

THREAT ASSESSMENT PROTOCOL

Threat Assessment Team Members

The threat assessment team membership will vary with 3-5 members from the categories listed below, however, members in bolded categories are required.

Administrator:		Special Education Representative:	
Counselor:		District Designee:	
Law Enforcement:		Mental Health Representative	
Psychologist/Social Worker:		School Nurse:	
Classroom Teacher(s):		Others (Please Specify):	

Person Completing Form:	
Title/Position:	
Date:	
Time:	

Family Engagement

Guided Question: Has the parent/guardian been notified that an assessment is being conducted?

- Yes, the parent/guardian has been notified.
- No, the parent/guardian has not been notified due to:

Student and Incident Information

Student's Full Name:	
Age and Grade:	

Is the student on an IEP?

- Yes, the disability categories are _____
- No

Is the student on a 504 Plan?

- Yes
- No

Incident Date:	
Incident Time:	
Incident Location:	

Incident Investigation

Step 1: Determine if acts of aggression have been communicated.

Guided Question: Have any direct threats been made through any mode of communication?

- Yes
- No

- Direct threats include, but are not limited to, statements and references of aggression, veiled threats, or vague warnings.
- Modes of communication include, but are not limited to, art, email, social media, written language or any other means of communication reasonably assumed to be directed at an individual or institution.

Describe Findings

Guiding Question: Have any indirect threats been made through any mode of communication?

- Yes
- No

- Indirect threats include, but are not limited to, ominous warnings or casual references to possible harmful events or previously occurring violent events
- Modes of communication include, but are not limited to, art, email, social media, written language or any other means of communication reasonably assumed to be directed at an individual or institution.

Describe Findings

Step 2: Determine severity of aggression

Guiding Question: Does the incident suggest a threat of low, moderate, or extreme aggression/severe violence? Note: Scales below are provided as general descriptions and may vary based on severity and context.

- Mild Aggression (Low Impact, Incident Types May Occur More Frequently)
 - Examples include, but are not limited to: Scratching, Biting, Hitting
- Moderate Aggression (Moderate Impact, Less Likely General Occurrence)
 - Examples include, but are not limited to: Fight, Forceful Strike, Hit with Object
- Extreme Aggression/Severe Violence (High Impact, Infrequent Occurrence)
 - Examples include, but are not limited to: life-threatening harm

Describe Findings

Step 3: Determine if a plan, process, or intent to harm others existed

Guiding Question: Can intent be determined that suggest this incident has been planned or coordinated? Considerations may include, but are not limited to: Was this an isolated incident or was intent through actions or communications

- A plan, either simple or complex, to carry out a targeted act of violence against a specific individual, group, or student body.

- A plan would entail a sequence of actions necessary for success and, generally, includes a motive. Note: The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal of the plan, or a similar plan
 - Rehearsal can be represented through art, fantasy games, writing, film, social media, and video games. Note: Participating in these activities themselves should only be considered if used in the context of a rehearsal.
- Scheduling of an activity to inflict harm
 - This may include either a clear and detailed schedule or a flexible schedule awaiting a trigger event, such as teasing, rejection or loss, that justifies violence as a solution

Describe Findings

Step 4: Determine any indications of suicidal ideation

Guiding Question: Were threats of suicide made, heard, or referenced or is there history of suicidal ideation?

- Yes
- No

- This may include, but not limited to, suicidal ideas, attempts, gestures, references and/or intent
- If Yes is selected below, completion of a suicide assessment is also recommended.

Describe Findings

Step 5: Focus of Incident

Guided Question: Is the incident focused on a specific, ongoing target?

Yes

No

- Is there ongoing consideration or focus on a particular person, group, or student body?
- Note: If the situation lacks an ongoing target, reactive aggression should be considered. The individual may perceive himself/herself to be under immediate threat, is in an escalated state, and uses threats as a means of self-protection or defending interests/wants.

Describe Findings

Step 6: Consideration of Weapons

Guided Question: Are there indications of a choice and/or availability of weapons?

Yes

No

- Access to weapons include availability within the home, through relatives and friends, and through other means.
- Note: The level of confidence in the source must be considered. Students and parents should be asked directly about availability and the responses documented.

Describe Findings

Step 7: Interest in Violence

Guided Question: Are there indications of a focused, or unusual, interest in acts of violence, previous school or community attacks, law enforcement/military, or criminals/criminal behavior?

- Yes
- No

- This may include, but is not limited to, weaponry, military/law enforcement including uniforms and paraphernalia, notorious characters or criminals (historical or fictional).
- This may include indications of violent revenge fantasies, or a desire to be an agent or martyr of a particular cause of belief system.

Describe Findings

Step 8: Existence of Motive

Guided Question: Are there indications of a motive that would, from the perspective of the individual, justify the incident?

