



A Comprehensive System for Threat Assessment and Management in the Schools

Presented by:

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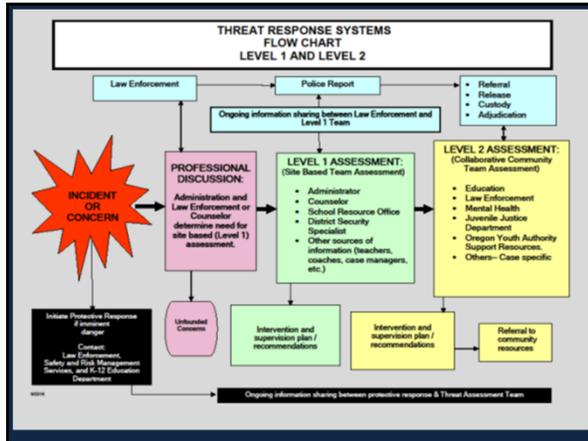
Director, Safety & Risk Management Services
Salem-Keizer School District

Website
<http://www.studentthreatassessment.org>

The presentation will...

- Review the research and basic principles regarding threat assessment and threat management.
- Review the steps, developmental procedures, and protocols necessary to develop a two-tiered, multi-disciplinary, multi-agency threat assessment and management system.
- Explore changes to the system that may be necessary to adapt to the existing resources of this community.
- Train on the use of assessment protocols for K-12 campus threat assessment.
- Provide Lab exercises, case reviews, and conduct a student threat assessment through audience participation as an actual collaborative assessment team.





The presentation will not...

- Provide all of the training necessary to establish a level of expertise in leading Community Level threat assessment investigations or in leading community threat assessment teams.
- Advanced training in threat assessment and threat management is available through job shadowing Mid-Valley STAT team members, through the resources noted in the book (pages 155 -156) or by searching the web for threat assessment training.

PACE
PROTECTIVE ASSESSMENT COMMUNITY EVALUATION

Reading

Assessing Student Threats: Implementing the Salem-Keizer System (2nd Edition)
 VanDreal, McCarthy, Swinehart, Speckmaier, Elliott, Okada, Rainwater, Novotney, Rutledge, Mendoza, Byrd

Rowman and Littlefield
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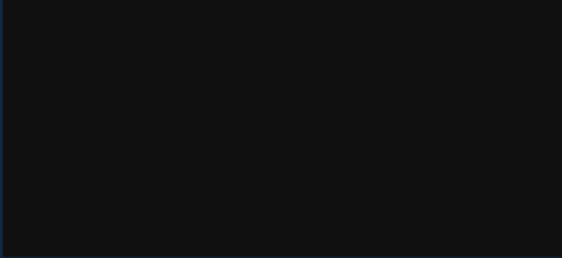
- The chances of being harmed by violence in a school are 1 in 2 million... killed by homicide in a school, about 1 in 2 to 4 million, depending on the year.
- The chances of being hit by lightning in a particular year are 1 in 960 thousand. Annually, there is a 1 in 31,000 chance of being poisoned by cafeteria food.
- A youth is approximately 40 times more likely to be killed by homicide outside of school than inside a school.
- School safety has improved steadily within the last 20 years.



- Response in education and community policy has varied from highly reactive policy making to avoidance and denial.
- Furthermore, students and community members frequently make threats or use threatening talk as a means of socializing and communicating. How do we know when a threat is real, when do we worry and how do we respond?
- Still, depending upon how the data is measured, over the past 15 years in America, the rate of targeted or rampage killings has increased when places of commerce and higher education are factored in.



STAS Intro Video



Justifications

1. Concerns regarding violence and school safety.
2. Response to (ORS 339.250) requiring policy and procedure.
3. Zero-tolerance Policy, expulsion. Reactive public policy measures.
4. Psychological Safety.



Advantages of a Threat Assessment System

- Shared ownership, shared responsibility. Decreased liability.
- Multi-discipline, multi-agency.
- Expeditious but methodical.
- Community collaboration and ownership.
- Identification of risk in clear terms.
- Interventions and supervision strategies that fit the situation and accurately address risk.
- Promotes observation and supervision.
- Increases both the physical safety of a community and the psychological sense of safety.

Basic Principles and Supportive Research



Definition of a Threat

The intention to commit harm to a target or be a menace or source of danger to a target.



The Threat Assessment System objectives are:

1. **Assess** threats of potentially harmful or lethal behavior and determine the level of concern and action required.
2. **Organize** resources and strategies to **manage** situations involving people that pose threats to others.
3. **Maintain** a sense of psychological safety within the community.



Aggression Continuum

(from Eric M. Johnson, PhD.)

- Bombing
- Shooting
- Raping
- Stabbing
- Beating
- Strangling
- (Violent Aggression: serious or lethal injury)
- Sexual coercion
- Fighting
- Hitting with objects
- Throwing objects
- Slugging
- Kicking
- Scratching
- Biting
- Slapping
- Pushing
- (Aggression Behavior: low to moderate injury)



24j Level 1 Protocol

Context and Situation

What is Threat Assessment?

As defined by the Secret Service (*Threat Assessment in Schools pg. 29*): "The primary purpose of a threat assessment is to prevent targeted violence. The threat assessment process is centered upon analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to mount an attack and is engaged in planning or preparing for that event."



Context and Situation

The assessment of the "unique" interaction and dynamics between the perpetrator, the target and the situation they share. The question is "does the person 'pose' a threat," not "did the person 'make' a threat."



