

**STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM**  
***LEUR Investigation***  
**~ Level 2~**

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Administrative Case Manager: \_\_\_\_\_

DOB: \_\_\_\_\_

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Special Circumstances: \_\_\_\_\_

Name of Guardian: \_\_\_\_\_

Date(s) of previous Level 1 or Level 2 Assessments:

\_\_\_\_\_

\_\_\_\_\_

This summary was generated through the efforts of the Student Threat Assessment System (a set of protocols used by members of the Mid-Valley Student Assessment Team, referred to as "STAT"). The summary is taken from an investigation focused on the risk factors identified in the United States Secret Service Safe School Initiative, the Four-Pronged Assessment model recommended by the NCAVC and FBI, and aggravating factors identified by experts within the field of threat assessment. The summary: 1) identifies concerns that arose during the investigation; 2) communicates the case disposition (i.e., interventions, supervision planning, and aggression mitigation strategies); and 3) identifies situational factors that may increase the potential for extreme aggression. It is to be used for consideration in the supervision, intervention, and management of threatening or dangerous circumstances involving students. It is not a prediction of future violence, nor is it a foolproof method of assessing an individual's short- or long-term risk of harm to others.

Since it is an examination of current circumstances (and as these circumstances change, so too does potential for aggression), please review the contents while being mindful of supervision, intervention, and the passage of time. For information regarding the STAT threat assessment process, a complete list of the investigated incident factors summarized below, or the further clarification regarding the contents of this report, please contact STAT as represented by \_\_\_\_\_ at \_\_\_\_\_ School District, \_\_\_\_\_ (phone number)

**STUDENT THREAT ASSESSMENT TEAM (STAT)**

The \_\_\_\_\_ Student Threat Assessment Team or STAT is comprised of the following: \_\_\_\_\_

\_\_\_\_\_ (enter your agencies here (i.e., school district, sheriff's office, police department, mental health agencies, juvenile authorities, etc.))

STAT is a consultation team that assesses risk of 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.

Other students/people involved (supporting/allowing the threatening behavior, communication, or ideation):

Student Name(s): \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name(s): \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name(s): \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name(s): \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name(s): \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Information was gathered from the following sources of information:

- Cumulative file review, including confidential file
- Review of discipline records
- Academic-related materials, such as journaling, artwork, etc.
- Student/family criminal history
- Student interview
- Student witness interview
- Parent interview (if not in attendance)
- Teacher/staff questionnaires (if not in attendance)
- Search of belongings
- Search of social media activity
- Other: \_\_\_\_\_

<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; other.
- **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; other.
- **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); no threat of aggression; other.
- **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); other.
- **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; other.
- **Attack schedule:** date and/or time set; implied; vague; no schedule or date indicated; other.
- **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; other.
- **Method of aggression:** physical; objects; sharps; guns; bombs; fire; no method noted; other.
- **Weapons availability:** in home, secured; in home, unsecured; noted as available with extended family or friends; available in community; unavailable due to security and /or supervision; other.
- **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; other.

- **Self-harm concerns:** cutting; burning; no self-harm; 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; other.
- **Identification:** warrior or pseudo-commando; previous attackers; as an agent or soldier of a violent cause or belief system; developmentally appropriate psychological identification; no identification noted; other
- **Fixation:** increasing perseveration on negative/violent cause or person; vigilantism; negative characterization; extreme opinions with angry or violent undertones; fixation causing academic and/or social deterioration; negative emotionality within reason; none noted; other.
- **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); other.
- **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; other.
- **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; no JACA elements noted.
- **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; other.
- **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; other.
- **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, 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 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); other.
- **Community support level:** community resources employed; community resources exhausted; beginning to explore resources; no community support. **List resources being used:**
- **Other concerns:**

### PERSONAL FACTORS

- **Adjudication/law enforcement contact:**
- **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 an 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; other.
- **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; other.
- **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; other.
- **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/symptomology:**
- **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:**
- **Other concerns:**

## FAMILY DYNAMIC FACTORS

- **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; other.
- **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:**
- **Other concerns:**

## GANG INVOLVEMENT FACTOR

- **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:**
- **Other concerns:**

## OTHER

- **Collateral information:**
- **Social media (list accounts used, profile information, concerning use, etc):**
- **Current or historical medical concerns:**
- **Sleep problems:**
- **History of head injuries:**
- **Cultural considerations:**
- **Other concerns:**

## LEVEL OF CONCERN

- **Statement of concern:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Use the attached rubric to assist with determining the following levels of concern.**

- There is no evidence or indication (through investigation of incident factors) that the student is making or posing a threat of targeted aggression (i.e., planning, rehearsing, preparing, or in any way attempting to target individuals or groups for aggressive attacks).
- There is no evidence or indication of a reactive threat of aggression. \_\_\_\_\_  
\_\_\_\_\_
- The results of the threat assessment indicate that the situation identified above is, at this time, considered (*choose one*: low; low to moderate; moderate; moderate to high; high) concern for reactive aggression (defined below).  
\_\_\_\_\_  
\_\_\_\_\_

