

**STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM**  
***Student Threat Assessment Template***  
**~ Level 2~**

<b>SITUATION OR INCIDENT FACTORS:</b>
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- Source of information regarding threat or behavior:
  - Rumor
  - First-source information (leakage, as noted above)
  - Peer report
  - Parent report
  - Teacher, staff, or other adult report
  - Other
  
- **The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern:**
- **The threat was indicated through:** specific and detailed communications; ultimatums; simple statements; reactive communications; affectations of bravado; veiled communications; vague or indirect references or warnings; fixed or ongoing themes within communications; disorganized communications; aggressive act; behavioral gestures; no actual actions.
- **Target was:** specific to person; specific to a population; focused (target and/or guardian notification complete); transient (a result of a reactive and transient situation); not noted.
- **Threat was communicated to:** potential target; others regarding potential target; as a generalized threat without a specific target; no communication.
- **Threatened aggression was:** mild (potential low impact and little to minimal injury); moderate (an injury could occur but would be short of serious or lethal); extreme or violent (serious or lethal injury).
- **Acted-out aggression was:** not present; indications of novel aggression; mild (resulted in or intended no or minimal injury); moderate (while resulting injury or intended injury is concerning, it was not serious or lethal); extreme or violent (resulted in or intended an injury that was serious or lethal).
- **Attack-related behavior:** threat and /or behavior appear reactive; while threat was specific to target, there is no noted behavior related or relevant to the pursuit of the aggressive act; plan (see below); approach behavior; research, suspicious inquiry, and/or information gathering; rehearsal/simulation (repetitive viewing); acquired or attempted to acquire weapon and/or equipment; behaving in a manner that suggests an intention to follow through on the threat; energy burst suggesting an increase or variation of previously noted activities related to target.
- **Attack schedule:** date and/or time set; implied; vague; no schedule or date indicated.
- **Plan to act out aggression:** details of plan are set; no plan noted; detailed; organized; objective plausibility; subjective plausibility (only); vague reference to threat; no reference to threat; simple; generalized (specifics difficult to determine); noted theme is to carry out threat; complex; disorganized; unclear.
- **Method of aggression:** physical; objects; sharps; guns; bombs; fire; other.
- **Weapons availability:** in home, secured; in home, unsecured; noted as available with extended family or friends; commonly available; unavailable due to security and /or supervision.

- **Suicide concerns:** suicidal ideation expressed without clear statement of intent; blatant statements regarding intent (threats); stated desire to die; stated desire to be killed; gestures; plan; plan with means; rehearsal; no indication.
- **Self-harm concerns:** cutting; burning; other.
- **Interest, orientation, and/or immersion in extreme aggression:** entertainment preferences suggest violent theme that are sequential and specific to targeted and/or vendetta violence; role models and interests suggest fascination and/or admiration for either notorious or fictional violent people and acts of violence; copycat implications; rehearsal through media or fantasy acts; intense interest in military or law enforcement paraphernalia; closely associates with weapons; fascination with weapons (type); developmentally appropriate interest; interest is for amusement only or to shock others; no interest indicated.
- **Identification:** pseudo-commando; previous attackers; as an agent or soldier of a cause or belief system; developmentally appropriate psychological identification.
- **Fixation on target:** perseveration; negative characterization; extreme opinions; angry undertones; fixation causing academic and/or social deterioration; negative emotionality within reason; none noted.
- **Motive:** control; injustice; lost love, rejection, or victimization; self-defense; recent loss; status change; humiliation; grievance; grudge; power; intimidation; bravado; extortion; other; no motive (threat was reactive).
- **Self-perspective (regarding life situation):** hopeless; desperate; overwhelmed, or highly stressed; victim of ridicule or rejection; victim of bullying; significant personal loss; loss of romantic or close personal relationship; personal failure; overly disciplined and /or punished; jealous and resentful; impacted by mental health issue (e.g., developmental limitations, disturbance of thought, mood issues); stable; untroubled; tolerable; optimistic; positive; hopeful of pro-social future; perspective is congruent with situation as seen by others; perspective is incongruent with situation as seen by others.
- **JACA (DeBecker):** justifies aggression; does not justify aggression; does not see situation as having alternatives to aggression; perceives situation as having alternatives to violence; accepts consequences of acting out aggressively; does not accept consequences of acting out aggressively; has or perceives self as having ability to act out aggressively; has or perceives self as having ability to act out in a planful and targeted aggressive manner; does not have ability to act out in a planful and targeted aggressive manner; is supervised in a manner that interferes with the opportunity to act out aggressively.
- **Perspective regarding targeted violence:** imperative; necessary; likely if something doesn't change; one of many options; a useful threat to get attention, but not an actual option; a useful threat to intimidate or for bravado, but not an actual option; denies considering as option.
- **Perspective of caregivers, peers, and education staff:** concerns regarding potential acted out extreme aggression; concerns regarding potential mild to moderate aggression; ambiguous concerns regarding aggressive behavior; concerns regarding acting out behavior; no concerns.
- **Precipitating events:**
- **Relationships with pro-social adults:** trusting and successful; trusting but emotionally temperamental; connected but superficial or shallow; disconnected and apathetic; disconnected and resentful. **List:**
- **Inhibitors/protective factors:** family support; relationship with at least one positive adult; social support; pro-social beliefs or values; commitment to school; pro-social involvement in sports, clubs, church, extra-curricular activities, band, music, pets, or other:

<b>SCHOOL FACTORS</b>
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- **504; Special Ed.; Regular Ed.:**
- **Special circumstances:**
- **Disciplinary action taken:**
- **Academics:**
- **Attendance:**
- **Attachment to school:**
- **Behavioral history:**
- **Discipline history:**
- **Educational goals or plan:**
- **Other school concerns:**

### SOCIAL FACTORS

- **Strength of relationships (general impression):**
- **Victimization history at school, home, and community (real or perceived):**
- **Social status:** high or accepted within mainstream and other groups; moderately accepted within mainstream; connected within small subculture or clique; disconnected — disinterested socially or self-committed loner with parallel social movement; rejected by mainstream and most subculture, but maintains parallel social movement; rejected and marginalized, but accepted within marginalized clique; completely rejected and marginalized; other.
- **Peer group:**
- **Role within peer group:** leadership; shared leadership; is both leader and follower; follower; connected but reserved and varies in commitment to follow; superficial, on the group's periphery, or disconnected; toady, sycophant, or servant; other.
- **Peer group traits:** pro-social; within normal/accepted range of behavior; troubled; reckless and energetic, but aggressive behavior is within norm; delinquent; high risk (engages in at-risk behavior); aggressive (views aggression as an acceptable solution to typical youth problems).
- **Community support level:** community resources employed; community resources exhausted; beginning to explore resources; no community support. **List resources being used:**

### PERSONAL FACTORS

- **Adjudication:**
- **Recent changes in behavior and/or beliefs:**
- **Pattern of behavior:**
- **Management skills for typical social conflict:** pro-social, healthy range of response within developmental expectations; limited skills but responsive to help and suggestion; few skills and mostly avoidant; uses denial or argument; verbally combative; uses bravado and intimidation; physically combative; threats of aggression or violence; other.
- **Strategies used to stop victimization, teasing or rejection:** avoids or reports trouble; appropriate use of assertiveness, negotiation, and adult resources; passively allows or compromises; enlists help of peers; bravado and posturing; threatens; physically fights back; full revenge; other.
- **Emotional coping skills and reserves:** healthy and developmentally appropriate; varies by mood and swing; immature for age; limited and shallow — few healthy strategies/low

emotional reserves; poorly developed strategies but accepts help; post-trauma or emotional distress interferes with use of skills or depletes skills quickly; has blocked skill development; other.

- **Anger management skills:** within developmental expectations; limited but defuses quickly and accepts helps and supervision; explosive and hostile; loses ability to reason and is unapproachable; loses control and is disruptive; quickly elevates to aggression; other.
- **Coping skills for change:** flexible; optimistic; anticipates consequences; tolerant within reason; disinterested; rigidity; hypersensitive and irritable; intolerant; highly frustrated; other.
- **Attitude:** sees self as superior; injustice collector; sees self as a undeserved victim due to others actions; entitled; criminal; narcissistic; has healthy view of personal strengths and weaknesses; sees self as a failure; sees self as inferior, broken, or weak; sees self as an ongoing and deserved victim due to weaknesses; other.
- **Stress level (real or perceived):** severe; moderate; low; not indicated.
- **Level of desperation or despair:** severe; moderate; low; not indicated.
- **Need for attention, recognition, or notoriety:** exaggerated; desperate; some attention seeking but typical for age and development; confident/very little attention seeking; low and avoidant.
- **Response to rules, authority, and structure:**
- **Self-perception of situation:** awareness of dysfunctional or troubled situation, and wants to change; has awareness of dysfunctional situation, but lacks concern or doesn't care; is unaware of dysfunctional or troubled situation; inaccurately views acceptable situation as dysfunctional; accurately views situation as functional.
- **Trust level:**
- **Maladjustment:** exaggerated entitlement; externalize blame; superiority; alienation; dehumanizing behavior or attitude; self-esteem; empathy; remorse; manipulative and controlling, even at the expense of others' physical comfort; lacks moral or religious beliefs; values are socially maladjusted.
- **Recent loss or loss of status:**
- **Animal abuse:**
- **Fire misuse:**
- **Property destruction:**
- **Signs or symptoms of depression (e.g., sadness, loss of interest, low energy level, , changes in sleep or appetite, sullen, moody, apathetic, etc.):**
- **Drug and/or alcohol use:**
- **Mental health diagnosis:**
- **Medications:**
- **Central nervous system damage:**
- **Impulse or inattention problems:**
- **Emotional trauma or victim of abuse:**
- **Previous psychiatric treatment or hospitalization:**
- **Past treatment/intervention accessibility and response (i.e., accessible, guarded, poor response, resistive, hostile, etc.)**
- **Planning or vision of future:**
- **Early police contact (prior to age 12) or prior arrests or convictions for aggression:**
- **Past willingness to hurt others:**
- **Past use of a weapon to hurt others:**