Level 1 Protocol

Targeted and Reactive

- Reactive / Affective / Impulsive
- Targeted / Premeditated /Predatory



Reactive Aggression



- Absence of planning
- Elevated emotional state
- Aggressor feels under immediate threat





Level 1 Protocol

Targeted Violence (Fein&Vossekuil, 1998)

- Targeted violence is not reactive.
- It is not the result of someone going mental or “snapping.”
- It is the result of an understandable and often discernible process of thinking and behaving.
- The aggressor will display “attack-related” behaviors that move along a continuum of idea to action, including justification, planning, rehearsing, and logistical preparations.



2 **PACE**
PROTECT AND CARE EVERY BODY PART

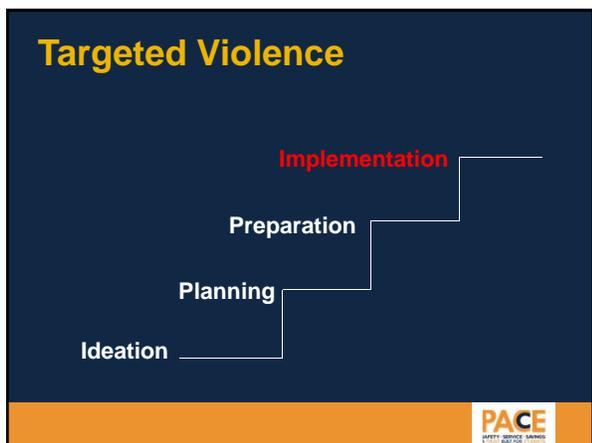
Attack Related Behavior

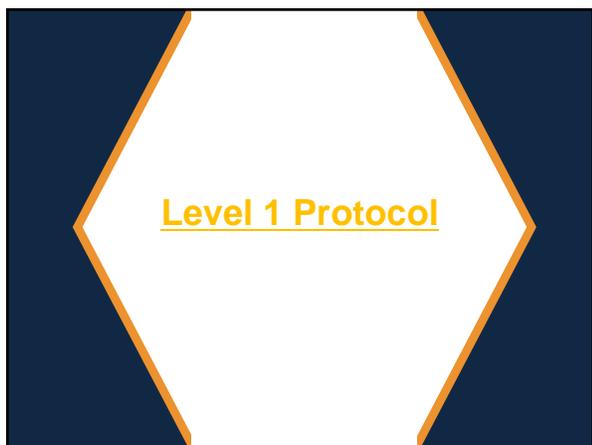
Behavior that supports the threat as a more serious consideration...

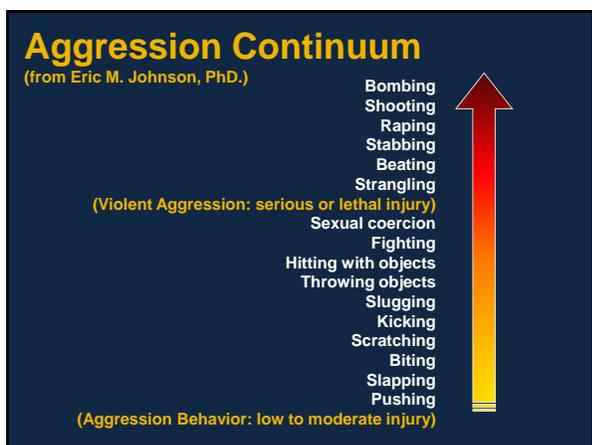
Examples:

- Planning
- Preparation
- Weapons acquisition
- Rehearsal
- Scheduling
- Others?

PACE
PROTECT AND CARE EVERY BODY PART







Threats and Communication

Inappropriate Communication: Any unwarranted contact or approach that is strange, threatening or ominously predictive and intended to unsettle or unnerve. Can be direct threats, indirect threats, veiled threats and conditional threats:

- Direct Threat
- Indirect Threat
- Veiled Threat
- Expressive Threat



Level 1 Protocol

Inhibitors (Adult)

- Employment
- Finances
- Health
- Residence
- Children
- Family
- Looking to the future
- Resolving the grievance

What are examples of inhibitors in the youth population?



Level 1 Protocol

Pre-Incident Indicators (or Antecedents)

Pre-incident indicators (Calhoun, 1998; de Becker, 1998) are actions, communications or circumstances that indicate an individual or group is considering or planning a violent act.



Accelerator, Triggers and Precipitating Events

Accelerators are destabilizing factors that increase the potential for individuals to resort to violence. These include (some are more specific to adults): illness, divorce, financial crisis, decreased or terminated employment, and perceived ongoing abandonment/rejection. Triggers, precipitating events are similar to accelerators but tend to be acute experiences or circumstances that aggravate an individual or group further toward a violent act (Melo, 2000).





J.A.C.A. -Gavin DeBecker

- Justification
- Alternatives
- Consequences
- Ability

PACE
EVERY SERVICE MEMBER



Bias in Threat Assessment (FBI, 2015)

- **Confirmation Bias** - The tendency to look for evidence or interpret information in a way that confirms a preconceived opinion.
- **Availability Bias** - Is a tendency to assign the most importance to behavior which comes immediately to mind, often that which is most recent.



Bias in Threat Assessment (FBI, 2015)

- **Hindsight Bias** - The inclination to see events as having been more predictable than they actually were.
 - Can induce *foresight bias*, the tendency to overestimate the ability to predict future events.



Lab – Six Situations



1st Situation

1. Three boys, engaging in BB gun wars after school, violent first person shooter games, knife collecting, and aggressive.



2nd Situation

2. One boy, has a large knife in his backpack (claims he used it hunting with his father the previous weekend and forgot it was there).



3rd Situation

3. One boy, brings a knife to school as a defensive means of protecting himself against bullies who are tormenting him and extorting his money.



4th Situation

- 4. One Boy... an aggressive bully. Brings knife to school to intimidate others.



5th Situation

- 5. One boy, speaks of shooting others at school as revenge for being ignored and rejected, and to show that he is not weak or afraid.



