



Building and Operating a School Threat Assessment Program

Training Agenda

09:00–09:15	Introduction	1:00 - 2:15	Using School Threat Assessment Procedures
09:15–09:45	What is Threat Assessment?		- Tabletop 1 (Screen Case)
09:45–10:15	Video and Discussion		-Tabletop 2 (Analyze Information)
10:15–10:30	Texas Requirements		- Tabletop 3 (Make Assessment)
10:30–10:45	Break	2:15 – 2:30	Break
10:45–11:45	Building a School Threat Assessment Program – 8 Steps	2:30 – 3:30	Using School Threat Assessment Procedures
11:45–12:00	Information Sharing		-Tabletop 4 (Create Management Plan)
12:00 – 1:00	Lunch	3:30 - 4:00	Summary and Q&A

COURSE OBJECTIVES

At the end of the course, participants will:

- Be familiar with the fundamentals of threat assessment and why schools should use it.
- Understand decisions to be made and policies needed before starting a school threat assessment program.
- Know how to build a threat assessment program using the 8 Steps
- Understand how to work a threat assessment case, including:
 - **How to screen cases to see if a threat assessment is warranted**
 - How to gather information from multiple **sources**
 - How to analyze the information using 11-Key Questions
 - **How to make an assessment**
 - If needed, how to develop a case management plan to reduce risk
- Gain practice using threat assessment procedures through multiple tabletop exercises

Introduction

**What is
Behavioral Threat Assessment?**

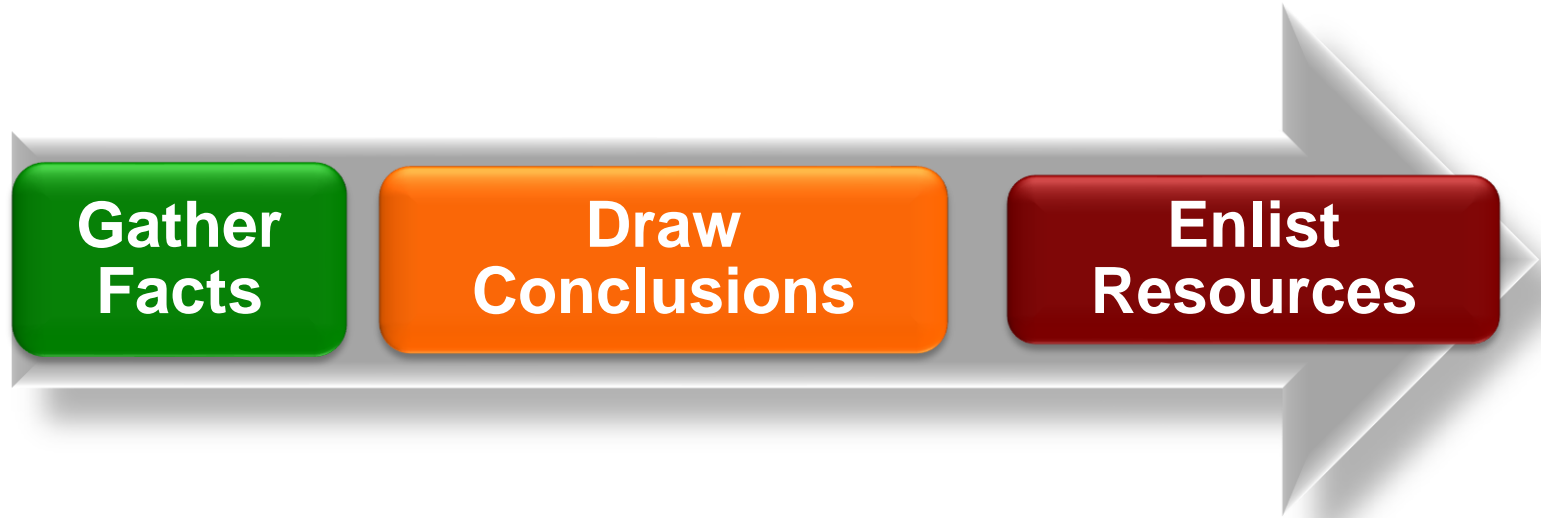
What Threat Assessment IS

A systematic process to:

- 1 Identify persons of concern
- 2 Gather more information
- 3 Assess whether person poses a threat
- 4 If needed, manage situation to reduce risk

What Threat Assessment IS

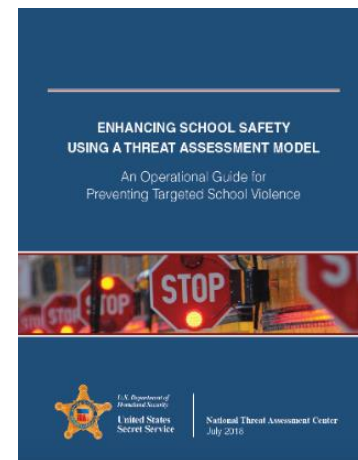
A fact-based and deductive process:



What Threat Assessment IS NOT

Behavioral Threat Assessment is

- NOT profiling
- NOT adversarial
- NOT the same as a disciplinary process
- NOT a panacea for safe schools
- NOT the same as a “behavioral assessment”



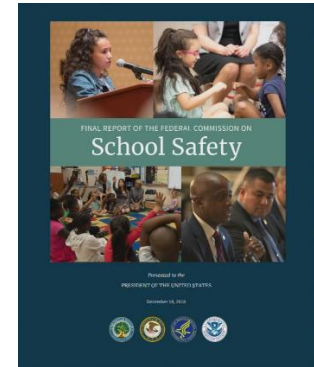
Why Schools Should Use Threat Assessment

Required by law for schools in:

- Texas, Virginia, Maryland, Florida, Illinois, Kentucky, Ohio, Washington

Also recommended by:

- The Federal Commission on School Safety (2018)
- Guide for Developing High-Quality School Emergency Operations Plans co-authored by 6 federal agencies including US Department of Education, US Department of Justice, and FBI
- U.S. Secret Service
- Various state task forces on school safety



Why Threat Assessment Works

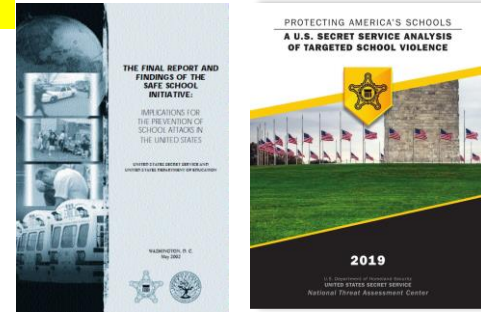
School threat assessment is based on research on US school shootings. Research shows that:

- School shooters typically don't "just snap." These are rarely impulsive events.
- Instead, school shooters plan out their attacks beforehand.
- Their planning behavior often follows a "pathway to violence."

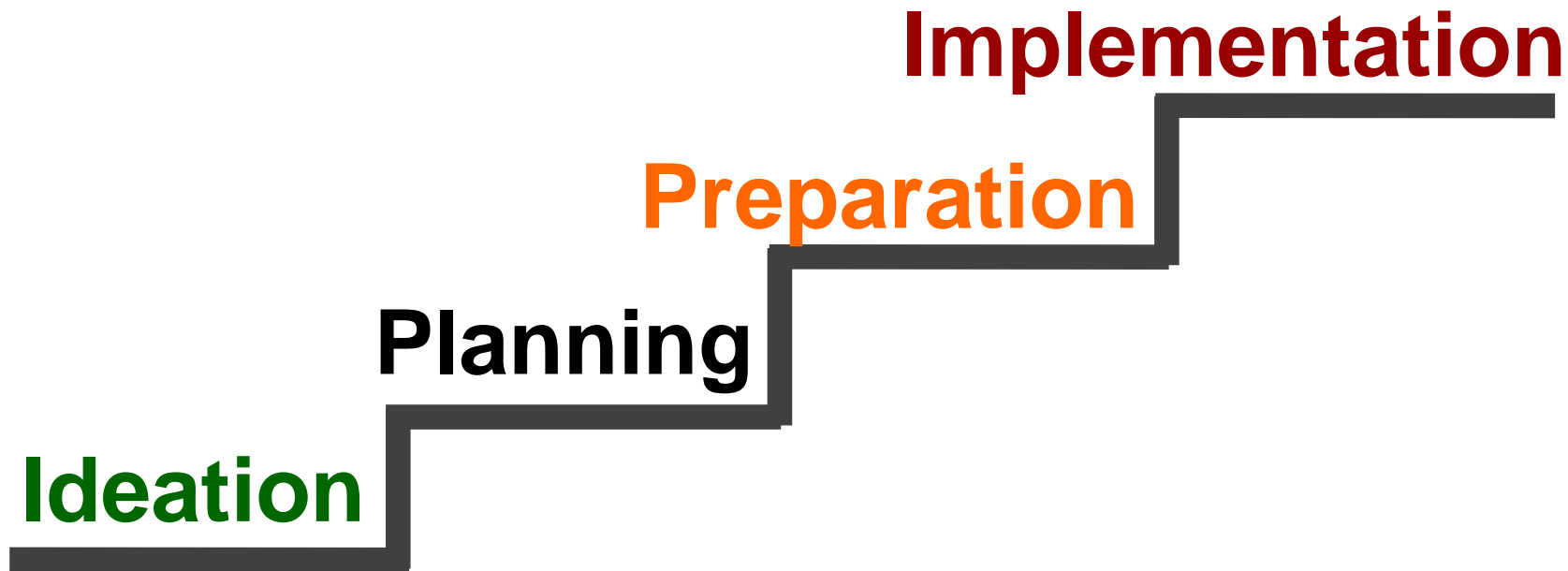
For more information:

U.S. Secret Service and U.S. Department of Education, *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of Targeted School Violence in the U.S.* (2002). Washington, DC: Authors.

National Threat Assessment Center (2019). *Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence*. U.S. Secret Service, Department of Homeland Security.



Pathway to Violence



Why Threat Assessment Works

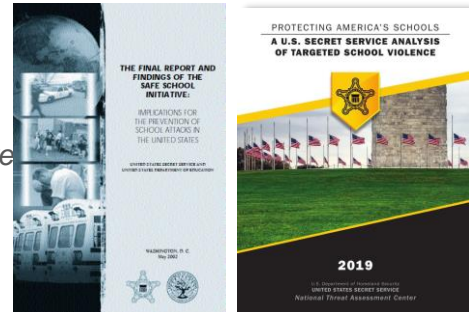
School threat assessment is based on research on US school shootings. Research shows that:

- In most cases, school shooters tell other people beforehand that they are planning a school shooting.
- There is no accurate or useful profile of a “school shooter.”

For more information:

U.S. Secret Service and U.S. Department of Education, *Final Report and Findings of the Safe School Initiative Implications for the Prevention of Targeted School Violence in the U.S.* (2002). Washington, DC: Authors.

National Threat Assessment Center (2019). *Protecting America’s Schools: A U.S. Secret Service Analysis of Targeted School Violence*. U.S. Secret Service, Department of Homeland Security.



Why Threat Assessment Works

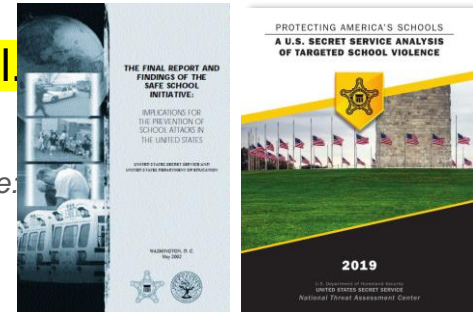
School threat assessment is based on research on US school shootings. Research shows that:

- Most school shooters had seriously concerned others in their lives prior to the attack.
- Most had significant difficulty coping with losses or failures.
- Most were experiencing despair / hopelessness, or even suicidal.
- We have resources to help those who are despondent or suicidal.

For more information:

U.S. Secret Service and U.S. Department of Education, *Final Report and Findings of the Safe School Initiative. Implications for the Prevention of Targeted School Violence in the U.S.* (2002). Washington, DC: Authors.

National Threat Assessment Center (2019). *Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence*. U.S. Secret Service, Department of Homeland Security.



Why Schools Should Use Threat Assessment

- Many incidents of school violence can be prevented.
- Information about a student's ideas and plans for violence can be observed or discovered before harm can occur.
- Available information is likely to be scattered and fragmented.
- Have to act quickly when alerted about a threat to gather more information (collect the dots), make an assessment (connect the dots), and take steps to move the person OFF the pathway to violence

Key Take-Aways

In a nutshell, threat assessment involves asking:

- Is this person on a pathway to violence?
- If so, why are they on the pathway to violence? Why are they considering or resorting to violence?
- How can we get this person off the pathway to violence? How can we help them solve their problem, fix their situation, or address their condition in a non-violent way?

Threat assessment is most effective when it is non-adversarial and focused primarily on support and problem-solving.

“Megan” Video



<https://www.pbs.org/video/after-newtown-path-violence/>

Play beginning until 12 minutes & 53 seconds (12:53) mark

Texas Requirements

Texas Roles and Responsibilities

Board of Trustees

- Establishes a multi-disciplinary “Safe and Supportive School Program Team”
- Team can serve more than one campus of a school district (provided that each campus is assigned a team).
- One area of responsibility of behavioral threat assessment.

Superintendent (*Per TEC 37.115*)

- Ensure that each team has expertise in:
 - Counseling
 - Behavioral management
 - Mental health and substance abuse
 - Classroom instruction
 - Special education
 - School administration
 - School safety and security
 - Emergency management
 - Law enforcement

Texas Roles and Responsibilities

Safe and Supportive School Program Teams

- Shall work collaboratively with each other, school staff, and community resources to support purposes of team and safety of the school, students and staff.
- All team members shall be involved with assessment and intervention of individuals whose behavior poses a threat to safety of school staff and students.
- Communicate actively, lawfully, and ethically with each other, with school administrators, and with other school staff who have a need to know, to support safety and well-being of the school, its students, and staff.
- Shall conduct threat assessments that include:
 - Assessing and reporting individuals who make threats or exhibit harmful, threatening, or violent behavior;
 - Gathering / analyzing data to determine level of risk and appropriate intervention, including referring a student for mental health assessment and implementing an escalation procedures (if appropriate).

Texas Definitions

“Harmful, threatening, or violent behavior”:

Behaviors by a student such as:

- Verbal threats
- Threats of self harm
- Bullying
- Cyberbullying
- Fighting
- Use or possession of weapon
- Sexual assault
- Sexual harassment
- Dating violence
- Stalking
- Assault

Texas Roles and Responsibilities

Behavioral Threat Assessment Data Collection:

- SB11 requires threat assessment teams to collect relevant data on the efficacy of behavioral threat assessment, starting 2020-2021 school year.
- Spring / Summer 2020
 - › Ensure team members attend behavioral threat assessment training.
 - › Collect baseline data to prepare for November 13, 2020 reporting to TEA.
 - » Whether district / charter school has received behavioral threat assessment training and established a behavioral threat assessment process
 - » Roles of personnel conducting behavioral threat assessment
 - » Number of campuses served by a functioning behavioral threat assessment process
 - » Number of threats assessed using behavioral threat assessment in 2019-2020 school year.

Texas Roles and Responsibilities

Behavioral Threat Assessment Data Collection (cont.):

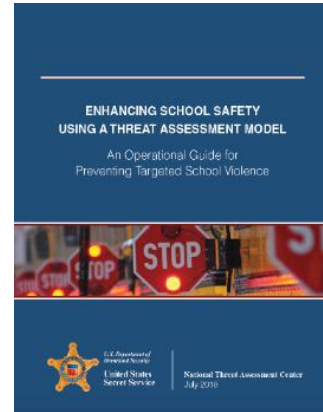
- Fall 2020
 - › Review guidance on Safe and Supportive Schools Program, including implementation of behavioral threat assessment.
 - › Report data for November 13, 2020 baseline data collection
 - › Prepare for 2021-2022 comprehensive data collection
 - › Look for guidance from TEA on 2021-2022 data collection. Will require behavioral threat assessment to be fully functioning to report outcomes.
 - › Collect data in preparation for Fall 2021-2022 comprehensive behavioral threat assessment data collection.

**Building
a
School Threat Assessment
Program**

Building a Program: 8 Steps

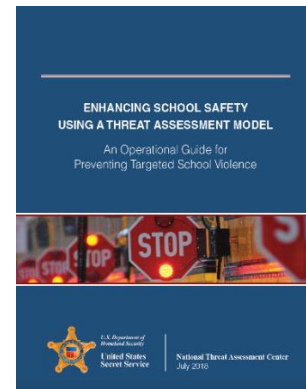
Building a School Threat Assessment Program:

- Step 1: Establish a multidisciplinary team
- Step 2: Define prohibited and concerning behaviors
- Step 3: Create a central reporting mechanism
- Step 4: Define threshold for law enforcement intervention
- Step 5: Establish threat assessment procedures
- Step 6: Develop risk management options
- Step 7: Create and promote safe school climates
- Step 8: Conduct training for all stakeholders



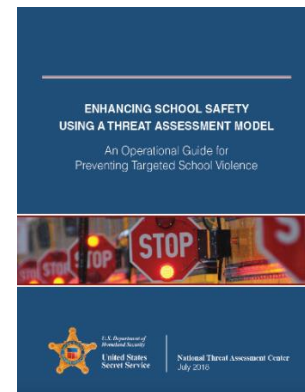
Building a Program: Step 1

- ❑ Establish a multidisciplinary team
 - ❑ Choose team name: “Safe and Supportive School Program Team”
 - ❑ Identify team membership – *Per TEC 37.115, “...superintendent of district shall ensure that the members of the team have expertise in:*
 - *Counseling*
 - *behavior management*
 - *mental health/substance use*
 - *classroom instruction*
 - *special education*
 - *school administration*
 - *school safety/security*
 - *emergency management, and*
 - *law enforcement...*



Building a Program: **Step 1**

- Establish team procedures and protocols
- Meet on a regular basis, and as-needed
- Designate a team leader



SSSP six student support components

1

Promotes a
positive
school
climate

2

Builds Multi-
Tiered
Systems of
Support

3

Conducts
Behavior
Threat
Assessments

4

Ensures
staff is well-
trained

5

Collects data
to
continuously
improve

6

Supports
emergency
planning
and
execution

Group Exercise

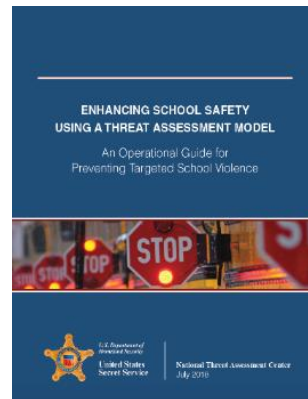
Step 1: Establish a Multidisciplinary Team

Using the worksheet now:

List members of the team.

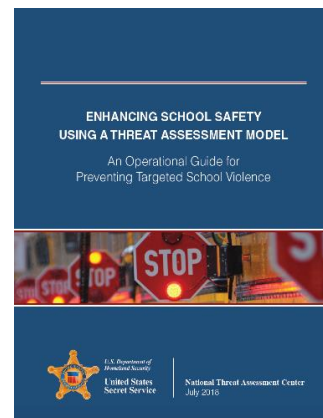
For later discussion:

What characteristics will you look for in potential team members?



Building a Program: **Step 2**

- ❑ Define prohibited and concerning behaviors
 - ❑ Establish policy defining prohibited behaviors:
 - Engaging in violence
 - Threatening violence
 - Bringing a weapon to school
 - Bullying or harassing behavior
 - Other(s)?
 - ❑ Identify other behaviors for screening or intervention
 - Marked decline in performance
 - Increased absenteeism
 - Sudden or dramatic change in behavior or appearance
 - Erratic, depressive, or other mental health symptoms
 - ❑ Define threshold for intervention
 - Team procedures should address how to screen cases



Group Exercise

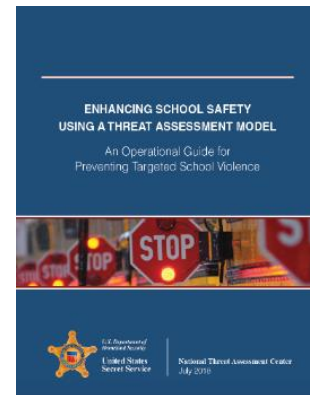
Step 2: Define Prohibited and Concerning Behaviors

Using the worksheet now:

List existing policies and identify needed policies regarding concerning and prohibited behaviors.

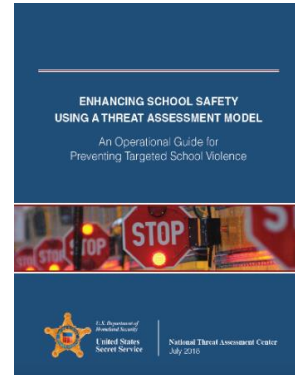
For later discussion:

If a prohibited behavior occurs on social media, rather than in school, will it still be referred to the threat assessment team?



