

THREAT ASSESSMENTS IN SCHOOLS: THE SALEM-KEIZER SYSTEM

HISTORY OF THE STUDENT THREAT ASSESSMENTS

- Exceptional Case Study Project by US Secret Service in 1998
- National Center for the Analysis of Violent Crime in 2000
- **Safe School Initiative** - US Secret Service and US Dept of Education in 2002

10 KEY FINDINGS OF SAFE SCHOOL INITIATIVE

1. Incidents of targeted violence at school are rarely sudden, impulsive acts.
2. There is no accurate or useful 'profile' of a school shooter/attacker.
3. Shooters/attackers had known difficulty coping with loss or personal failure. Most had considered or attempted suicide.
4. Shooters/attackers perceived or experienced severe longstanding rejection and bullying by peers.
5. Motives were mostly revenge and problem-solving.

Vossekuil, B., et al (2002)

10 KEY FINDINGS OF SAFE SCHOOL INITIATIVE

6. In many cases, peers knew of plan ahead of time (some collaborated).
7. Prior to most incidents, other people knew about the attacker's ideas and/or plan to attack.
8. All attackers used guns. Most shooters had ready access to guns. Some made considerable efforts to acquire guns.
9. Most attackers did not threaten their targets directly prior to attack.
10. Most shooters/attackers were of concern to parents, teachers and/or Peers.

Vossekuil, B., et al (2002)

TARGETED VS. REACTIVE THREATS AND BEHAVIOR

Targeted aggression - Motive, planning, preparation, action. Minimal or no emotion. Goals are power, revenge, dominance, money, sexual gratification.

Reactive aggression - Temporary, without planning, preparation. Characterized by anger and rage, or defensiveness. Goal is to eliminate the threat.

Predatory vs. Affective Violence - Cat stalking a bird vs. defensive, cornered cat

Transient threat - Expressed during emotional situations; lack plan or intent.

Substantive threat - Premeditated; involve plan, intent, and means

Van Dreal (2011)

THREAT ASSESSMENT SYSTEMS OBJECTIVES

1. Identify and 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 students that pose threats to other students and/or staff.
3. Maintain a sense of psychological safety among students, teachers, and parents, fostering an environment that allows for teaching and learning that is free of the distraction caused by fear

Van Dreal (2011)

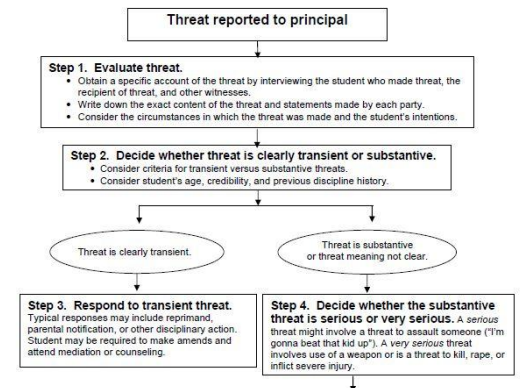
ADVANTAGES OF A THREAT ASSESSMENT SYSTEM