6th Situation

- 6. Two boys, both identified as Emotionally Disturbed and attending school in a self-contained classroom. One is very aggressive, engaging in combative talk, threatening teachers and students if he doesn't get his way, is extremely irritable and has a very short fuse. The other is a follower but if pushed, can become extremely explosive and aggressive. They are in constant conflict and very close to fighting.



Safe School Initiative

Critical Factors (consistently present in histories of school shooters):

- Peer Relationships Problems
- Weapon Fascination and access
- Recent loss, humiliation
- Signs of depression, suicidal ideation or actions
- Disconnect from adults



Safe School Initiative (cont'd)

Contributing Factors (associated with aggression, but not consistently present):

- Poor school achievement (**grades, truancy, class disruption, suspension**)
- Negative parent-child relationship (**family distress, poor supervision**)
- Exposure to violence
- Substance abuse
- Mental illness



Level 1 Protocol

Safe School Initiative (cont'd)

Key Points:

1. Shootings were rarely impulsive.
2. No consistent profile of school shooter.
3. Shooters had difficulty coping with loss and failure.
4. Shooters perceived or experienced severe longstanding rejection and bullying by peers.
5. Motives were mostly revenge and problem-solving.



Safe School Initiative (cont'd)

Key Points:

6. Peers knew of plan ahead of time (**some collaborated**).
7. All attackers used guns. Most shooters had ready access to guns. Some made considerable efforts to acquire guns.
8. Most attackers did not threaten their targets directly prior to attack.
9. All shooters were of concern to parents, teachers and / or peers.



Level 1 Protocol

FBI Critical Incident Response Group

Personality Traits and Behavior:

- Leakage
- Low Tolerance for Frustration
- Lack of Resiliency
- Poor Coping Skills
- Failed Love Relationship
- Injustice Collector
- Signs of Depression
- Narcissism
- Alienation
- Dehumanizing Others
- Lack of Empathy
- Exaggerated Sense of Entitlement
- Attitude of Superiority
- Exaggerated or Pathological Need for Attention
- Externalizes Blame
- Masks Low Self-Esteem
- Anger Management Problems
- Intolerance
- Inappropriate Humor
- Seeks to Manipulate Others
- Lack of Trust
- Closed Social Group
- Change of Behavior
- Rigid and Opinionated
- Unusual Interest in Sensational Violence
- Fascination with Violence-Filled Entertainment
- Negative Role Models
- Behavior Appears Relevant to Carrying out a Threat

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FBI Critical Incident Response Group

Family Dynamics:

- Turbulent Parent-Child Relationship
- Acceptance of Pathological Behavior
- Access to Weapons
- Lack of Intimacy
- Student "Rules the Roost"
- No Limits or Monitoring of TV and Internet

School Dynamics:

- Student's Attachment to School
- Tolerance for Disrespectful Behavior
- Inequitable Discipline
- Inflexible Culture
- Pecking Order Among Students
- Code of Silence
- Unsupervised Computer Access

FBI Critical Incident Response Group

Social Dynamics:

- Media, Entertainment, Technology
- Peer Groups
- Drugs and Alcohol
- Outside Interests
- The Copycat Effect



Level 1 Protocol

Katherine S. Newman

Five necessary but not sufficient conditions for a rampage shooting

1. Perception of self as extremely marginal within the social world that has value. Bullying and social exclusion lead to marginalization and increase frustration and depression.
2. Psychological problems and vulnerability. Mental illness, severe depression and abuse decrease emotional, psychological and coping reserves, thus magnifying impact of marginalization.
3. Cultural scripts. Cultural or media models of violence are readily available as examples of solving problems, getting even, releasing discomfort or elevating social status.
4. Failure of surveillance systems. Systems intended to identify troubled youth are ineffective or non-existent.
5. Gun availability.

Level 1 Protocol

Supervisory Special Agent Andre Simons

From anecdotal observations and work on the published report Campus Attacks: Targeted Violence Affecting Institutions of Higher Education.

- Significant personal stress, humiliation, and/or perceived failure
- Aggressive Martyrdom (Meloy)
- Psychologically transformational acts
- The brittle student
- Leakage, hyper profanity, negative emotional language, lack of future planning, weapons investigation or possession, and an inability to take personal responsibility for actions and outcomes.
- Solution to perceived problems
- Wills, manifestos, infamy and notoriety
- Pseudo-commando



Warning Behaviors (Meloy, 2012)

- Acts/changes in behavior that give evidence of increasing risk
 - Pathway
 - Fixation
 - Identification
 - Novel Aggression
 - Energy Burst
 - Leakage
 - Directly Communicated Threat
 - Last Resort Behavior
 - Directly Communicated Threat



Warning Behaviors (MeLoy, 2012)

- Of the 9 warning behaviors, 5 have been shown to be more prevalent in those who commit acts of targeted violence in schools:
 - Pathway
 - Fixation
 - Identification
 - Novel Aggression
 - Last Resort Behavior
- Warning behaviors prevalent in students of concern who did not intend to act violently:
 - Leakage
 - Directly Communicated Threat







Level 1 Protocol

Research Summary

1. What kind of communication has the student made regarding their intention to harm others? Is the communication a statement of anger such as "I'm going to kill you..." or does it involve details of planning or an ongoing consideration of an attack?
2. Is there a motive? Does the student experience or perceive severe rejection of bullying from other students?
3. Are there indications of behavior that increase the possibility of violence occurring (plan, acquiring weapons, rehearsal or simulation, other preparations, scheduling)?



Research Summary (cont'd)

4. Is there a specific target?
5. Is there peer collaboration? Are peers aware of or concerned about a potential attack?
6. Does the situation involve student/students who are out of alternatives, marginalized and disenfranchised, low on psychological reserves, out of acceptable coping strategies, and willing to accept the consequences of carrying out the threat?
7. Are there indications of identification shifts, fixation, last resort behavior, or novel aggression?
8. Are there personality or behavioral traits, family dynamics, School system issues or social dynamics that lead to a more vulnerable and potentially escalating situation.



