drawn through it, and next Friday’s date written across the top. The teacher showed the principal the list and relayed the concerns of Johnny’s friend, and the principal began evaluating the threat. The principal called the following people into his office to assess the situation:

Interview with Johnny’s Teacher:

“Johnny has never been a discipline problem in my classroom. I’ve noticed that he often sits alone and appears to be on the outside of the popular students in class. I also noticed that two students in my class were on Johnny’s list of students with a line through it. Last semester I saw these two students teasing Johnny before class. I broke it up and spoke to the two boys afterwards and I haven’t noticed anything since.”

Interview with Johnny:

“Why did I get called down here, I didn’t do anything wrong. Why are you looking at my notebook? You’re not allowed to search my things, that’s against the law. Yeah I made that list but it don’t mean nothing. I don’t know why I drew a line through those names. I just don’t like those kids, that’s all. No, they don’t tease me. I just don’t like them. Why do you have to call my parents? I didn’t do anything.”

Observations of Johnny: Johnny appeared anxious from the start. He was very worried when the notebook was opened. When the issue of teasing was brought up he became quiet and denied any violent intentions.

Johnny’s Discipline History: Johnny has two fights on his record from the previous year. Upon further investigation it was noted that each fight was with another boy whose name appeared on the list in Johnny’s notebook. There was a meeting held after last semester regarding Johnny’s declining grades attended by Johnny’s math teacher, guidance counselor, assistant principal, and both of his parents. They appeared concerned about Johnny’s grades and reports of him being teased by other students. The school staff were unaware that bullying was going on and agreed to increase monitoring of these students.

Interview with Witness 1:

“I told my teacher about the things Johnny has been saying because I think he’s been acting funny lately. At first I thought he was just kidding, but he’s talked about it a bunch of times. Yeah, he’s been getting picked on for awhile. Mainly on the bus and in the locker room. Johnny tried to fight back a couple of times, except now I think he tries to ignore them, but it doesn’t really work. He’s afraid to tell on them because he thinks they might gang up on him sometime when no teachers are around. I just don’t want something really bad to happen at our school.”