*Reactive behavior occurs when the attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult, or other affront. It 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.*

- Reactive aggression may cause or is intended to cause serious or lethal injury. \_\_\_\_\_  
\_\_\_\_\_
- The results of the threat assessment indicate that the situation identified above is, at this time, considered (*choose one*: low; low to moderate; moderate; moderate to high; high; imminent) concern for targeted aggression (defined below).  
\_\_\_\_\_  
\_\_\_\_\_
- Targeted aggression may cause or is intended to cause serious or lethal injury. \_\_\_\_\_  
\_\_\_\_\_
- The results of the threat assessment indicate that the student identified above is making or indicating threats of targeted violence; however, the student does not appear to be behaving in a manner that is consistent with an intention to follow through on threats (see “*attack-related behavior*,” noted under Situation/Incident

Factors, above). Therefore, the situation is considered low concern for targeted aggression (defined below). To further monitor for increase in targeted violence risk factors, see attached list of risk factors. \_\_\_\_\_

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*Targeted behavior occurs when the attacker considers and selects a particular target prior to attacking. The consideration occurs through the process of an idea with motive, planning, preparation, and eventually action.*

### **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 Management 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.
6. Consider targeted student's physical and psychological safety needs.
7. Initiate protective response.

**As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.**

**Additionally, consider restorative practice as you address consequences and discipline.**

- **Individual/Student Options:**

1. Individual Accountability Plan.
2. Initiate Suicide Risk Assessment (SRA).
3. No-harm contract signed.

4. Student will self-manage. Describe:
5. Student will identify triggers, identify agitators, and agree to “safe room” or resource of support.

- **School Options:**

1. Refer to trauma-informed intervention program/process.
2. Consider strategies for problem-solving the grievance (e.g. mediation, counseling, restorative practices, etc.)
3. Review educational plan.
4. Consider 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.
5. Inform guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If a guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform protective services. Document the date, time, and guardian’s response.
6. Consider specialized class options.
7. Implement travel card and time accountability.
8. Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
9. Consider social skill building programs.
11. Increase supervision in the following settings:\_\_\_\_\_.
12. Make modifications of daily schedule (e.g., late arrival/early dismissal).
13. Require entry/exit check with:\_\_\_\_\_.
14. Alert staff and teachers on a need-to-know basis.
15. Decrease or eliminate pass time or unsupervised time.
16. Conduct intermittent checks of backpack, locker, pocket, purse, etc.
17. Assign identified staff to build trusting relationship through check-in or mentorship: administrator; mentor; child development specialist/counselor; school resource officer; teacher; other.
18. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
19. Offer other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
20. Identify and further develop activities, relationships, or experiences of value that inhibit the possibility of acting out.
21. Provide school counselor or other school-based mental health intervention.
22. Request parent/guardian consent for an authorization form to allow communication between the school and medical/mental health provider.
23. Refer to district social worker.
24. Provide referral to appropriate school team to consider alternative placement, such as administrative transfer, expulsion, or interim alternative educational

- setting (IAES), per district policy. (If risk criteria are met, the district may unilaterally remove a student to IAES; however, if the student is receiving specialized instruction, the IEP team decides the actual placement.)
25. Recommend home supervision pending further assessment.
  26. Refer to appropriate Special Ed. Team for (psycho-educational evaluation/ special education; review education goals and placement options; referral to alternative education placement.) (NOTE: If student is on an IEP/504 plan, any change in placement or special ed. services must be done through the Special Education Team process or 504 Team process.)
  27. Refer to behavior specialist, behavior team, or other behavior support resources.
  28. Continue to monitor communications and behavior for an escalation of concerns for aggression (see attached Risk Factor guide).
  29. Conduct safety planning at the site of attendance.
  30. Referral for diversion.
  31. Other school option: \_\_\_\_\_.
  32. Refer to restorative practice program/process. For example, if both parties are amenable (student/s with problematic behavior and those they have harmed or threatened), conduct a meeting allowing those who have been harmed or threatened to describe the impact of the behavior and the type of actions necessary to repair hurt, restore trust, and discuss how to move forward from the isolated incident.

- **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. Safety proof home.
4. Other: \_\_\_\_\_
5. 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 usage.
6. Request that parents increase supervision and vigilance.
7. Refer for domestic violence intervention and safety panning.
8. Refer to parent training classes.
9. Review and pursue crisis and/or mental health services.

- **Community Options:**

1. Refer to Youth Service Team or other community-based youth support team.
2. Refer for district (STAT) mental health evaluation.
3. Review mental health options and providers for possible evaluation and/or counseling.
4. Consider anger management programs.
5. Alcohol/drug evaluation and/or counseling.
6. Other: \_\_\_\_\_
7. Refer to mentoring programs.
8. Notify probation/parole officer.
9. Connect to faith-based community programs.
10. Foster positive community activities and interests.
11. Explore grant money assistance for inhibitors and other needs.
12. Refer to parenting programs.