- Yes
- No

- Revisit and consider the response to Step 5. Rationale for motive may include, but is not limited to, revenge, humiliation, or desire to reestablish control.

- Note: If no motive can be established, consider reactive aggression and any triggers that may have agitated the situation. Any triggers should be identified and, to the degree possible and practical, eliminated or mitigated in the future.

Describe Findings

Step 9: Determination of Personal Well-Being

Guided Question: Are there indications of feelings of hopelessness, overwhelming stress, depression, or feelings of desperation.

- Yes
- No

- Stressors to consider include, but are not limited to, humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, contact with law enforcement, and bullying.
- Note: Hopelessness towards the resolution of stressful or overwhelming situations through acceptable social or coping skills, may result in desperate solutions. Step 9 is important to understanding the perception of the individual being assessed as opposed to the behaviors that have been observed by others.

Describe Findings

Step 10: Determination of Capacity

Guided Question: Are there indications of a capacity or ability to plan and carry out an act of targeted violence?

- Yes
- No

- Consider factors including, but not limited to, cognitive capacity, adaptive capacity, overall functioning, and supervision, of the person or party being assessed.

Describe Findings

Step 11: Determination of Social Norms

Guided Question: Are values, beliefs, or ideas congruent to social norms?

- Yes
- No

- Note: Socially maladjusted thinking can lead to justification and motive for behavior. Consider thinking that is anti-social or intentional to cause harm and the rationale for those actions.

Describe Findings

Step 12: Overall Assessment Findings

Guided Question: Do the responses and findings to Steps 1 – 11 identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out targeted violence?

- Yes, the risk of targeted aggression is indicated. Proceed to Step 13.
- No, the response is affective or reactive. Select one of the following:
 - Findings support aggressive talk or behavior is highly emotional, unplanned, and a reaction to other factors, such as but not limited a perceived insult, affront or threat or as a means of depending personal interest or self.
 - Findings support aggressive behavior and/or aggressive talk that is used to intimidate, bully, manipulate, or impress others.

If Yes is indicated, Proceed to Step 13

If No is indicated, consider the actual or potential outcome of aggression.

- Actual or potential outcome is severe or lethal. Proceed to Step 13
 - Actual or potential outcome is minor or moderate. Create a response, management, and support plan using Questions 1-11 to identify situations, settings, and triggers and develop strategies to decrease the behavior.
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Step 13: Awareness of Concerning Behavior

Guided Question: Are others concerned about the student's potential for acting aggressively?

- Yes
- No

- Others include, but are not limited to, caregivers, other family members, peers, and staff members.
- Concerns include a range from odd discomfort to awareness of clearly articulated reason(s).

Describe Findings

Step 14: Existence of Strong Connections

Guided Question: Are there trusting and successful relationships with one or more responsible adults, either at school or within the community?

- Yes
- No

- Note: If both a feeling of being marginalized and a lack of positive relationship to prosocial adults exists, the need for interventions to improve connections are strongly indicated.

Describe Findings

Step 15: Examination of Impactful Factors

Guided Question: What circumstances, events, or triggers increase or agitate the likelihood of violence or aggression?

Describe Factors

Guided Question: What circumstances, events, or triggers decrease the likelihood of violence or aggression?

Describe Factors

Guided Question: Are there indications that the student's peer group reinforces delinquent thoughts, beliefs, and/or actions?

- Yes
 No

- Note: Risk increases if peer support and guidance includes reinforcement of entitlement, revenge, and/or the use of violence for problem-solving.

Describe Factors

Guided Question: Is there a history of behavioral, drug, alcohol, or developmental issues?

- Yes
 No

Describe Factors

Guided Question: Are there issues that indicate a depressed knowledge of coping strategies and/or lack of emotional resiliency?

- Yes
- No

Describe Factors

Step 16: Other Concerns

Guided Question: Are other concerns, which are not noted elsewhere in the threat assessment protocol, that should be considered?

Describe Other Concerns

Step 17: Team Determination

Consider the following steps/questions through a discussion of the assessment team:

- 1) Were any responses based on assumptions rather than actual observation and factual information regarding behavior? Should any other factors be considered by the team, such as background, culture, etc?
- 2) Review all previous questions and highlight/identify responses that indicate concern.

Select the state that best reflects the team's determination:

- A. Person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment/exclusion and action to
- B. Person/situation appears to pose a direct, specific and plausible threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity and resources to fulfill the plan.
- C. Person/situation does not appear to pose a threat of violence at this time due to a lack of specific, or fully articulated plan and/or limited capacity/resources. However, the person/situation exhibits behaviors that indicate a continuing intent to harm and potential for future violence.
- D. Person/situation does not appear to pose a threat of violence based on the analysis of the Threat Assessment Protocols. The team believes the situation can be resolved with the development of a Response, Management, and Support Plan.

Complementing Policies:

- ACE, Violent and Threatening Behavior
- ACE-E1, Threat Assessment