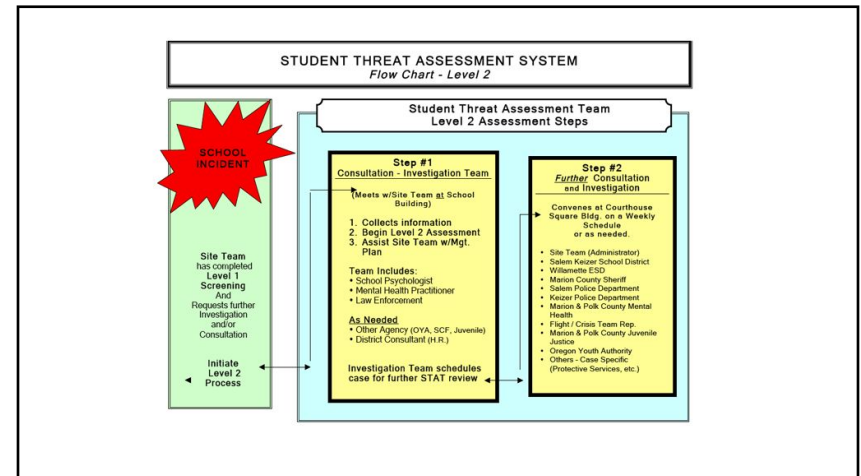
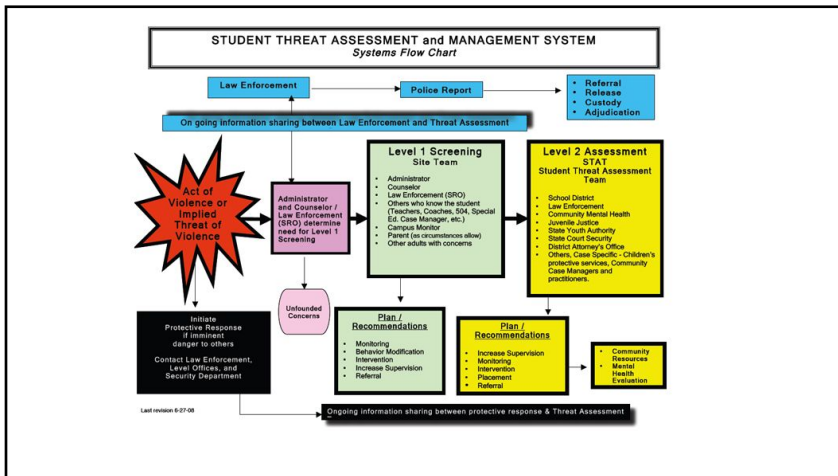
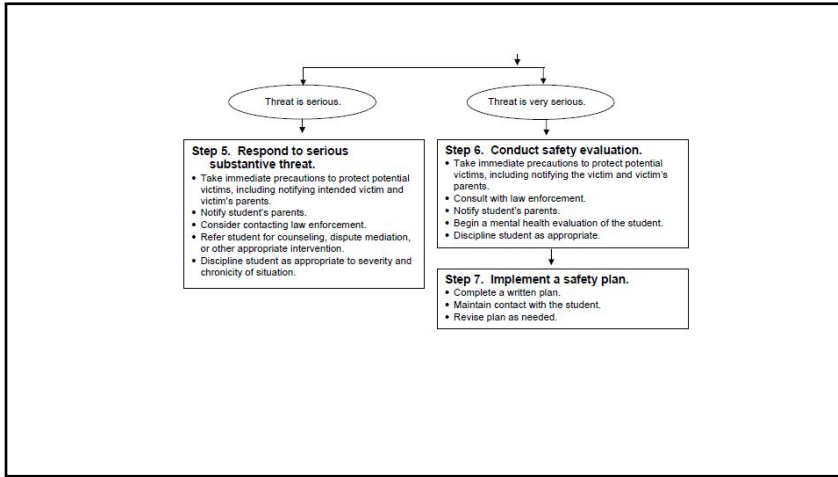
- Shared ownership, shared responsibility, decreased liability
- Multi-discipline, multi-agency
- Community collaboration and ownership
- Identification of risk in clear terms
- Interventions and supervision strategies that fit the situation and accurately address risk
- Safely keeps many students in school who would otherwise be removed through expulsion or by other means
- Increases both the physical safety of a school and the psychological sense of safety
- Recommended by US Departments of Education, Justice Dept.

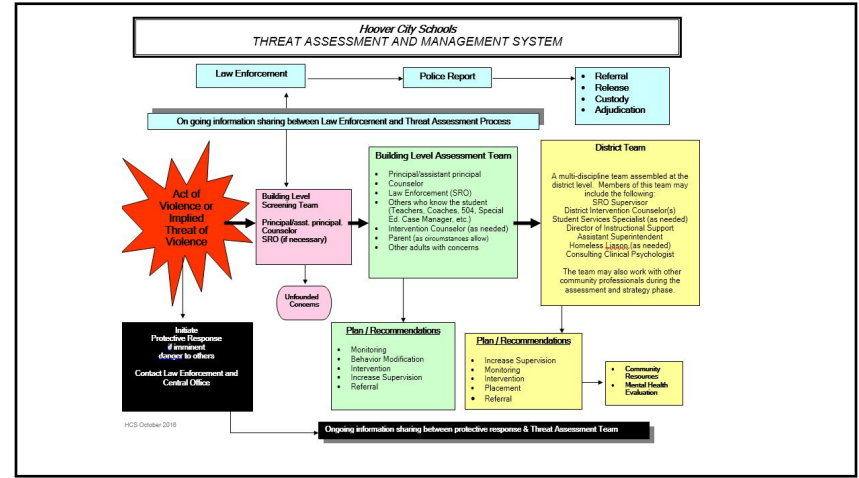
Van Dreal (2011)