Youth Dating Violence Date Rape and Sexual Coercion

- Approximately 20% of high school girls report physical and/or sexual abuse by a dating partner.
- 50%-80% of teens report knowing someone involved in a violent relationship.
- By the age of 17, approximately 40% of girls are familiar with someone their age who has been hit or beaten by a boyfriend.
- Research varies regarding numbers; however, as awareness campaigns increase, a greater number of girls are reporting the impact and frequency of date rape and/or sexual coercion.

Mental Illness

- What is Mental Illness?
- What has the press said about it?
- What is prevalence of mental health condition? What about severe mental illness?
- What is relationship between mental illness and violence?
- Do people commit mass murder or rampage violence because they are mentally ill?
- What kind of mental health issues increase a risk of violence?



Violence or Aggression? Targeted or Reactive?

- Vindictive
- Bullying
- Mentally or emotionally troubled
- Gang
- Relationship, Stalking
- Rampage Shooting



LAB, Holding a Grudge

- 17 year old male student.
- Academically and intellectually gifted, college bound. Is under tremendous pressure from his parents to be successful.
- Parents are very assertive in his academic success and college choice. They have decided he will attend Oregon State, regardless of his desire to do otherwise.
- Has been teased in past as a result of his "know-it-all" attitude, but staff have not noticed any harassment within last few years.
- Had a conflict two years ago with two male peers over a stolen ipod and another conflict because of peer teasing (**regarding pornography he had attempted to share**).
- Holds grudges and perceives others as hostile if they reject him or ignore him.
- Has a girlfriend whose parents are against the relationship (**due to their age**). He and the girlfriend have a secret email account that they use to communicate. The girlfriend's mother has hacked the account and found the following letter:

Baby,

I don't know just how quite to say this. So I will just say it. I need mental health. I have gone insane over the past year. I can't handle all the shit that has been unleashed with today's shit. School continues to only get harder, so I have lost my reasoning to deal with it. Losing control of it has lost control of my life. Losing my computer has lost the one place where I could vent stress. Matt, John, Blake, Sierra, the popular kids, and just about everywhere I go . . . or anything I do . . . I get made fun of. It's pushed the 17 year lock on the stress that I have bottled up. I can't take it anymore. I have contemplated many options, and I will take them in numbered order in this list. This is my last strand of reason left in this world, for I have none left. I am literally bleeding right now. I have begun to hurt myself, I don't see any happiness in it. So that's off the list. I am in such pain no words can describe.

Those assholes only understand drastic actions, their perfect box is about to get fucking shot in the goddamn head with a pistol I stole from my parents bedroom if it reaches the last number. I love you with all my heart, and with my last few seconds of logic remaining, I will explain: I normally can control my rage, and may be able to regain control by the end of the night. But however, this is the longest and furious rage I have ever lost reasoning over. I refuse to talk to my parents, they don't understand. I don't want medicine or drugs, I want blood. I want them to die. I want death to own their souls, and the devil to torment them forever more. I love you baby. I have the pistol in the same spot that my parents hid it, but every night I practice sneaking it into my backpack. It's really easy surprisingly. I will kill Matt, John, Blake and Sierra before I kill myself. If I reach the last option that is.

I refuse to talk to the school counselors about this. All the administration does is sit around and be politically correct. They don't do any **REAL** shit to get the job done. The attack on me last year in track was never dealt with. Caleb strangling me was dealt with a half assed apology. Same with the time Andy called me a racist, even though I fucking wasn't. They don't do shit.

Option One

I will talk to Susan (**my friend, my mom's friend**) she is a PhD in psychology, and is very successful psychologist. She of all people I think will understand my rage. And could help me somehow.



Option Two

If I can't get a hold of Susan, I will try my sister. She is next in line. She understands me like no one else.



Option Three

I will take the 22 mm pistol into school, wait till one of them pulls a smart comment or insults me, then stick the gun in their face. I will not harm anyone else, but will show **EVERYONE** what happens when you **BRAIN FUCK** a kid who has done **ABSOLUTELY FUCKING NOTHING** to them, and they will take **EVERYTHING** from me, including my reason to live. So I will take their fucking life as revenge. 2 bullets to the head for each of them. When the cops show up, I will kill myself.



I keep trying to imagine a perfect life in New York, in my air-conditioned house with fast internet, a great wife, kids, a job, a college education, and a great computer. But it's just not going to happen. It's too far away. I can't escape my controlling parents, or even get that far away. My parents keep telling me I want OSU, which of course is right next to my house practically. I can see why Abby was so pissed off. They don't really want me to go to the college I want. It's the one they want. I see no further point in living. The only reason I keep getting up is because I think "maybe today will be better. I can see my girl and my friends" but its just not worth it anymore. I get hurt more and more each time I get up. I thought of just suicide, but then the assholes would move to another target. I must remove those diseased cunts from the world. Their families and asshole friends will all see what they drove me to.

The gun is loaded, I have ammo in my pockets. It's time to cleanse the world, in the name of God. The perfect music that drove my decision in my rage is "the animal I have become" by three days grace. I still can't control myself my hands are shaking violently, and it's getting late. Time for bed. By the end of this month, either I will regain my sanity or there will be blood I swear it.

Student Threat Assessment System





School Climate

1. Assess the emotional climate. Promote listening and paying attention.
2. Adopt a strong, but caring position against the “code of silence.”
3. Implement systems to prevent and intervene in bullying.
4. Involve all members of the school community in creating a safe and respectful school culture.
5. Foster and develop trusting relationships between each student and at least one adult at school.
6. Create mechanisms for sustaining a safe school climate (such as a system that assesses and manages potential violence.)



