

Threat Assessment in School

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January 12, 2018

Risk Factor for Potential Violence

Family history

Early indicators of violent tendencies

Individual factors

Mental health factors

Criminal background

Social Factors

Environmental & Situational Factors

Precipitating events

Warning Signs for Potential Violence

Verbal indicators

Behavioral or physical clues

Bizarre thoughts

Obsession

What is a Threat?

A threat is an expression of intent to harm someone.

Threats can be verbal, gestured or written.

They may also be direct or indirect.

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

Types of Threats

Direct - “I’m going to stab you”

Indirect - “I have the means to do major destruction”

Third Party - “He’s going to get what’s coming to him”

Conditional - “Change my grade or I will kill you”

Veiled - “My brothers in Columbine knew how to set things right”

Threat Assessment Team

School administrator

Mental health
professional (school
psychologist, school
counselor, social
worker)

School resource
officer

Other professionals
(school nurse,
teacher)

Components of Threat Assessment

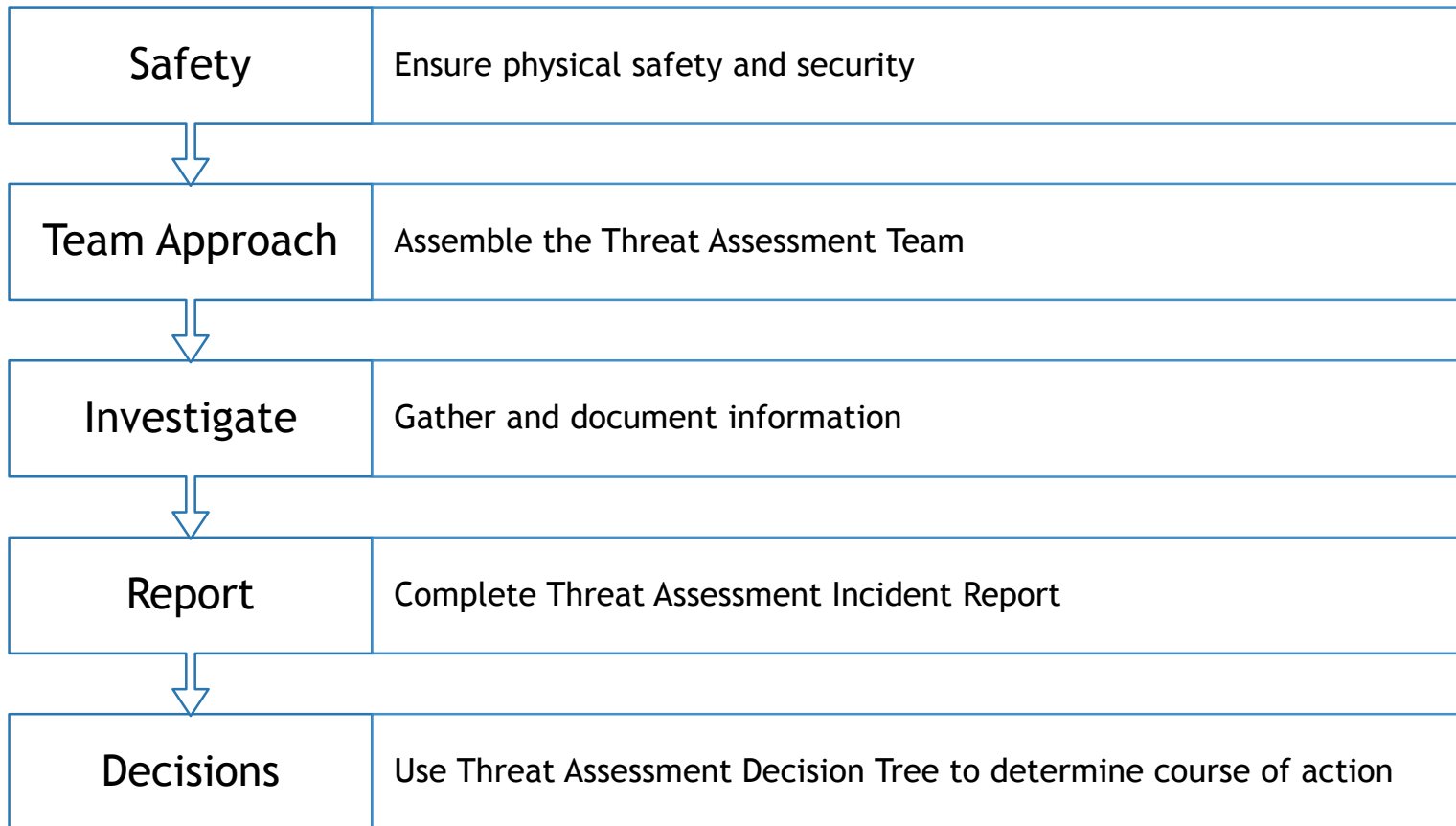
Identification

Evaluation

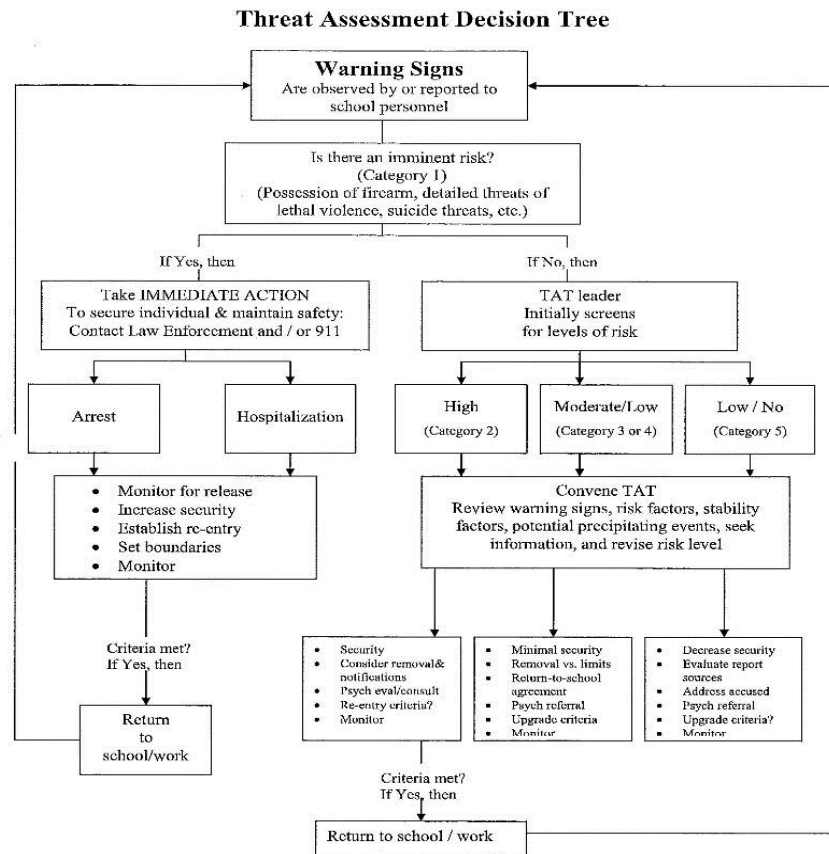
Intervention

Follow-up

Identification



Threat Assessment Decision Tree



Threat Assessment Incident Report

Threat Assessment Incident Report

Completed by: _____ Title: _____ Date: _____
Threat-maker's Name: _____ Student: __ Parent: __ Staff: __ Other: __
If a student: School: _____ DOB: _____ Grade: _____
Person(s)/site threatened: _____
Name of reporting party: _____ Relationship to Student: _____
Other Students involved as witnesses or participants: _____

Date of Incident: _____ Time of incident: _____
And/or date school official was notified of concern: _____ Time: _____
Content of Threat: _____

Incident

Describe the facts of the incident. Include the language of the threat and the sequence of events.

When and where did this take place? _____

Who was there? Include any witnesses: _____

What happened immediately prior to the incident? _____

What was the Teacher/Admin/Staff/Student response? _____

Describe immediate impact/result of what happened? _____

What is the current status of the person making the threat? _____

Action Taken

Threat-Maker Interviewed by: Name: _____ Title: _____ Date: _____

Parent Notified: Yes / No Name: _____ Date: _____ Time: _____

Evaluation

Interviews

- ▶ Capacity
- ▶ Communication or evidence
- ▶ Others with concerns
- ▶ Exhibits warning signs
- ▶ Determine risk factors
- ▶ Determine **Category of Risk**

5 Category of Risk

- ▶ Imminent Risk
- ▶ High Violence Potential
- ▶ Moderate Risk
- ▶ Minor Risk
- ▶ Low/No Risk for Harm

Threat Assessment Initial Review

Threat Assessment Initial Review

This form may assist you in defining the category of risk and determining necessary follow-up. The threat should be assessed within the same school day that the administrator is made aware of the threat. Only school staff trained in threat assessment may complete the threat assessment interview. Any written evidence should be attached to this form. Any verbal evidence should be quoted as clearly as possible.

Anyone threatened by the student should be notified immediately.
Parents of students who are threatened should be notified of the threat
as soon as possible.

Risk Factors

1. Does the student intend to harm anyone?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

2. Does the student have access to weapons/explosives?

a. Does the student have any weapons/explosives in his/her possession?

Yes: ____ No: ____ Unsure: ____

b. Does the student have access to weapons in his / her own home or someone else's home?

Yes: ____ No: ____ Unsure: ____

c. If guns / weapons / explosives are in the home, are they locked-up?

Yes: ____ No: ____ Unsure: ____

d. If yes, where are the keys? _____

Evidence: _____

Discussion: _____

3. Does the student have the ability to use the weapons?

Yes: ____ No: ____ Unsure: ____

Evidence: _____

Discussion: _____

Threat Assessment Categories of Risk

Threat Assessment CATEGORIES OF RISK

Category 1: High violence potential, qualifies for immediate arrest or hospitalization.	Imminent Risk for Harm: An individual is, or is very close to behaving in a way that is potentially dangerous to self or others. Examples include detailed threats of lethal violence, suicide threats, possession / use of firearms or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest.
Category 2: High violence potential, does not qualify for arrest or hospitalization.	High Risk for Harm: An individual has displayed significant Early Warning Signs, has significant existing risk factors and / or precipitating events, and has few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management.
Category 3: Insufficient evidence for violence potential, sufficient evidence for repetitive and / or intentional infliction of emotional distress upon students, co-workers, supervisors, or others.	Moderate Risk for Harm: An individual has displayed some Early Warning Signs and maybe existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.)
Category 4: Insufficient evidence for violence potential, sufficient evidence for unintentional infliction of emotional distress upon students, co-workers, supervisors, or others.	Minor Risk for Harm: An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well established. There may be evidence of unintentional infliction of distress on others (insensitive remarks, "teasing" taken too far, etc.)
Category 5: Insufficient evidence for violence potential, insufficient evidence for infliction of emotional distress upon students, co-workers, supervisors, or others.	Low / No Risk for Harm: Upon assessment, it appears there is insufficient evidence for any risk for harm. Situations under this category can include misunderstandings, poor decision-making, false accusations from peers (seeking to get other peers in trouble, etc.)

Intervention

- ▶ Develop a goal and plan to address behavior, teaching, and supporting new behavior
- ▶ Police and mental health involvement may be necessary
- ▶ Warn intended victims (and parents)
- ▶ Consider alternate placement and/or disciplinary actions
- ▶ Provide the appropriate school and community referrals
- ▶ Complete the ***Coordination and Monitoring Interventions Form***
- ▶ Set up a timeline to review plan and monitor interventions

Duty to Warn

School districts have a duty to warn if threats are specific and substantive.

School psychologists/counselors and others have a duty to breach patient confidentiality and warn if threat is specific and substantive.

School districts may release confidential pupil records (general and special education records) to protect the safety of others.

Threat Assessment Team Follow Up

1

Threat Assessment Team reconvenes to review plan outcomes

2

Determine level of on-going supervision and support

3

Follow up with law enforcement and applicable referral agencies



Comprehensive School Safety Plan

Comprehensive School Safety Plan

Annual Review and
Revision Due by
March 1st

Assess current status of school
crime

Identify strategies and programs
that maintain school safety

Address school's procedures for
compliance

Ed. Code: 32282 & 32286

Elements of Comprehensive School Safety Plan

- A. Child Abuse Reporting Procedures
- B. Disaster Response (including SEMS, NIMS)
- C. Suspension/Expulsion Policies
- D. Notifying Teachers of Dangerous Pupils
- E. Discrimination/Harassment Policy
- F. School-wide Dress Code
- G. Safe Ingress and Egress Procedures
- H. Safe and Orderly Environment
- I. Discipline Rules and Procedures

Mental Health Professionals and Law Enforcement on Campus



Recommends guidelines to include:

- ▶ Roles and responsibilities of professionals
- ▶ Strategies to create and maintain positive culture
- ▶ Support school safety
- ▶ Prioritize mental health intervention services
- ▶ Restorative justice programs
- ▶ Multi-Tiered Systems of Support (MTSS)

Ed. Code: 32282.1

Protocol to Address Witnessed Acts of Violence

Address the mental health care of students who have witnessed a violent act.

- ▶ School campus
- ▶ While going or coming from school
- ▶ During a lunch period (on or off campus)
- ▶ During or while going to a school-sponsored event

Ed. Code: 32282.1(2)



Scenarios to Address in your Plan:

- ▶ Active Shooter
- ▶ Student with suicidal ideations
- ▶ Riot/ Gang violence
- ▶ Mud slide/ El Niño
- ▶ Tsunami warning
- ▶ Weapon found on campus
- ▶ Bomb threat
- ▶ Fire
- ▶ Bullying



Next Steps: Taking it Back to Your School

- ▶ Who is on your school safety committee?
- ▶ What data do you need to gather prior to review?
- ▶ Does your disaster plans cover all areas discussed?
- ▶ Who are your community resources?
- ▶ What is your take-away?



RESOURCES

- California Department of Education (CDE)- Safe Schools:
<https://www.cde.ca.gov/ls/ss/>
- CDE- Safe Schools Plan Compliance Checklist
<https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- VCOE Comprehensive Health and Prevention Program:

QUESTIONS

EVALUATIONS

Thank You Senior Deputy Alvarez