<b>FAMILY DYNAMIC FACTORS</b>
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- **Resides with:**
- **Guardians:**
- **Foster placement:**
- **Ward of state:**
- **Siblings:**
- **Custody:**
- **Family history of:** domestic violence; mental illness; abuse; substance abuse; criminal activity; arrests and/or incarceration for aggressive or violent crime.
- **Criminal history or law enforcement contact in family:**
- **Parents'/guardians' support level:**
- **Relationships within family structure:**
- **Parent/guardian-child dynamic:**
- **Parents' and or family's views on acceptable use of criminal behavior or criminal violence:**
- **Supervision within the household:**
- **Parental control and limitations on behavior:**
- **Computer access within home and supervision of computer access:**
- **Extended family support level:**

<b>GANG INVOLVEMENT FACTOR</b>
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- **Identification:**
- **Level of involvement:**
- **Role in gang (e.g., leader, instigator, follower, or toady):**
- **Expressed commitment:**
- **Willingness to act anti-socially on behalf of gang:**
- **Delinquent or aggressive/violent acts to date:**

<b>OTHER</b>
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- **Collateral information:**
- **Social media (list accounts used, profile information, concerning use, etc):**
- **Current or historical medical concerns:**
- **Sleep problems:**
- **History of head injuries:**

## RECOMENDATIONS

### ***STAT Level 2 - STAT Recommendations***

**These recommendations were generated through the efforts of the Mid-Valley Student Threat Assessment Team (STAT), and are for consideration in the management of threatening or dangerous circumstances involving students. STAT is a consultation team that assesses the concern for violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.**

- **Next Steps:**
  1. Case will be staffed by Mid-Valley Student Threat Assessment Team (STAT).
  2. Administrator will request further assessment if concern for aggression escalates (see Risk Factors guide).
  3. Continue Level 1 Supervision Plan.
  4. Warn intended victim(s) and/or guardians.
  5. Design and implement a safety plan (using the Plan to Protect Targeted or Victimized Student form) for identified targets/victims. Consider targeted student's physical and psychological safety needs.
  6. Protective response initiated by Security Department.
- **Individual/Student Options:**
  1. Individual Accountability Plan.
  2. Initiate Suicide Risk Assessment (use District Suicide Risk Assessment Protocol).
  3. .
  4. Student will self-manage. Describe:
  5. Student will identify triggers and agitators and agrees to "safe room" or resource of support.
  6. Diversion.
- **School Options:**
  1. Review educational plan.
  2. Consider the making the following firearms admonition to guardians: "Firearms are the responsibility of the owner. Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations have been discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home." Document the date, time, and place of the admonition, as well as the guardian's response.
  3. Consider specialized class options.
  4. Develop travel card and time accountability.
  5. Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
  6. Refer student to social skill building programs.
  7. Consider social skill building programs.
  8. Increase supervision in the following settings:
  9. Make modifications of daily schedule (e.g., late arrival or early dismissal).
  10. Require entry/exit check with:
  11. Alert staff and teachers on a need-to-know basis.
  12. Decrease or eliminate pass time or unsupervised time.
  13. Conduct intermittent check of backpack, locker, pocket, purse, etc.