Confidentiality & Threat Assessment

(A School Threat Assessment Team should consult with their respective legal counsel on existing laws and regulations prior to the development of information-sharing policies.)

Family Education Rights and Privacy Act (FERPA): A Federal law that protects the privacy of education records or any records that contain information directly relating to a student and that are maintained by the educational institution or a person acting for the institution. FERPA permits disclosure of personally identifiable information without consent in certain circumstances, including:

1. To school officials with legitimate educational interests as established by FERPA...
2. To appropriate officials in health and safety emergencies...
3. To comply with a lawfully issued judicial order or subpoena.

Obtain a copy of FERPA regulations at:
<http://www.ed.gov/policy/gen/reg/ferpa/index.html>



A Few more details regarding FERPA and information sharing

- Information from education records may be shared with police, social services, or other community representatives who are serving on a school's established threat assessment committee, if they are school official's with legitimate educational interests in accordance with the school's established criteria. Such individuals may not use that information for any purpose other than consideration on that committee, nor may they take the information back to their agencies or share it with anyone else except under the provisions of FERPA.
- A school's law enforcement unit's records are excluded from the definition of "education records."



A Few more details regarding FERPA and information sharing

- FERPA does not protect the confidentiality of information, in general. It protects information from education records. Therefore, if education staff reports information regarding a student's behavior or communication to members of the threat assessment committee, the information is not protected by FERPA since it was not provided through an education record.
- FERPA does not have a personal liability recourse. Claims are made through US Dept. of Ed against schools. Personal claims are made through state law.



Updated FERPA Regulations January 2009

- The new regulations impose a "rational basis" test on a school's decisions to disclose information in emergency situations. "The Department [of Education] will not substitute its judgment for that of the agency or institution if, based on the information available at the time ... there is a rational basis for the agency's or institution's determination that a health or safety emergency exists."



Leroy Rooker says:

(Director of the US. Department of Education's Family Policy Compliance Office)

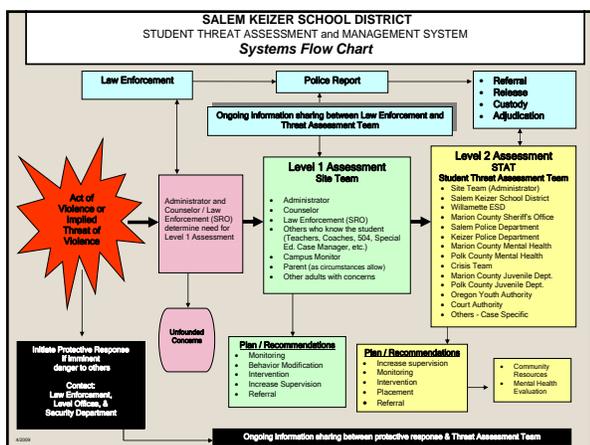
- "We wanted to strike that balance between privacy and safety and certainly emphasize that safety on a campus is paramount. As long as you can articulate what that emergency was, we're not going to be in the business of second-guessing you on that."
- Still, according to the new rules, administrators must document what emergency circumstances prompted their decision to disclose information.



Oregon statute or administrative rules that promote shared information regarding health and safety risk:

- **ORS 336.187 A and B** allow discussion and protective reporting.
- **ORS 339.312** suggests safe schools alliance between schools, Juv. Justice and law enforcement.
- **OAR 581-021-0380** outlines health and safety emergencies that obligate discussion and reporting.

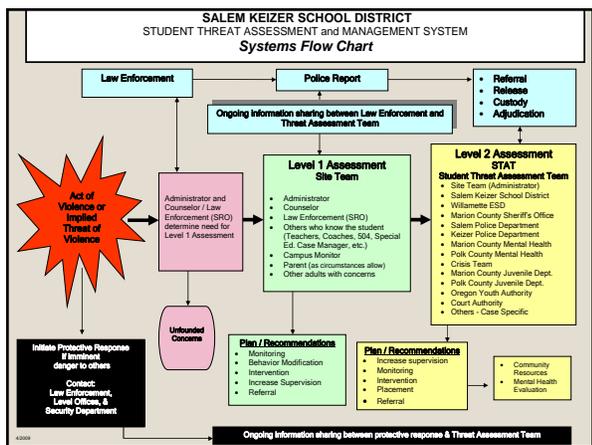




DEFINITION OF A THREAT

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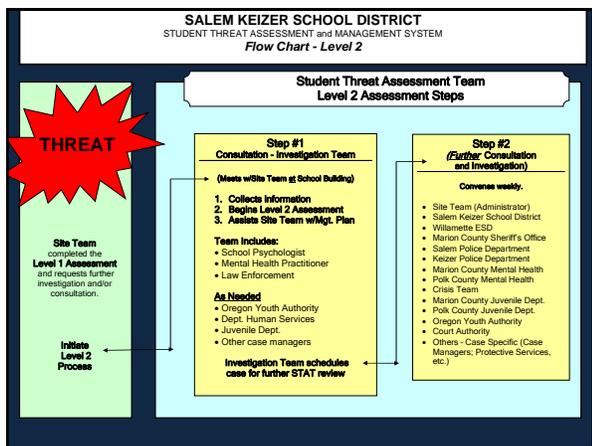
Threat Response Dismissal Form

Initiate Level 1 if the following is known or suspected

- Threat, aggression or violence is specific to identified target with motive and plan.
- Threat, aggression or violence is causing considerable fear or disruption to activity.
- Weapon at School or attempt to bring a weapon.
- There is continued intent to carry out threat.
- There is a history of threats, aggression or violence.
- Staff, parent or student intuition suggests a need to investigate threatening circumstances.
- Administrator is unable to determine if a situation poses a risk to school personnel or the community.