VIRGINIA MODEL OF THREAT ASSESSMENTS

Cornell (2010)







Building Level Screening Team HCSS October 2018

Initial Threat Assessment Screening Form
To be completed by the Building Level Screening Team

Student Name: _____ School: _____ Date of Incident: _____
 Today's Date: _____ Student's Date of Birth: _____ Student Age: _____ Grade: _____

The parent/guardian has been notified that this screening is being done.
 The parent/guardian has not been notified of this meeting because: _____

Circle threats or dangerous situation using the continuum below:
 ← Push Slap Bite Scratch Kick Throw Object Hit Hit w/Object Fight Sexual Coercion Strangle Beat Stab Rape Shoot Bomb →

Complete the checklist marking: yes, no, or unknown.

	Yes	No	Unknown
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.			
There is continued intent to carry out threat.			
There is a history of threats, aggression, or violence.			
Staff, parent, or student perceives threatening circumstances.			
Team cannot determine if this specific situation poses a risk to school personnel or the community.			

Unfounded Concerns – proceed to backside of form; file in counselor's office
 Founded Concerns – proceed to the Building Level Assessment Team (Green Level.)

Administrator's Signature _____ Date _____ Counselor's Signature _____ Date _____ SRO's Signature _____ Date _____

ATTACH COPIES OF APPROPRIATE STATEMENTS ABOUT THE INCIDENT FROM STUDENT(S) AND/OR STAFF.

BUILDING-LEVEL THREAT ASSESSMENT PROTOCOL

Step 1: Safety of Building

Step 2: Incident Information (Includes Student, Parent, and Teacher Questionnaires)

Step 3: Team Assessment (Information from Questionnaires used to complete Assessment)

Step 4: Supervision Plan (Suggested School Interventions, Home/Community Interventions)

HCS Student Threat Assessment and Management System Teacher / Staff Questionnaire

Administrator:

Contact teacher / staff and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess any situation that may be dangerous for the student, other students and/or staff. Request that teacher / staff **keep this information completely confidential** and complete this questionnaire as thoroughly as possible. (The numbers in parenthesis at the end of each question refer to the corresponding questions that are to be addressed by the Building Level Assessment Team).

One or more of these warning signs may be displayed before an individual becomes violent, but does not necessarily indicate that an individual will become violent. This questionnaire is an examination of current circumstances. As these circumstances change, so too does risk potential. Review the following questions while being mindful of supervision, intervention and the passage of time.

Student's Name: _____ Date: _____

Administrator: _____

Teacher / Staff Name: _____

Teacher/Staff: Please address the following questions and return to administration **in an hour or less:**

HCS Student Threat Assessment and Management System Parent Questionnaire

Administrator:

This questionnaire is only to be completed by a school counselor (or administrator) as a supplement to the Building Level Assessment (by phone or in person) if a parent/guardian does not attend the Assessment. Address the following questions through a personal conversation with open-ended query. Do NOT ask the guardian to read and complete the questions by themselves.

Although a parent/guardian can provide crucial information regarding a situation, do not delay the Building Level Assessment if the parent is not available, is unwilling, or if the Team determines that the parent should not be included at this time.

The following is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the following questions while being mindful of supervision, intervention and the passage of time.

Student's Name: _____ Date: _____

Administrator's Name: _____

Parent / Guardian's Name: _____

Person completing the questionnaire: _____

Contact parent / guardian and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess situations that may be dangerous for the student, other students, and/or staff.

HCS STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM Summary of Student Interview

Interview should be done in an open-ended discussion format; this form should be completed after interviewer (typically the counselor) is out of student's presence. **DO NOT** have student fill out this form.

HCS District STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM Building Level Assessment Team Protocol

Student Interview, Parent/Teacher Questionnaires **MUST** be completed prior to Team Assessment Meeting. Data is used to complete Team Assessment.