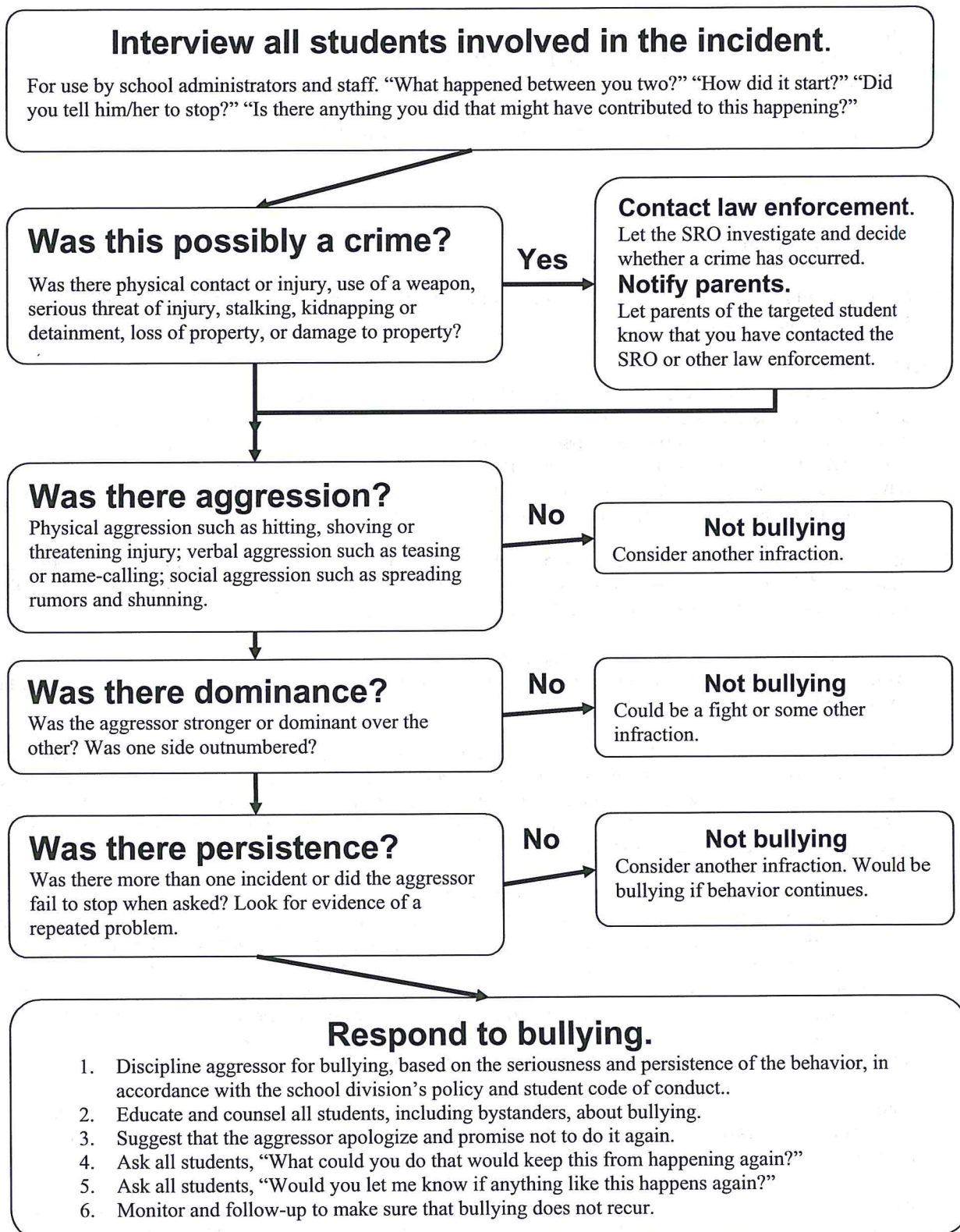
Interview with Johnny’s Mother:

“I cannot believe my son would do something like this. Believe me he will be grounded when he gets home. I do not think it is necessary for him to talk to a psychologist, and he definitely does not need to be suspended. After all, it’s really the school’s fault. At that meeting last semester he told you that he was being bullied and you didn’t do anything about it because obviously, he’s still being bullied. I don’t blame him for being angry and saying those things. He was just talking out of frustration. We all know that he would never hurt anyone.”

Interview with Victim’s Father:

“I am surprised that my son was involved in any bullying and he should be disciplined for that. But the real concern is with Johnny. That boy made some serious threats against my kid and you better not tolerate that behavior in this school. I would expect that he will be expelled so my son doesn’t have to spend the rest of his school career looking over his shoulder.”

Bullying Assessment Flow Chart



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

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., a 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.

*This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

THREAT REPORT

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.

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.

Name of person reporting threat:

Date/time threat reported:

Affiliation of person reporting threat: ☐ Student ☐ Parent ☐ Staff ☐ 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: ☐ Student ☐ Parent ☐ Staff ☐ Other:

Status: ☐ Current ☐ Former

Identification: ☐ Male ☐ Female Age: Grade, if student: School program, if student:

Emergency Contact:

Relationship:

Home Address:

Phone:

Location threat occurred: ☐ School Building or Grounds ☐ School Bus/Other Travel ☐ School-Sponsored Activity

☐ Digital communication such as text or post ☐ 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

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:

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

Virginia Student 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:

☐ Yes ☐ No

Are environmental supports/changes necessary?

☐ Yes ☐ No

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?

☐ Yes ☐ No

Are both teaching of new alternative behavior AND reinforcement needed?

☐ Yes ☐ No

This BSP to be coordinated with other agency's service plans?

☐ Yes ☐ No

Person responsible for contact between agencies

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants:

Between?

Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student:

☐ Parent/Guardian:

☐ Educator and Title:

☐ Educator and Title:

☐ Educator and Title:

☐ Administrator:

☐ Administrator:

☐ Other:

☐ Other: