

Threat Screening & Assessment

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Presenting from Oahu, Hawaii
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Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Disclaimer and Funding Statement

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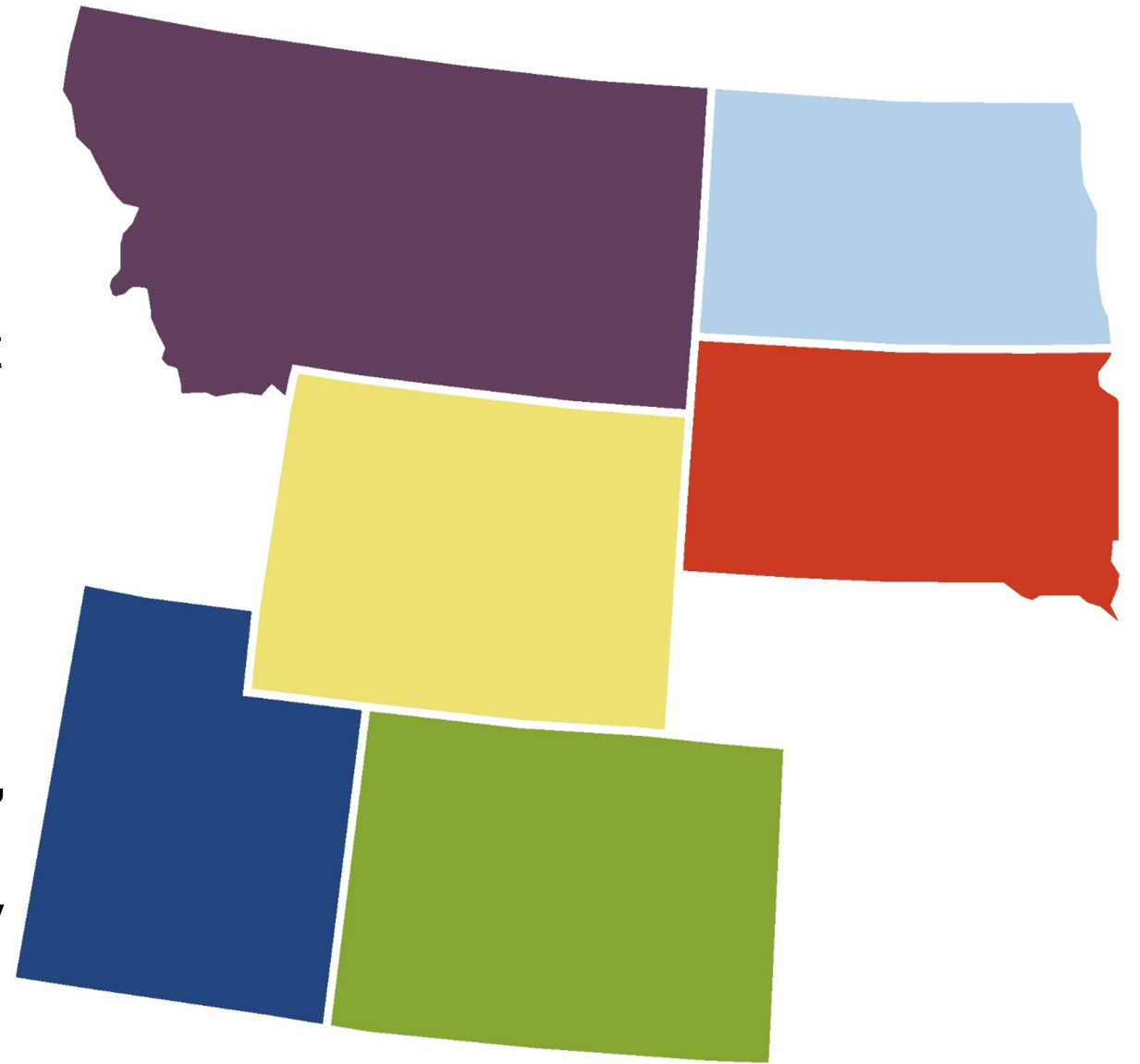
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The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

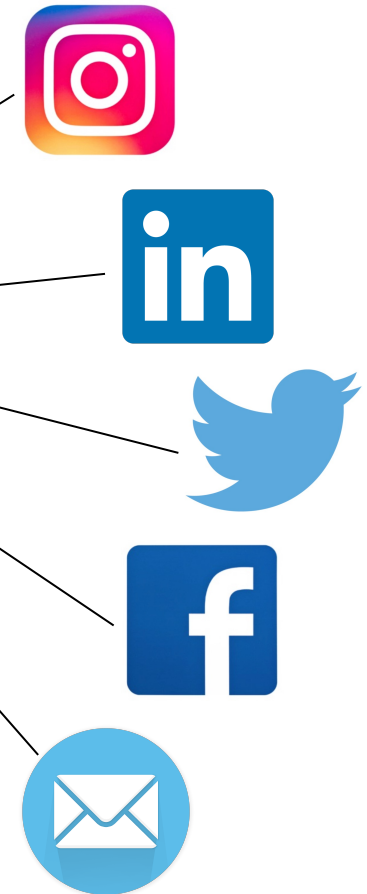
NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Stay Connected

Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!



Welcome!

- Who are we?
- Who are you?
- Why are you here today/What are you hoping to learn?
 - Drop it in the chat



Rationale for Threat Assessment

According to the U.S. Department of Education: Guide for developing high-quality school emergency operations plans (2013), research shows that perpetrators of targeted acts of violence engage in both covert and overt behaviors preceding their attacks. They consider, plan, prepare, share, and in some cases, move on to action. One of the most useful tools a school or facility can develop to identify, evaluate, and address these troubling signs is to develop a systematic way to addressing threats. The threat assessment initiative serves to protect the interest of those students or people involved in the incident and assist with follow through of aftercare.

Types of Threats: Transient

- Transient threats often are rhetorical remarks, not genuine expressions of intent to harm. At worst, express temporary feelings of anger or frustration. Usually can be resolved on the scene or in the office.
- Examples of Transient Threats
 - “I’m gonna beat you up” – said as a joke
 - “I’m gonna kill you” – said in the heat of competition during a basketball game
 - Two students use their fingers to “shoot” one another while playing cops and robbers
 - “I’m gonna bust you up” – said in anger but then retracted after the student calms down
 - “I could break you in half” – said to intimidate someone but retracted after the student calms down
 - “I’ll get you next time” – said after a fight but retracted after the two students reconcile
 - “Watch out or I’ll hurt you” – said to intimidate someone but retracted after the student calms down
 - “I oughta shoot that teacher” – said in anger but retracted after the student calms down
 - A student is found with a pocket knife that he accidentally left in his backpack

Types of Threats: Serious

- Serious threats are statements that express an intent to physically injure someone beyond the immediate situation. There is at least some risk the student will carry out the threat. When in doubt, treat threats as serious.
- Examples of Serious Threats:
 - A student threatens to hit or strike a classmate with his fist.
 - A student says she is going to beat someone up after school.
 - A student sends a note saying, “I’m going to punch you out tomorrow at the bus stop.”
 - A student tells a classmate, “Rob is gonna get jumped at lunchtime.”
 - Two students say, “We’re gonna get him alone and rough him up today.”
 - Two students exchange threats and then throw rocks at each other
 - “I’m gonna bust you up” – said in anger and not retracted later
 - “I could break you in half” – said in an intimidating manner, followed by stony silence
 - “I’ll get you next time” – said after a fight and the student refuses mediation
 - “Watch out or I’ll hurt you” – said by a student with a history of bullying
 - “I oughta hit that teacher” – said by a student who later denies making the statement
 - A picture is drawn of another student /teacher being killed or dead

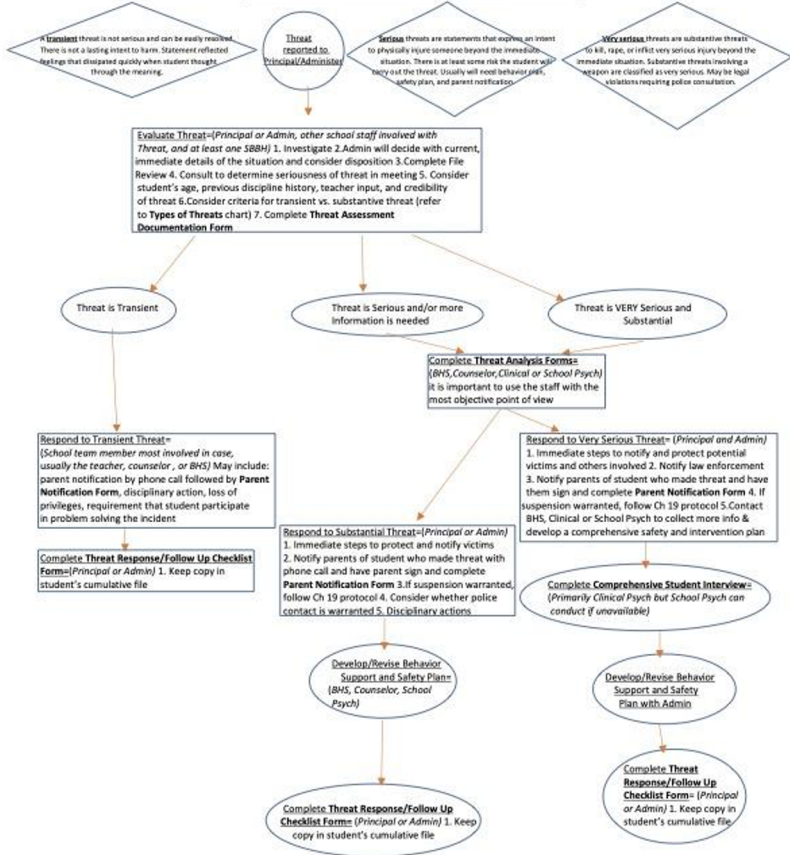
Types of Threats: Very Serious

- Very serious threats are substantive threats to kill, rape, or inflict very serious injury beyond the immediate situation. Substantive threats involving a weapon are classified as very serious. May be legal violations and require police consultation.
- Examples of Very Serious Threats
 - “I’m gonna kill you” – said while holding a weapon and not jokingly
 - A student tells several classmates that he has prepared a hit list of people whom he intends to shoot on the following Monday
 - A student is found to have bomb-making materials in his home and a map of the school with marked locations for placing bombs
 - A student who threatened to stab a classmate is found to have a pocket knife in his backpack
 - A student says that he is tired of being bullied on the school bus and plans to bring a gun to defend himself
 - A student brings a baseball bat to school and threatens to use it to beat up another student
 - “There’s a bomb in the building” – said in a phone call made by a student who later is found to have bomb-making materials and plans at home.
 - A male student has been stalking a female student and threatened to sexually assault her
 - A student tells a classmate, “I’m gonna strangle him until he’s dead.”
 - A student tells a classmate, “I’m gonna let the air out of him today” (meaning stab him with a knife)

Quick Scenario

- Keanu and Tommy, 3rd graders, are playing 4-square at recess/free time. Tommy consistently is getting Keanu “out” and Keanu becomes frustrated. The Aide overheard Keanu telling Tommy, “if you get me out again, I’ll kill you.” After the administrator talks to Keanu (utilizing the screening form), he says he didn’t mean it and was just angry.
- What type of threat is this: Transient, Serious, or Very Serious
- Answer in the Poll

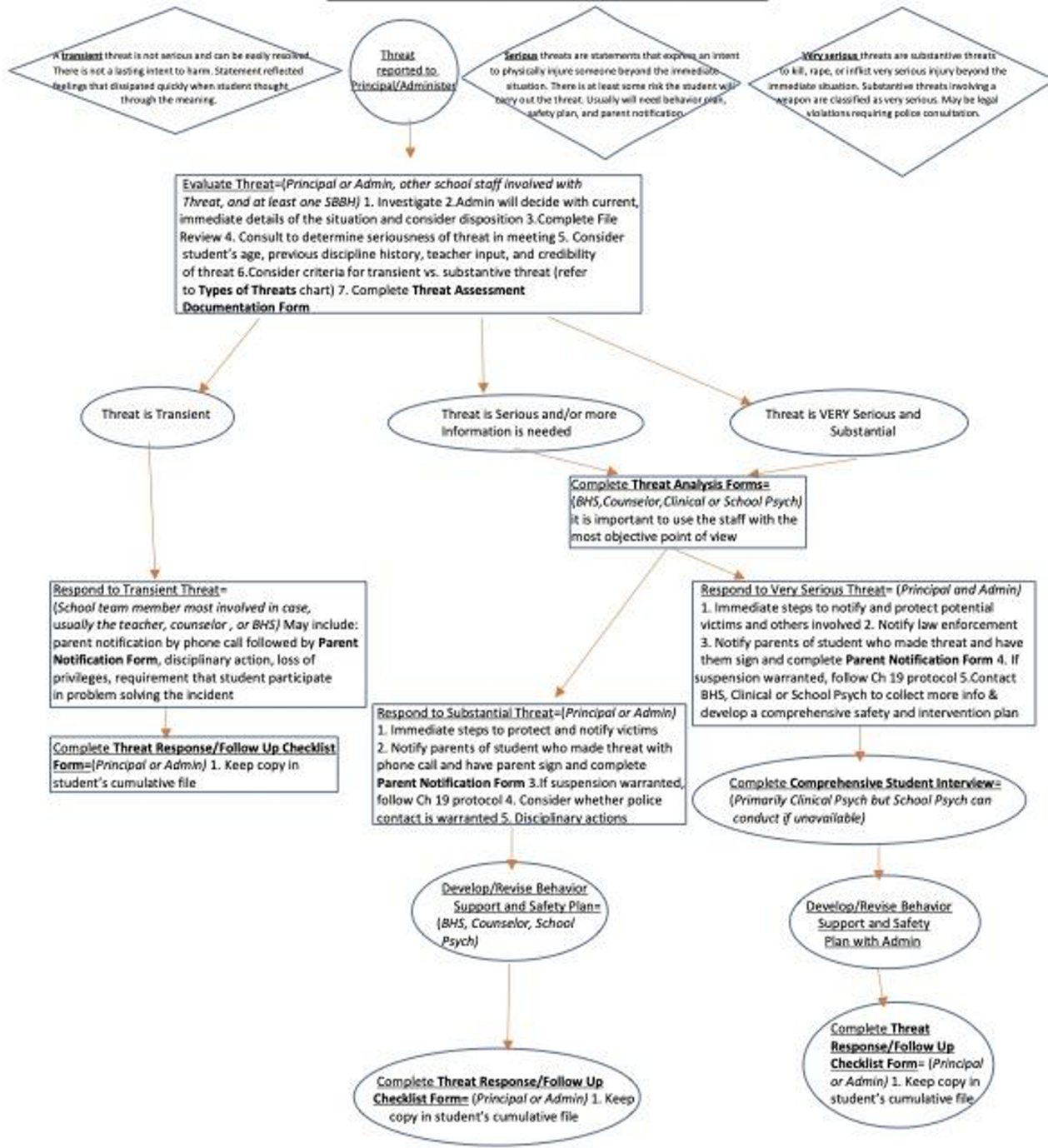
THREAT RESPONSE FLOW CHART



ALL RESPONSE TO THREATS DOCUMENTS RETURNED TO ADMIN TO COMPLETE THREAT RESPONSE FORM FOLLOW-UP
 Created by Traci Effinger, M.S., School Psychologist, Central District, Hawaii Department of Education

Activity Time!

THREAT RESPONSE FLOW CHART



Threat Assessment Flow Chart

Threat Analysis Form

Recipient (target) of threat or Witness to threat, but not recipient

Witness name and grade or title: _____

We are concerned about student safety at our school. We want to talk with you about what you heard or saw today.

1. What exactly did [student who made the threat] say or do? (Write the witness's exact words.)

2. What do you think they meant when saying or doing that?

3. What is your reaction to what was said or done? Do you think he or she might actually try it? (Gauge whether the person who observed or received the threat feels frightened or intimidated.)

4. Do you have any ideas about why they might have said or done this? (Find out whether witness knows of any prior conflict or history behind this threat.)

For any intended victim(s), ask:

5. Is there any way we can support you so that you feel safe?

Threat Analysis Form- Witness(es)



Threat Analysis Form

(Directed at student who made the threat)

We are here to talk with you about something you said or did today that made us concerned about student safety.

1. Can you tell me exactly what you said or did? (Write the student's exact words.)

2. What did you mean when you said or did that?

3. What was the reason you said or did that? (Find out if there is a prior conflict or history to this threat.)

4. How do you think [person who was threatened] feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)

5. What are you going to do now that you have made this threat? (Ask if the student intends to carry out the threat.)

6. What did you think would happen if you [carry out the threat]?

7. What do you think we should do?

- (If a weapon was mentioned or referenced, ask questions 8 and 9):
8. Are there guns or weapons in your home?

9. If you wanted a gun or weapon, how would you get one?

Threat Analysis Form- Student



Parent Notification Form

Date of Threat: _____ Date Parent Notified by Phone: _____

Student Name: _____

Parent/Guardian Picking up Student: _____

Description of Threat

School/Program Action Taken: _____

Recommendations Made to Parent: _____

Follow-up regarding this incident will convene on _____ (Month, Day, Year) by (Circle One) Telephone, _____, or meeting, with the following attendees:

_____ Title _____
_____ Title _____
_____ Title _____

I understand the seriousness of the incident made in this report. I will participate in the recommendations made by the team to best support the health, safety and well-being of the child.

_____ Date: _____

Parent/Guardian

Date Notification Sent Home to Parents: _____

Parent Notification Form



Threat Assessment Documentation

This form should be used to document the threat assessment team's response to a student threat of violence. School administrators are advised to consult their division policy on record keeping for these forms. This form is intended to be used in conjunction with the **Threat Response Flow Chart**.

General Information

Your name: _____ Position: _____ School: _____

Name of student: _____

Date learned of threat: ___/___/___ Date threat occurred: ___/___/___

Who reported threat? _____ Location of threat: _____

What was the threat that was reported? _____

Student Who Made Threat

Grade: _____ Gender: M F

Special Education (if applicable): Yes _____ No

Recipient of Threat

Number of Victims: 1 2 3 4 5 or more

Primary Recipient(s) Names/Grades: _____

Recipient witnessed the threat Yes No
Recipient previously bullied the student Yes No

Threat Details

Had or sought accomplices Yes No
Reported the threat as a specific plan Yes No
Wrote plans or a list Yes No
Repeated the threat over time Yes No
Student previously bullied the recipient Yes No
Had prior conflict with recipient (within 24 hours of threat) Yes No
Mentioned a weapon in the threat Yes No
Used weapon in the threat Yes No

Threat Assessment Documentation (Threat Response Follow up Checklist)



File Review:

1. Relevant background information: _____

2. Early behavior problems Yes No
Explain: _____
3. History of school discipline problems Yes No
Explain: _____
4. School attendance concerns Yes No
Explain: _____
5. History of threatening/bullying behavior, aggression
or violent themed drawings or stories Yes No
Explain: _____

Threat Level Determination

Principal or other Administrator, School Psychologist, Counselor, General Education Teacher, Special Education Teacher and/or other staff members meet to determine the level of threat and follow-up action.

Meeting date: _____

Decision Point: Threat is...

- Transient
- Serious.
- Very Serious or More Information Needed

***For next steps, refer to
Threat Response Flow Chart**

Signature: _____ Title: _____

Signature: _____ Title: _____

Signature: _____ Title: _____

Threat Assessment Documentation (Threat Follow up Checklist) : Page 2



Threat Response/Follow-Up Checklist
(to be completed by a principal or administrator)

<u>Action</u>	<u>Person Responsible</u>	<u>Date Completed</u>
<input type="checkbox"/> Parent conference and letter sent home	_____	_____
<input type="checkbox"/> Restorative Practices	_____	_____
<input type="checkbox"/> Detention (number of days): _____	_____	_____
<input type="checkbox"/> Suspension (number of days): _____	_____	_____
<input type="checkbox"/> Expulsion recommended	_____	_____
<input type="checkbox"/> Crisis Plan	_____	_____
<input type="checkbox"/> Behavior Support Plan created	_____	_____
<input type="checkbox"/> Other disciplinary action:	_____	_____
_____	_____	_____
_____	_____	_____

<u>Interventions and Safety Precautions</u>	<u>Person Responsible</u>	<u>Date Completed</u>
<input type="checkbox"/> Interviewed/advised student	_____	_____
<input type="checkbox"/> Interviewed/advised student's parents	_____	_____
<input type="checkbox"/> Consulted with staff members	_____	_____
<input type="checkbox"/> Interviewed/advised other students	_____	_____
<input type="checkbox"/> Law enforcement consulted	_____	_____
<input type="checkbox"/> Law enforcement contact with student	_____	_____
→Consequence of legal action (probation, detention, release into parent's custody, etc.):		

<input type="checkbox"/> Student already receiving Special Education or other services; referred to the team for review		

<input type="checkbox"/> Mental health consultation conducted by internal agency (DOE)		

<input type="checkbox"/> Mental health consultation conducted by an outside agency (court, DSS, psychologist, etc.)		

<input type="checkbox"/> Parents of the threat recipient notified		

<input type="checkbox"/> Conflict mediation		

<input type="checkbox"/> School-based counseling		

<input type="checkbox"/> Alter schedule of the student to increase supervision or minimize contact with the recipient		

<input type="checkbox"/> Provide outside resources for student/family if determined necessary		

<input type="checkbox"/> Change in transportation (bus suspension, special transportation, etc.)		

<input type="checkbox"/> Other safety precautions (please list):		

Threat Response Follow Up Checklist: Page 3



Comprehensive Student Interview

- Should only be used by a mental health professional or those with advanced threat assessment training
- PDF is included in the folder for reference or those able to use
- If you're to the point where an interview needs conducted, please call or refer out to a mental health professional.



CASE STUDY

Scenario: Taylor is excited to be back at school, as there is some sense of hope that normalcy will return after months of alternating between in-person and virtual schooling. She feels the energy and excitement not felt in months about the basketball game on Friday, with one exception. Jordan has been posting concern social media posts that show increased anger and frustrations with the division and fighting in our country, increased discontent with school, and themes of hopelessness that things won't go back to normal. Today, Jordan is making little eye contact and Taylor tries to engage him. She asks if he's going to the basketball game and he responds with "I'm thinking about it, but there's stuff I need to take care of. People need to pay for hurting others." When Taylor asks what he means, Jordan responds, "you'll find out soon enough. You're cool but others need to watch their backs." At first, Taylor thinks nothing of it but then recalls their advisory group discussed telling a trusted adult when someone is struggling. Something doesn't feel right. Is this one of those times?

Taylor comes to you and tells you the scenario and about her concerns.



Breakout Groups

- You are the program/school team who has come together to analyze the level of threat for the previous scenario
- Use the “Threat Assessment Flow Chart” & “Threat Analysis Form” to discuss next steps
- Formal Threat Assessments should only be conducted with those who are from a mental health background and/or have received advanced training- but you can “refer”
- You will have 10 minutes to work in your team
- Please be ready to share your rationale after we return to the large group



Debrief

- Each group to share
- What did you learn?
- Was it difficult/easy to match the tool to the problem the “student” presented?
- Do you think these tools will be useful in your daily practice?
- What barriers may you encounter with implementation?

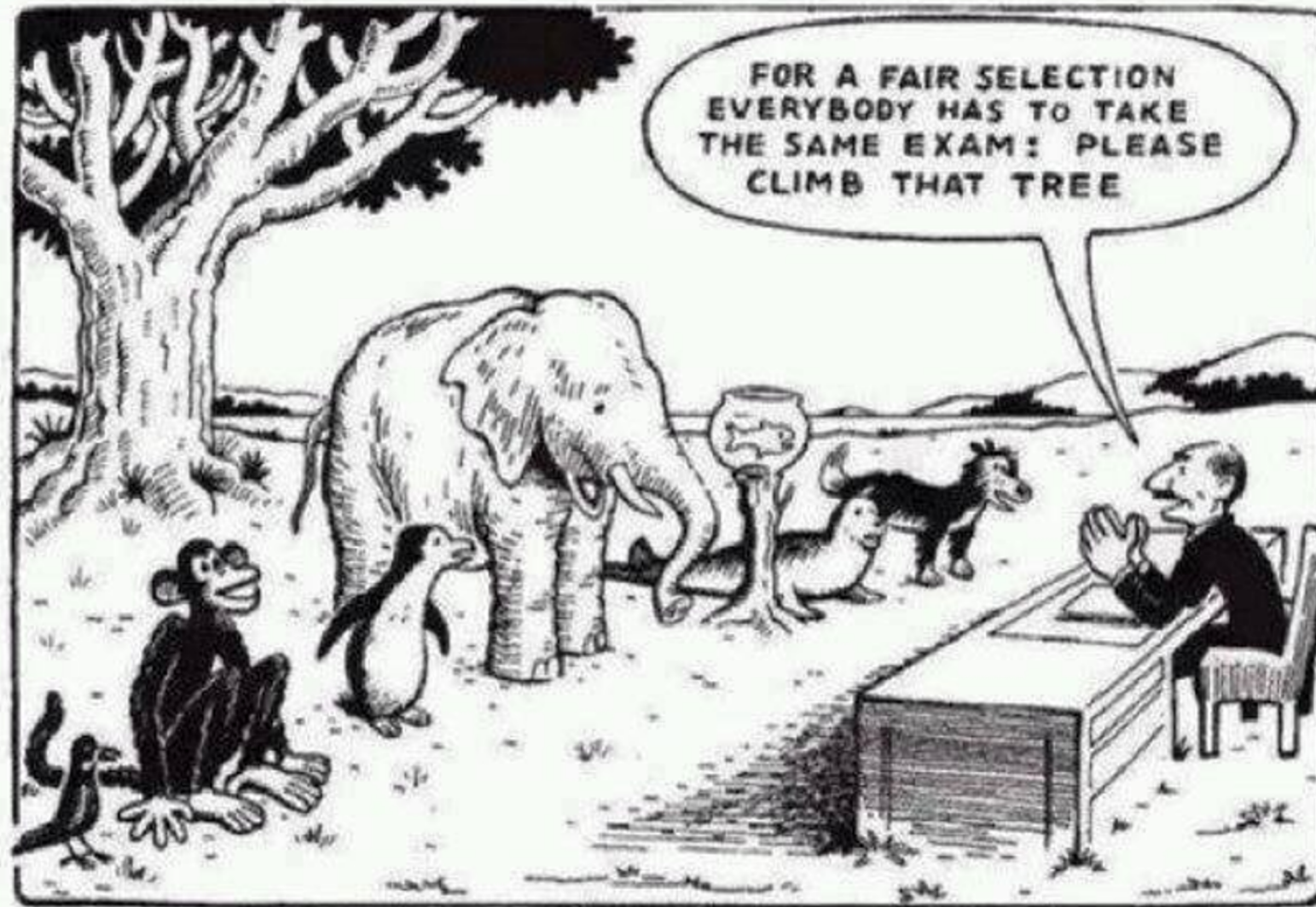
Contact Us

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Q&A




Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

References

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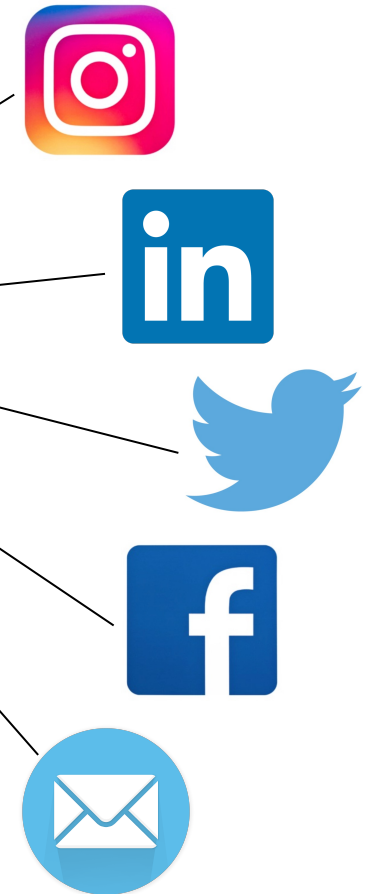
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Thank You!



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