Step 3: Team Assessment

Each question is a prompt for exploration of circumstances that may involve the escalation of aggression or violence. Please note concerns by each item. Use the *Companion Guide* for a complete explanation of each question. Review the questions below as an outline for a guided conversation investigating the circumstances of potential violence by one or more students.

****To be Completed by the Team during the Building Level Assessment Meeting****

HCS District STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM
Building Level Assessment Team Protocol

Step 4
Supervision Plan

Suggested School Interventions (Check if implemented):

- 1. Revision of schedule (class/teacher, etc.)
- 2. Modifications to daily schedule (come early/stay late)
- 3. Check in daily/weekly with Counselor or Principal/AP
- 4. Random check of backpack, locker, pocket, purse, etc. by:
 - Principal Assistant Principal Counselor
 - SRO Other _____
- 5. Behavior Contract _____
- 6. Time out or "cool down" emergency plan _____
- 7. Saturday/Friday school 55 Second Chance*
 - New Beginnings _____
 - Assign Peer Helper _____
- 8. Social skills instruction with ISS teacher, counselor, or IEP case manager _____
- 9. Plan for alternate area to dress in/out for PE _____
- 10. Supervision during passing time Increase or eliminate pass time or unsupervised time _____
- 11. Supervision before/after school _____
- 12. Specialized lunch plan (with friend, in alternate area, increased supervision, etc.) _____
- 13. Assign identified staff to build trusting relationship through check-in or mentoring Principal Assistant Principal Counselor SRO Teacher Other _____
- 14. Develop strategies to alleviate stress, tension and aggravating circumstances. _____
- 15. Recommend IEP/504 Team to consider additions or changes, if needed. _____
- 16. Recommend IEP/504 Team to consider additions or changes, if needed. _____

Person Responsible for implementing:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____

*NOTE: If student is on an IEP/504 plan, any consideration for change in placement or Special Ed services must be done through the Department of Instructional Support Services

Review:

Principal/Assistant Principal will review the status of this plan and revise as needed on: _____
(Review date should not exceed 30 days) (date)

OR

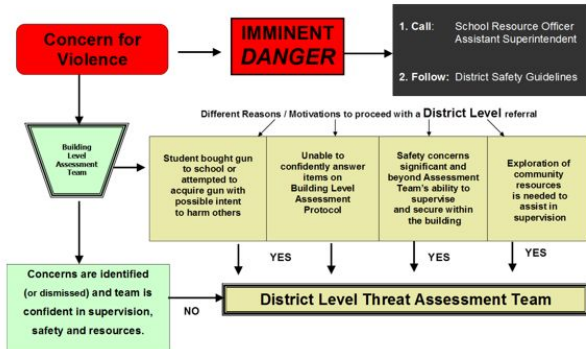
Consider requesting a District Level Threat Assessment IF:

1. You have clear concerns but are unable to confidently answer questions on this protocol, AND/OR
2. You have confidently answered the questions on this protocol and have safety concerns that are beyond your Building Level Team's ability to supervise and secure within the building, AND/OR
3. You have exhausted your building resources and would like to explore community support to assist you with supervision, AND/OR
4. If student(s) of concern brought a gun to school or attempted to acquire a gun with intent to harm or intimidate others.

Refer to HCS District Threat Assessment Team

While awaiting the District Level Team Meeting, school staff should utilize the Supervision Plan/Discipline consequence (Step 4) to manage the situation and document interim steps taken by the Building Level Assessment Team.

HCS Student Threat Assessment and Management System
District Level Referral and Guidelines



CITATIONS

Cornell, D. (2010). The Virginia Model for Student Threat Assessment.

Van Dreal, J. (2011). *Assessing Student Threats: A Handbook for Implementing the Salem Keizer System.*

Vossekuil, B., Fein, R. A., Reddy, M., Borum, R., & Modzeleski, W. (2002). *The final report and findings of the Safe School Initiative: Implications for the prevention of school attacks in the United States.* Washington, DC: U.S. Secret Service and U.S. Department of Education.

ADDITIONAL RESOURCES

Mid-Valley Model of Threat Assessment:

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

Virginia Model of Threat Assessment:

<http://curry.virginia.edu/research/projects/threat-assessment>

The Final Report and Findings of the Safe School Initiative:

<https://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf>

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