14. Assign identified staff to build trusting relationship through check-in or mentorship: administrator; mentor; child development specialist/counselor; school resource officer; teacher; other.
15. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
16. Offer other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
17. Identify and further develop activities, relationships, or experiences of value that inhibit the possibility of the student acting out.
18. Provide school counselor, or other school-based mental health intervention.
19. Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.
20. Refer to district social worker.
21. Referral to appropriate school team to consider alternative placement, such as administrative transfer, expulsion, or interim alternative educational setting (IAES), per district policy. (If criteria are met, district may unilaterally remove the student to IAES; however, if the student is receiving specialized instruction, the IEP team decides the actual placement.)
22. Recommend home supervision pending further assessment.
23. Refer to appropriate Special Ed. Team to consider: psycho-educational evaluation for special education; review of education goals and placement options; or referral to alternative education placement. (NOTE: If the student is on an IEP/504 plan, any change in placement or Special Education services must be done through the Special Education team process or 504 team process.)
24. Refer to behavior specialists, behavior team, or other behavior support resources.
25. Continue to monitor communications and behavior for an escalation of concerns for aggression (see Risk Factor guide).
26. Conduct safety planning at site of attendance.
27. Other school option:

- **Family / Home Options:**

1. Increase supervision.
2. Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
3. Use a Family Social Media Contract or refer to [www.common sense media.org](http://www.common sense media.org) for information on appropriate youth media.
4. Safety proof home.
5. Request that parents increase supervision and vigilance.
6. Refer for domestic violence intervention and safety planning.
7. Refer parent to parenting classes.
8. Review and pursue crisis and/or mental health services.
9. Other:

- **Community Options:**

1. Refer to Youth Service Team or other community-based youth support team.
2. Recommend mental health evaluation.
3. Review mental health options and providers for possible evaluation and/or counseling.
4. Refer to anger management program.
5. Refer to alcohol and drug evaluation and/or counseling.
6. Refer to parenting programs.
7. Refer to mentoring programs.

8. Notify probation/parole officer.
9. Refer to faith-based community programs.
10. Foster positive community activities and interests.
11. Explore grant money assistance for inhibitors and other needs.
12. Other:



## LEVEL OF CONCERN RUBRIC AND GLOSSARY

**TARGETED THREAT:** The attacker considers and selects a particular target prior to an attack. The consideration occurs through the process of an idea with motive, planning, preparation, and eventually action.

**REACTIVE OR AFFECTIVE THREAT:** The attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult, or other affront. The behavior is often a temporary, explosive, or impulsive act without pre-meditation, planning, plotting, or specific targeting. Reactive behavior can be a function within a pattern of socialization, as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

**MILD TO MODERATE AGGRESSION:** This involves harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

**EXTREME OR VIOLENT AGGRESSION:** This involves harmful behavior that is directed at another person(s) and causes or is intended to cause serious or lethal injury.

### **LEVEL OF CONCERN FOR AGGRESSION:**

Levels of concern are transitory and can either decrease or increase as a result of changes in circumstances (e.g., supervision, monitoring, intervention, etc.). The assignment of a level of concern is, at best, useful in assisting and supporting management recommendations. Note that a situation may have features from more than one level, and thus change as a result of addressing those features.

### LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR

#### **LOW OR MINOR:**

- Vague or indirect information contained within the threat is inconsistent.
- The threat is implausible or lacks detail and realism.
- The context of the threat suggests that action is unlikely.
- Little history exists of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior is aggressive but has little potential for physical injury (e.g., minor bullying).
- Threats are for stress relief, bravado, and affect.

#### **MODERATE:**

- Indication exists of some premeditation or planning, with general implications of place, time, and target (but still short of detailed plan).
- No strong indication exists of preparatory steps, although, there may be some veiled reference or ambiguous evidence of a threat possibility (e.g., reference to gun availability or fascination with movie with theme or sequence for a specific violent act).
- Some inhibitors present, as well as an indication of desire for help.

#### **HIGH:**

- Threat or behavior is targeted and appears to pose serious danger to others.
- Threat is direct, specific, detailed, and plausible.
- Information suggests the presence of concrete preparations, target, and planning.

- Few inhibitors are present.
- The student sees no or few alternatives to action.
- Precipitating events identified, with justification and the acceptance of consequences.
- The student is likely to qualify for immediate arrest or hospitalization.

**IMMINENT:**

- Same criteria as “High,” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

<p><b>LEVEL OF CONCERN FOR REACTIVE/AFFECTIVE BEHAVIOR</b></p>
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**LOW OR MINOR:**

- Responsive to interventions.
- Has little or no history of affective hostility or violent reaction.
- Behavior is reactively aggressive, not violent, and has little potential for physical injury.
- Behavior is for stress relief, bravado, and affect.

**MODERATE:**

- Interventions are effective, but student can be resistive and hostile given the identified agitation. The student is somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.

**HIGH::**

- Behavior is frequently impulsive, reactively aggressive, or violent.
- Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable to restrain aggression/violence.
- The student is unresponsive or has limited response to intervention.