Building a Program: **Step 3**

- ❑ Create a central reporting mechanism(s)
 - ❑ Establish one or more reporting mechanisms, such as:
 - Online form on school website
 - Dedicated email address and/or phone number
 - Smartphone application platforms
 - Other(s)?
 - ❑ Provide training and guidance to encourage reporting:
 - Everyone's role and responsibility to report
 - What behaviors should be reported
 - How to report concerns
 - Options for anonymous reporting
 - ❑ Ensure availability to respond
 - ❑ Establish trust that reports will be acted upon
 - Appropriately, quickly, and confidentially / discretely



Group Exercise

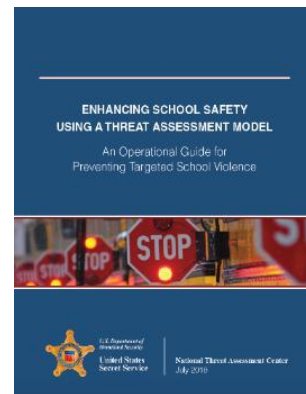
Step 3: Create a Central Reporting Mechanism

Using the worksheet now:

List identified procedures and mechanisms for staff, faculty, and students to report a threat.

For later discussion:

What requirements should there be for storing information received in a central reporting mechanism? For sharing such information?



Building a Program: **Step 4**

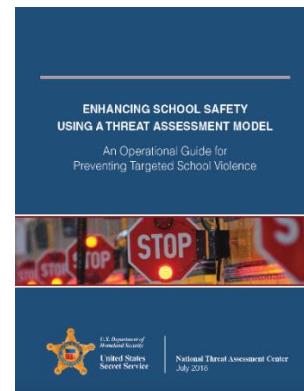
Determine threshold for law enforcement intervention

Most reports can be handled by school-based team:

- Threats of suicide
- Bullying / harassment
- Depression / other concerning behavior
- Other(s)?

Establish which behaviors should be referred for law enforcement intervention (consult SRO, local LEOs):

- Physical violence
- Threats of violence
- Planned school attack
- Behavior involving weapons
- Cases referred to law enforcement may still involve school-based team



Group Exercise

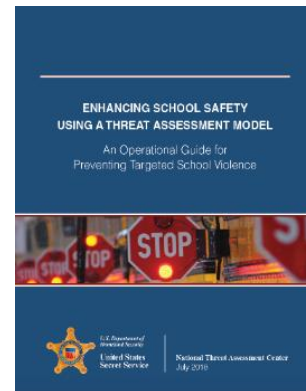
Step 4: Determine Threshold for Law Enforcement Intervention

Using the worksheet now:

Not all reports may warrant law enforcement intervention. List identified behaviors for immediate law enforcement intervention.

For later discussion:

How will you work with law enforcement to identify situations that should be considered imminent or an emergency?



Building a Program: **Step 5**

Establish threat assessment procedures

Decide how to document cases

- Reports sent to the team
- Information gathered / interviews conducted
- Assessment reached and intervention strategies taken

Create procedures to screen reports

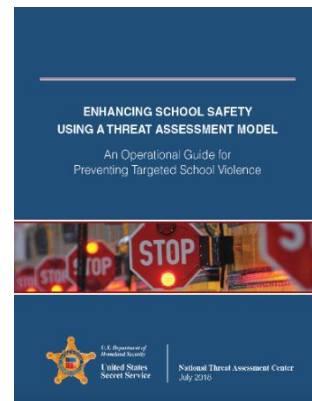
- Determine which reports warrant a full threat assessment

Establish procedures for gathering information

- Identify who will conduct interviews
- Seek out information inside and outside of school
- Use “welfare check” approach to help build rapport

Organize information around 11 Investigative Questions

Make assessment and decide on intervention



Group Exercise

Step 5: Establish Threat Assessment Procedures

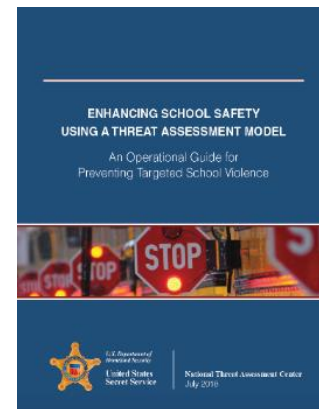
Using the worksheet now:

List sources that you can use to get more information about the person and situation.

List method for maintaining documentation of collected research.

For later discussion:

Do you intend to use social media at any point in your assessment procedures? If so, how?



Building a Program: **Step 6**

Develop risk management options

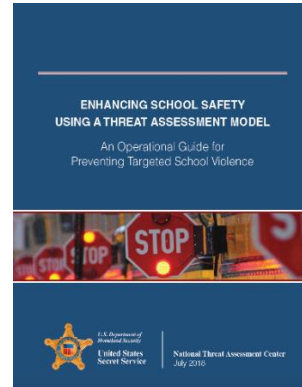
Identify all available resources for creating individualized management plans:

- Identify resources within each school
- Identify resources available in the school district
- Identify resources available in the community
- Identify resources available remotely (e.g. tele-medicine)
- Identify resources for staff (as well as those for students)

Identify resources to assist targets / victims

- Involve SRO, school security, and/or local law enforcement to identify safety planning resources
- Research resources available through EAP program and/or community-based options

Establish points of contact for all resources



Group Exercise

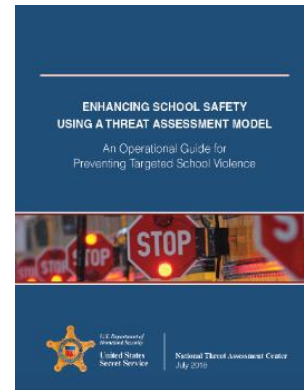
Step 6: Develop Risk Management Options

Using the worksheet now:

Identify intervention options available for managing students and situations of concern.

For later discussion:

How will you assess the availability of services (in school as well as in the community)?

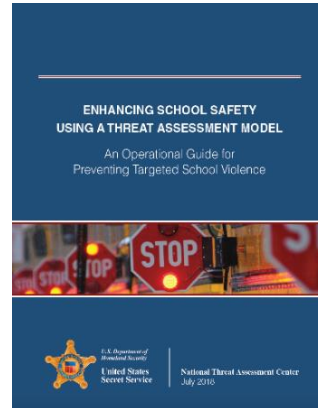


Building a Program: **Step 7**

- ❑ Create and promote safe school climates
 - ❑ **Assess current school climate:**
 - Administer surveys to students, staff, parents
 - Share results (even if they aren't flattering)

 - ❑ **Enhance current school climate:**
 - Use survey findings to identify areas to address
 - Involve students in developing and implementing solutions

 - ❑ **Strengthen students' connectedness**
 - Feeling connected to an adult they can trust is a powerful protective factor
 - Strategies can be no-cost and easy to implement



Group Exercise

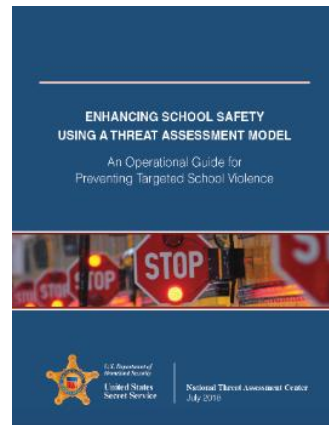
Step 7: Create and Promote Safe School Climates

Using the worksheet now:

List methods for assessing and improving school climate.

For later discussion:

How will you determine whether your school/school district has a welcoming climate that is supportive of differences?



Building a Program: **Step 8**

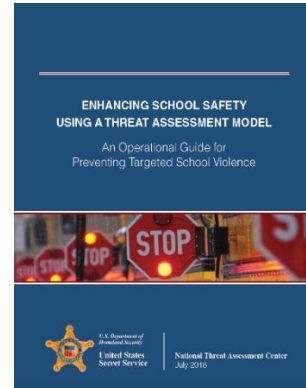
Conduct training for all stakeholders

Training for threat assessment team:

- Quality training on behavioral threat assessment procedures
- Vet trainer credentials (do they have experience working cases?)
- Train all team members together
- Invite outside law enforcement and mental health professionals
- Include legal counsel, public communications personnel
- Identify opportunities for refresher training, advanced training

Training for students, staff, and parents:

- Tailor sessions to particular audiences, make age-appropriate
- Address why reporting is important
- Identify what behaviors to report and how to report
- Explaining how reporting is not snitching / tattling
- Include all staff: admin, custodial, food service, transportation



Group Exercise

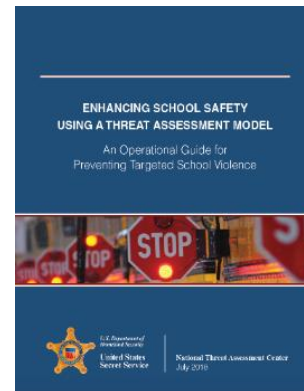
Step 8: Conduct Training for All Stakeholders

Using the worksheet now:

List stakeholders and methods for educating them on threat assessment process and their role in that process, and how to report concerns.

For later discussion:

How will you define who your stakeholders are and determine what type of training each group will need?



Operating in a Virtual Environment

- » State laws for threat assessment must still be followed.
- » Teams can meet via conference line or secure video platform.
- » Keep meetings brief, expect interruptions.
- » Consider adding essential community members who can follow up.
- » Provide guidance to school staff, parents, students about what behaviors in a virtual environment are considered concerning.
- » Remind school staff, parents, and students that they should still report threats and other concerning behavior in a virtual environment, and that the team is still functioning.

Operating in a Virtual Environment

- » Update contact information for law enforcement representative on the team and get contact information for a backup. SROs may be assigned other duties during school closures.
- » Interviews can still be conducted in a virtual environment, preferably via secure video conferencing platform.
- » Have a back-up plan for alternative technology (e.g. conf line.)
- » Access educational records remotely.
- » Continue to follow threat assessment process. Assessments may have to be made with less information.
- » Use school psychologists, social workers, and counselors to provide mini social-emotional learning (SEL) lessons as part of regular online class time. Or provide mini lessons students can follow at home.

Operating in a Virtual Environment

- » Use school psychologists, social workers, and counselors to check in with array of students that may need monitoring or connection.
- » Some case management or monitoring strategies for a virtual environment can include:
 - Daily virtual check-ins with student of concern and/or parents
 - Monitoring school email and Internet activity (on school devices)
 - Teachers monitoring schoolwork and chats with classmates
 - Check-ins from mentor, coach, other community member
 - Guidance for parents on how to monitor, what to look for
 - Connecting parents with support resources if needed
 - Reduced social media presence for targets
 - Involve law enforcement for home visits
 - App-based support for depression, anxiety, and to build resiliency

Information-Sharing: Understanding FERPA and HIPAA

Information Sharing: FERPA

Schools / Districts should understand conditions under which information can be shared:

- FERPA should not be an impediment to effective threat assessment and case management.
- FERPA governs records only, not observations, communications, etc.
- FERPA does not govern police records (for police/investigative purpose).
- New guidance from ED encourages information sharing where public safety is a concern (document rationale).
- FERPA does not permit a private right of action.

Information Sharing: HIPAA

Schools / Districts should understand conditions under which information can be shared:

- Confidentiality is held by patient, not mental health provider.
- In cases where HIPAA applies, can try these strategies:
 - No legal prohibition against providing information to health/MH professionals.
 - Can inquire about duty to warn / duty to protect.
 - Can ask student/parent for permission to disclose.

Using School Threat Assessment Procedures

Threat Assessment Procedures

Step-by-Step School Threat Assessment Procedures:

- Receive report of threat or other concern
 - Screen for imminence / emergency
 - Screen to determine need for threat assessment
- Gather information from multiple sources
- Organize and analyze information using 11 Investigative Themes / Questions
- Make assessment about whether person poses threat
- Develop plan to reduce risk / manage case (if needed)
- Re-assess and change plan if needed
- Close and document case

Threat Assessment Procedures

Receive report → Screen report →

Gather information →

Organize and analyze information →

Make assessment

IF NEEDED:

Develop & implement case management strategies →

Re-assess →

Close and document case

Receive and Screen Report

Screen for two issues

A. Is it an emergency or imminent?

If **YES**:

- IMMEDIATELY notify law enforcement
- Notify superintendent
- Run full threat assessment
- If report involves student suicide risk, follow district's suicide prevention program (in addition to threat assessment)
- Notify others (anyone directly impacted)

If **NO**:

- Screen for threat assessment

B. Need to run full threat assessment?

- Threat of violence?
- Harmful, threatening, or violent behavior?
 - verbal threats
 - threats of self harm
 - bullying / cyberbullying
 - fighting
 - use / possession of weapon
 - sexual assault / sexual harassment
 - dating violence
 - stalking
 - assault

Tabletop 1: Screen Case

Screening Exercise

*Sinking into bed
Homicidal thoughts filling my head
Suicidal thoughts not gone but fleeing
Because it's other people's death I'm seeing
Suicide or homicide
Homicide and suicide
Into sleep I'm sinking
Why me? I'm thinking
Homicidal and suicidal thoughts intermixing
I know my life's not worth fixing.*

Threat Assessment Procedures

Receive report → Screen report →

Gather information →

Organize and analyze information →

Make assessment

IF NEEDED:

Develop & implement case management strategies →

Re-assess →

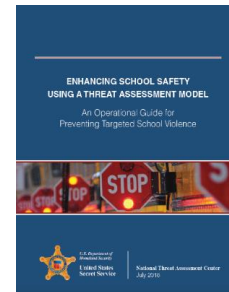
Close and document case

Gather Information

Seek out information from multiple sources about the person and his/her situation:

Who might have information?

- » Teachers / Administrators
- » School Staff
- » Coach / Employer
- » Parents
- » Social media sites / Internet
- » Local law enforcement
- » After-school / weekend programs
- » Community-level entities
- » Person of concern
- » Others?



Gather Information

- Recognize that violence is a dynamic process. It stems from interaction between the person, their situation, and their setting.
- Avoid reliance on single factors.
- Utilize multiple collateral data sources:
 - › **Credible**
 - › **First-hand knowledge**
 - › **Evaluate and minimize impact of bias**
- Anticipate and assess impact of the investigative process on the person and his/her situation.

Threat Assessment Procedures

Receive report → Screen report →

Gather information →

Organize and analyze information →

Make assessment

IF NEEDED:

Develop & implement case management strategies →

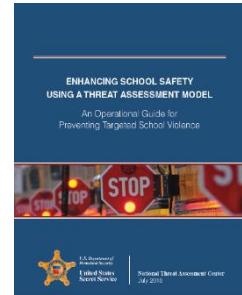
Re-assess →

Close and document case

Organize and Analyze Information

Organize and analyze information by answering 11 Investigative Questions:

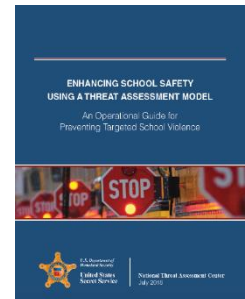
1. What are the person's motive(s) and goals? / What first brought him/her to someone's attention?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has the person shown any inappropriate interest in school attacks/attackers, weapons, incidents of mass violence?



Organize and Analyze Information

Organize and analyze information by answering 11 Investigative Questions:

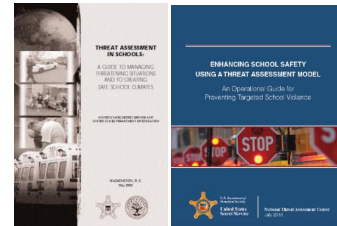
4. Has the person engaged in attack-related behaviors?
5. Does the person have the capacity to carry out an act of targeted violence?
6. Is the person experiencing hopelessness, desperation, and/or despair?



Organize and Analyze Information

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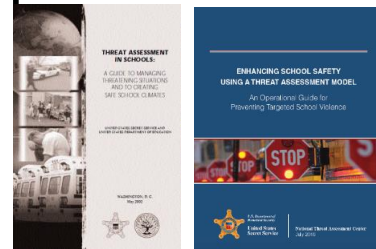
7. Does the person have a trusting relationship with at least one responsible adult?
8. Does the person see violence as an acceptable, desirable – or the only – way to solve a problem?
9. Are the person’s conversation and “story” consistent with his or her actions?



Organize and Analyze Information

Organize and analyze information by answering 11 Investigative Questions:

10. Are other people concerned about the person's potential for violence?
11. What circumstances might affect the likelihood the person will engage in violence / resort to violence?



Threat Assessment Procedures

Receive report → Screen report →
Gather information →
Organize and analyze information →
Make assessment

IF NEEDED:

Develop & implement case management strategies →
Re-assess →
Close and document case

Make the Assessment

Ground rules for team discussion:

- Focus on facts of specific case.
- Focus on the person's behavior rather than the person's traits.
- Focus on understanding of context of behavior.
- Examine progression of behavior over time.
- Corroborate critical information.

Make the Assessment

Answer two assessment questions:

1. Does the person pose a threat of harm, whether to himself, to others, or both? That is, does the person's behavior suggest that he or she is on a pathway toward harm?
 - › *If YES, then develop and implement a case management plan.*
 - › *If NO, proceed to second question:*



Make the Assessment

Answer two assessment questions:

2. If the person does not pose a threat of violence, does the person otherwise show a need for help or intervention, such as mental health care?
 - › *If YES, then develop and implement a referral and monitoring plan.*
 - › *If NO, the case can be closed.*

Tabletop Exercise 2:

Gather Information, Analyze & Assess

Threat Assessment Procedures

Receive report → Screen report →
Gather information →
Organize and analyze information →
Make assessment

IF NEEDED:

Develop & implement case management strategies →

Re-assess →

Close and document case

Develop a Case Management Plan

Develop an individualized management plan based on information gathered in the investigation and other facts known about the person of concern.

- Case management is more art than science.
- Plan must be fact-based and person-specific.
- Engagement is essential, even when dealing with someone who is very angry.
- Distancing makes monitoring and intervention more difficult.
- Personalities involved matter.

Develop a Case Management Plan

Effective case management incorporates interventions in each of the (relevant) factors:

- S** De-escalate, contain, or control the subject who may take violent action;
- T** Decrease vulnerabilities of the target;
- E** Modify physical and cultural environment to discourage escalation; and,
- P** Prepare for & mitigate against precipitating events that may trigger adverse reactions.

Source: Deisinger, Randazzo, O'Neill & Savage (2008)

Develop a Case Management Plan

Try to involve someone whom the person trusts:

- Team member
- Teacher
- Academic advisor
- School counselor
- School nurse
- Parent / family member
- Coach
- Outside counselor
- Faith-based counselor
- Others?

Develop a Case Management Plan

A case management plan can include any combination of the following:

- › Outpatient counseling/mental health care.
- › Emergency psychiatric evaluation
- › Mentoring relationship
- › Academic accommodations
- › Suspension/expulsion
- › Alternative schooling/home schooling
- › Involvement in extra-curricular activities
- › Social skills training
- › Behavioral contract
- › Parental involvement
- › Law enforcement involvement
- › Diversion programs
- › Management by walking around/alliance
- › Others

Tabletop Exercise 3:

Develop & Implement Case Management Plan

Threat Assessment Procedures

Receive report → Screen report →
Gather information →
Organize and analyze information →
Make assessment

IF NEEDED:

Develop & implement case management strategies →

Re-assess →

Close and document case

Re-Assess

Once a case management plan has been developed and implemented, the team should:

- Monitor the person of concern and situation:
 - Is the management plan having the intended effect?
 - Are there any new problems?
- Re-assess the person of concern by answering (again) the two assessment questions
- Change the case management plan if necessary
- Continue to monitor and re-assess as needed

Threat Assessment Procedures

Receive report → Screen report →
Gather information →
Organize and analyze information →
Make assessment

IF NEEDED:

Develop & implement case management strategies →
Re-assess →
Close and document case

Close the Case

When the team's assessment is that the person of concern does not pose a threat of violence or self-harm - or no longer poses a threat of violence or self-harm – the team can close the case.

The team should be sure to document the case, including scheduling any future dates to check-in or follow-up, if needed.

Any questions or sharing of examples?

Summary

- It is possible to prevent school violence.
- School threat assessment can identify and help address a broad array of problematic behavior.
- Program components should include access to:
 - » Multi-disciplinary team
 - » **Threat assessment training**
 - » Intervention resources
- Enhancing a school's climate can help enhance school safety...
- ...as can efforts to foster more connections between students and adults in school/community.
- Make sure your team has opportunities to practice working together and using threat assessment procedures. Practice makes the process better, easier.

Threat Assessment Data Collection

Next Steps per TEA

Spring/Summer 2020:

1. Ensure that appropriate members of your district or charter school attend behavioral threat assessment training.
2. Collect baseline data on the following in order to prepare for the November 13, 2020 reporting to TEA:
Whether your district or charter school has received training on behavioral threat assessment, and established a functioning behavioral threat assessment process
The roles of personnel conducting the behavioral threat assessment
The number of campuses served by a functioning behavioral threat assessment process
The number of threats assessed using behavioral threat assessment during the 2019-2020 school year
3. Note that this data will be collected using a survey and will be based on the activities that occurred from September 1, 2019 through August 31, 2020.
4. Prepare to implement behavioral threat assessment in the fall of 2020, if it is not already in place on a campus.

Resources & Contact Information

Resources

Texas School Safety Center Resources:

Threat Assessment Toolkit

<https://txssc.txstate.edu/tools/tam-toolkit/>

Online Course: Behavioral Threat Assessment

<https://sslp.txssc.txstate.edu/>

Other Resources:

Enhancing School Safety Using a Threat Assessment Model

[https://www.secretservice.gov/data/protection/ntac/USSS NTAC Enhancing School Safety Guide 7.11.18.pdf](https://www.secretservice.gov/data/protection/ntac/USSS%20NTAC%20Enhancing%20School%20Safety%20Guide%207.11.18.pdf)

Contact Info

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