Level 1 Protocol



Unique Features of Your System

- FTE
- Resources
- Time
- Distance
- Training
- Frequency of meetings
- Availability
- Agency commitment
- Other



Assessment



Basics of assessment and management process

- Determine the Facts
- Initial Assessment
- Immediate Actions
- Investigation
- Continuous Assessment
- Develop Management Plan
- Follow-up



Level 1 Site-based Protocol Development

Develop a template, with identified key risk factors as well as supervision strategies, that all members of the team use as a guide during assessment. Document the use of the template in every case. Document the risk concerns and document the supervision and safety planning.



Guide



Level 1 Protocol

Student Name: Student Number: _____ DOB _____

CONFIDENTIAL

Contents of this envelope may be viewed by:

- Law Enforcement
- Administration
- District-Based Mental Health Professionals
- Others As Approved By Administration

This envelope may contain:

- Expulsion Notice
- Threat Assessment- Level 1 & 2 (STAT)
- Suicide Risk Assessment - Level 1 & 2
- Juvenile Fire Setter Assessment- Level 1 & 2
- Sexual Incident Response - Level 1 & 2 (SIRC)
- Criminal Notice (Per Oregon Revised Statute)
- Restraining Orders
- Other Court Documentation

K-12 Level 1 Specifics

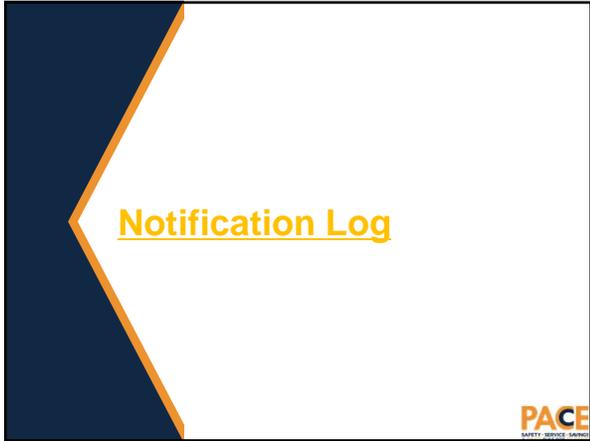
Must have:

- Plan to Protect Victim
- Notification of Threat Log
- Notification of Threat Letter

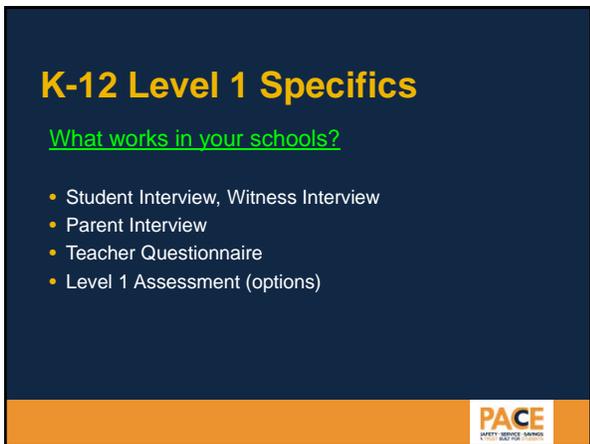


Plan to Protect Targeted Student









K-12 Level 1 Specifics

What works in your schools?

- Student Interview, Witness Interview
- Parent Interview
- Teacher Questionnaire
- Level 1 Assessment (options)



Level 1 Student Interview

PACE
SAFETY SERVICE SAVINGS
A THOMSON BRAND FOR PROTECTIVE SERVICES



Level 1 Student Witness Interview

PACE
SAFETY SERVICE SAVINGS
A THOMSON BRAND FOR PROTECTIVE SERVICES



Parent Interview

PACE
SAFETY SERVICE SAVINGS
A THOMSON BRAND FOR PROTECTIVE SERVICES

Teacher Questionnaire



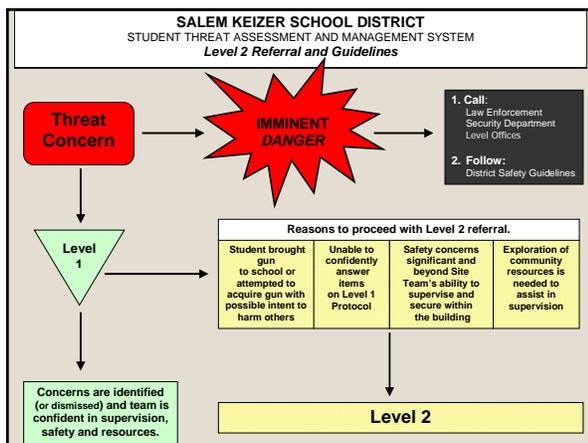
Level 1 Protocol

Management Strategies

- Protection of target
- Increase accountability for student of concern
- Increase supervision
- Monitor for weapons
- Monitor communication
 - Verbal, academic-related, social media
- Build relationships
- Increase inhibitors
- Decrease agitators
- Community resources
 - Mental health, Juvenile dept, faith community, mentoring, etc.



Level 1 Protocol



Communicating Results

- School staff
 - Supervision responsibilities/management plan
 - Situations where aggression is likely
 - Where communications are likely to be received
 - Consider level of concern
 - Lower risk = general information about process
 - Higher risk = more specific information needed for supervision/intervention
- Parents of the assessed student
- Parents of targeted student
 - Consider level of concern
 - Provide the name of the student who made the threat?