# LEVEL OF CONCERN RUBRIC and GLOSSARY

(Note: The following reference is provided to define the terms and statements made within this report. For further questions, please refer to [www.studentthreatassessment.org](http://www.studentthreatassessment.org) or call \_\_\_\_\_ at (phone number).

## BEHAVIOR

**TARGETED:** 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:** 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:** Harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

**EXTREME OR VIOLENT AGGRESSION:** 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.

<b>LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR</b>
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### 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, or target (but still falls short of a 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 a movie with theme or sequence specific violent act).
- Some inhibitors are present, as well as an indication of a 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.
- Student sees no or few alternatives to action.
- Precipitating events identified, with justification and the acceptance of consequences.
- 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.

<b>LEVEL OF CONCERN FOR REACTIVE/AFFECTIVE BEHAVIOR</b>
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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 the 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.

## **RISK FACTORS**

The following is an abbreviated list of actions, behaviors, and circumstances that may indicate greater concern for targeted violence. If you have concerns, please contact your school administrator or principal, the school resource officer, or \_\_\_\_\_ at (phone number) for further consultation. If you have concerns of imminent danger, contact law enforcement immediately by calling 911.

- 1. Has there been a shift toward a threat of extreme aggression or violence?** Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.
- 2. Have there been threatening communications suggesting a potential violent attack?** Is the communication an expression that suggests details of planning or ongoing consideration of an attack? Communications may include verbal expressions, artwork, email, Internet messages, texts, written language exercises, or any other medium of communication. A communication can also be made by indirect, veiled, or casual references to possible harmful events, warnings of potential harm, or references to past violent events such as school or community shootings.
- 3. Are there indications of a specific target or targets?** Is there an ongoing consideration or focus on a person or a group of people?
- 4. Are there indications of a motive, goal, or justification for a serious or lethal attack?** While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control and is often disguised as revenge or a vendetta for lost love or humiliation, and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive themes of loss, being wronged, or excessive anger.
- 5. Are there any indications of behavior that increase the possibility of violence**

**occurring?** Such indications may include a plan, acquiring weapons, rehearsing, or practicing the attack, scheduling the attack, or other preparations. A communication that threatens an attack is only an expression and does not suggest a “posed threat” unless there are behaviors supporting the intent to carry out the attack. Many threats are not stated with clearly expressed language but are indicated by veiled threats and/or behavior that relates to a possible attack. Attack-related behavior includes, but is not limited to, the following:

- A plan to carry out a targeted act of aggression against a specific individual or group. A plan would have a sequence of actions necessary for its success. The more plausible the plan, the greater the risk.
- The acquisition of a weapon, the attempted acquisition of a weapon, or research about how to acquire a weapon. If the threat is the use of physical force to the point of serious or lethal injury, then the physical force is the weapon.
- The rehearsal of the event or a similar event. Rehearsal is like simulation or practice. Rehearsal can be indicated through art, fantasy games, writing, film projects, or other opportunities that allow role-play or practice. It can also be indicated by the use of movies, Internet sites, or video games that have themes and sequences of violence that can serve as a simulation or practice. However, it must be noted that the use of such games or films as entertainment does not lead or cause students to act out violently. Their use is only attack-related behavior when it serves as rehearsal or practice.
- Scheduling an attack. Scheduling the act can be indicated through vague communication or actually noted in clear detail. Sometimes, the schedule is flexible, awaiting a triggering event (e.g., teasing, rejection, or loss) that further justifies the violence and locks it in as the only solution.

- 6. Are actions and behaviors consistent with communications?** If threats are made but not accompanied by attack-related behaviors, motives, or a specific target(s) consistent with that threat, then the risk decreases.
- 7. Is there peer collaboration?** Are peers aware of, or concerned about, a potential attack? Are peers encouraging the attack?
- 8. Are alternatives and emotional coping reserves decreasing?** For example, a person who is low on coping strategies or alternatives may consider violence to be the only option available to solve their problems.
- 9. Are there indications of suicidal thoughts?** Is there a history of suicidal ideation, gestures, references, or intent? A desire to die, be killed by another, or commit suicide, combined with a threat to harm others, increases the overall risk, especially if the suicidal behavior is one feature of a plan to kill others and carry out revenge or justice. If there is a risk of suicide, consider a Suicide Risk Assessment or seek advice and/or assessment from a doctor or mental health professional.

**10. Are there personality or behavioral traits, family dynamics, school system issues, or social dynamics that lead to a more vulnerable and potentially dangerous situation?** Reckless and vindictive behavior, family dysfunction, academic failure, and social crisis are all risk factors that can aggravate an escalating situation.

**UPDATES AND FOLLOW-UP NOTES**

**Date:**

**Date:**

**Date:**

**Date:**

**Date:**