Communicating Results

- Community at large – when notification may be beneficial
 - Anonymous, specific threats
 - Identified perpetrator but causing disruption due to rumor mill
 - Student bring a gun to school and threatens, or others see it



Communicating Results (cont'd)

- Notification may include:
 - General information regarding the situation
 - Safety precautions in place
 - Presence of threat assessment and management systems
 - Confidence in safety
 - How to report concerns



Conduct Level 1 Student Threat Assessment



LAB - Paul and Roger

PAUL (age 16, Sophomore)

- Students reported that Paul had a knife and that he had cut his girlfriend on the hand.
- Paul was called in and found to be carrying a large lock-blade hunting knife.
- Paul's girlfriend confirmed this and also reported that Paul was very controlling and aggressive with her. She also reported that she was very afraid of him and thought he was eventually going to kill someone because he frequently talked of fighting or killing others who were harassing or tormenting him.
- Paul's girlfriend later denied reporting this and recanted her story. Her mother reported that she and her daughter were very fearful of Paul and did not want to be involved in any further problems. They refused to press charges.



LAB - Paul and Roger (cont'd)

PAUL (age 16, Sophomore)

- Further investigation indicated that Paul was a survivor of longstanding and considerable domestic violence (by his now imprisoned step-father). His mother had also been a victim and was isolated, fearful and hyper-vigilant, a condition she fostered in Paul. She also justified Paul's "right" to carry a weapon and even suggested that he be allowed to carry a gun as he was constantly in conflict with other youth who threatened him, beat him and tormented him.
- Further investigation indicated that Paul was marginalized, isolated and a victim of some peer bullying and victimization; however, Paul also appeared to be somewhat paranoid, in search of conflict, and preparing for a defensive or even pre-emptive strike against those he considered his enemies.



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- Paul was undiagnosed but appeared depressed and highly anxious.
- Paul was disconnected and had no identifiable positive relationships with pro-social adults.
- Paul justified his fearful preparation for combat but denied any abusive behavior toward his girlfriend, reporting that he was playing with her when he accidentally cut her hand.
- In an effort to make a deal, Paul informed on Roger, his sometimes friend, who often had several knives at school.



LAB - Paul and Roger

ROGER (age 15, Freshman)

- Roger was searched and found to be in possession of 8 knives, varying in size and style. Most of the knives were of the fantasy or heroic type design with much ornamental and embroidered features.
- Roger reported that he had the knives at school to show his friends because they were all very interested in weaponry, especially the type that accompanied fantasy games such as Dungeons and Dragons.
- Roger and his friends were viewed as average students who were somewhat immature and often involved in game playing.
- Roger had a history of impulsive and oppositional behavior as well as poor academics in middle school, but had been far more successful his first year in high school. He was involved in a school play and also participated in the school orchestra.



LAB - Paul and Roger (cont'd)

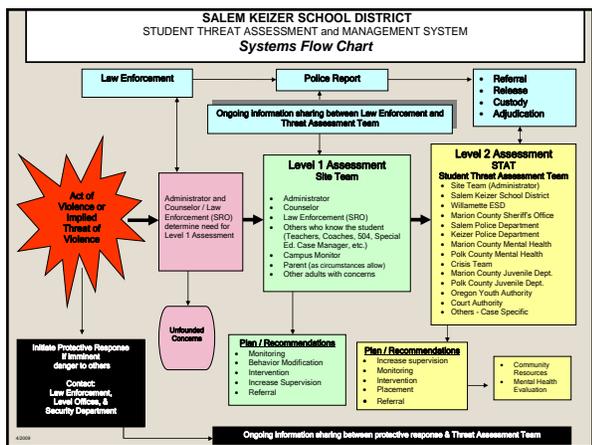
Roger (age 15, freshman)

- Roger lived with his father. His mother had abandoned the family.
- Roger's father was very cooperative with investigation and reported being very worried about Roger. He had started Roger in counseling a year prior. He appeared to be an attentive father who was doing his best with limited resources but who would welcome help.
- Roger had a good relationship with his father and two teachers in the school.
- Further investigation did not uncover any information supporting attack motive, ideation or preparation with Roger or his friends. In fact, further investigation confirmed that the boys were fascinated by knives and swords but were not using them or planning to use them as weapons against each other or other students.



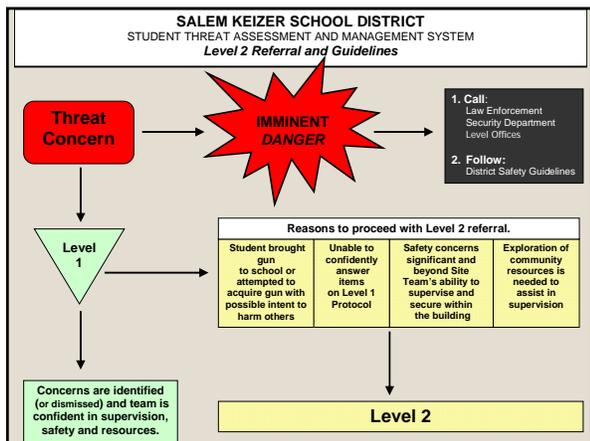
Day 2: Level 2

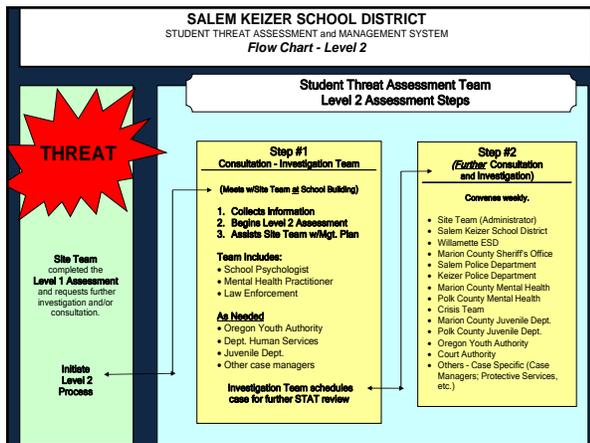




Level 2 Assessment and Community Team







Level 2 Team Design Options

1. Use Level 2 system with Investigative Team and Level 2 Investigation Protocol.
2. Level 2 is Community Team only. Develop a form documenting the demographics of each case, the inquiry and responses regarding risk factors of that case and the supervision strategies recommended.

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Moving to a Level 2 Threat Assessment?

The following questions will help determine course of action:

1. Where is the student on the aggression continuum?
2. What kind of communication has the student/students made regarding their intention to harm others? Are the communications statements of anger such as "I'm going to kill you..." or are they expressions that involve details of planning or ongoing consideration of an attack?
3. Are there any indications of a plan such as acquiring weapons, rehearsing the attack, simulation of the attack, preparations and/or scheduling the event?
4. Is the threat target-specific?
5. Are weapons or means available to carry out the threat?
6. Does the student think that he or she is out of alternatives? For example, if the student is still willing to speak with the school counselor, he or she is NOT out of alternatives.
7. Is there a motive?
8. Is the student willing to accept the consequences of carrying out the threat?
9. Will aggression likely result in severe or lethal injury?



Level 2- Investigation Protocol Options

OPTION 1:

- Level 2 Template and Investigation (Education)
- Level 2 Student Interview
- Law Enforcement Level 2
- Mental Health Level 2
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OPTION 2:

- Template
- Documentation regarding use of template and recommended supervision (could be responsibility of Site Team Case Manager)



Level 2 Assessment Template



Level 2 LEUR Investigation



Level 2 student interview



Law Enforcement Level 2



Mental Health Level 2

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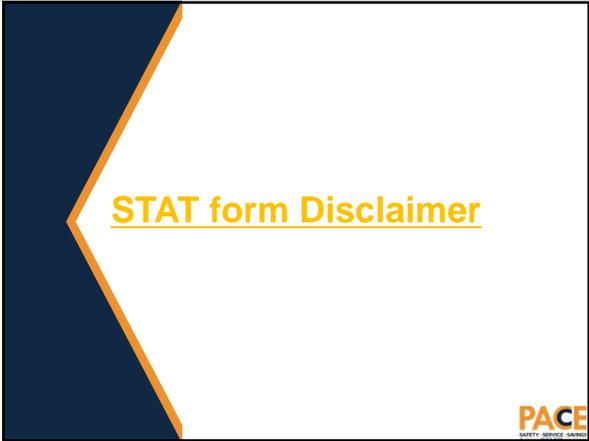
Protocols

- MOU
- Disclaimer
- Confidentiality / Statement Form
- Sign-in Sheet
- Reference and Review

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MOA for STAT

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SAFETY SERVICE TRAINING







STAT Reference and Review

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Reports and Records

- Case Notes / Personal File
- Law Enforcement Unit Record
- Level 2 Summary and Instruction Letter
- Confidential Envelope in Student Record

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Level 2 Summary Investigation

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STAT Instruction Letter with Level 2 Summary

Key Components of Threat Assessment

- Pay attention to intuition, but focus on facts.
- Focus on behavior, not profile traits.
- Review all factors as they exist within context.
- Examine behavioral progress, changes, and movement into the targeting continuum.
- Confirm information, confirm impressions.
- Address all investigative questions regarding risk.
- Focus on prevention and inhibitors, not prediction.
- Remember the goal... identify risk, decrease that risk and improve the psychological safety and learning environment.

Building a Collaboration and Choosing Members



Organizing a System

- Need, justification and authorization.
- Community ownership, commitment, and responsibility.
- Policy and procedures necessary for functioning. (Legal counsel)
- Organize resources, design system and refine.
- Training, implementation, more training.
- Maintenance of program, trouble-shooting and ongoing training.



Choosing Team Members

(Modified from US Dept of Ed. and USSS)

- An ability to relate well to others.
- An awareness and sensitivity to the difference between harming and helping in an intervention.
- A reputation for fairness and trustworthiness.
- A questioning, analytical and even skeptical mindset.
- Training in the collection and evaluation of information from multiple sources.
- Discretion and an appreciation for the importance of keeping information confidential.
- Familiarity with the contemporary issues of school and community safety.
- The ability to serve as a formal link or liaison between various systems (a "boundary spanner", a "team player" who believes in the project and the process.)
- In-depth knowledge about their own organization, resource availability, and both political and ethical boundaries.
- Full credibility and respect within their own organization.



94% of Administrators stated that:

- STAT effectively identified potentially dangerous students and situations.
- STAT had positive effects on school safety.
- STAT provided important information necessary for support, discipline, and placement decisions.
- STAT fulfills a valuable role in schools.
- In the same survey, 90% of administrators reported that STAT increased efficient coordination with law enforcement and mental health.



Benefits of a Threat Assessment System

ESD 112 Clark County 2012-13 study

- A total of **77,776** Students enrolled in the county
- A total of **181** students posed a threat and 81 resulted in a level II multi-agency community team response (less than 2%)
- **181 level I screening** by **School-based Teams** (ESD consultation on 64).
- **81 Level II Multi-Agency Community Team** (ESD coordinated)
 - 62% of the students remained in school
 - 85% remained enrolled in the same district
 - 89% remained enrolled in the county
 - 95% remained enrolled in the school setting



Benefits (cont'd)

ESD 112 Clark County 2012-13 study Cost Saving for One District student enrollment of 26,486

- A total of 24 students received a Level II assessment. Of the 24:
- 15 remained enrolled in the same school and 6 student enrolled in a school within the same county.
 - The average months enrolled was 4 months. Ranging from 1-8.
 - The total cost savings was \$80,287 by having students stay in school (\$9,558/student FTE)



Conduct Level 2 Team Assessment and Follow-up Case Review

