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Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?
These forms are used to conduct a threat assessment, as explained in the manual, *Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*[1], or other training resources.

Do I conduct a threat assessment for all threats?
No. It is not feasible or necessary to conduct a formal assessment for clearly insignificant behavior such as playful bantering or joking. Conduct a threat assessment if there is some reason to be concerned about the behavior. When in doubt about a threat, conduct a threat assessment.

Do I use all of these forms for every threat assessment case?
No. Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10% are very serious substantive threats.

Do I complete every section of each form?
No. These forms are intended as guidelines to help you consider the most likely aspects of a case, but you will use your judgment as to what is appropriate for your assessment and intervention.

Who completes the forms?
Threat assessment is a team process and can be documented by any member of the team. A transient threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a substantive threat will likely engage several team members. In general, the whole team should be kept informed and might have input on any case.

Can I modify these forms?
Yes, within reasonable limits that do not significantly alter the CSTAG process. Be sure that changes are approved by your school system. Some school systems will modify the terminology (e.g., 'safety screening' rather than "mental health assessment") or make other adjustments. For example, some schools systems add a place to document who carries out each step of the assessment or add a form to track changes when a student receives ongoing services. Schools can use online versions of these forms, too.

If a threat is resolved, do I change the threat classification to "no threat"?
No. The threat classification documents the process you followed and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat. Document this change with the date and reasons for it. The resolution of a threat should be recorded in the Case Plan section.

Should I document transient threats?
Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Where should I file these forms?
Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student's educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student's educational record is subject to FERPA restrictions.

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[1] The manual is available from School Threat Assessment Consultants LLC at https://www.schoolta.com/manual and from Amazon.com. These forms are available for school use only, and cannot be resold or used in unauthorized formats or systems.

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THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification. A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.
Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention.

Yes

Step 2. Attempt to resolve the threat as transient.
Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes → Case resolved as transient; add services as needed.

No

Step 3. Respond to a substantive threat.
For all substantive threats:

a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious → Case resolved as serious substantive threat; add services as needed.

Very Serious

Step 4. Conduct a safety evaluation for a very serious substantive threat.
In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop a safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

Step 5. Implement and monitor the safety plan.
Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

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*This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format. 9-22-2023 revision.

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THREAT REPORT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat:	**Date/time threat reported:**
Affiliation of person reporting threat: ❑Student ❑Parent ❑Staff ❑Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	**Date/time threat made:**
Affiliation of person making threat: ❑Student ❑Parent ❑Staff ❑Other_____	**Status:** ❑Current ❑Former
Demographics: ❑Male ❑Female Age: Grade, if student: Hispanic ❑Yes ❑No Check all that apply ❑Amer Indian/Alaska Native ❑Asian ❑Black/African Amer ❑Native Hawaiian/Other Pacific Islander ❑White Disability status ❑Yes ❑No IEP ❑Yes ❑No 504 Plan ❑Yes ❑No Classification _____ School program, if student:	
Emergency Contact:	**Relationship:**
Home Address:	**Phone:**
Location threat occurred: ❑ School Building or Grounds ❑School Bus/Other Travel ❑School-Sponsored Activity ❑Digital communication such as text or post ❑Other_____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	**Was the information reviewed?**	**Relevant Findings** (use additional pages as needed)
Prior threats	❑Reviewed ❑Not applicable ❑ Not available	
Prior discipline incidents	❑Reviewed ❑Not applicable ❑ Not available	
Academic records	❑Reviewed ❑Not applicable ❑ Not available	
Special education records	❑Reviewed ❑Not applicable ❑ Not available	
Other records	❑Reviewed ❑Not applicable ❑ Not available	
Records from other schools	❑Reviewed ❑Not applicable ❑ Not available	

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Records from outside agencies (e.g., social services or mental health)	❑ Reviewed ❑ Not applicable ❑ Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	❑ Reviewed ❑ Not applicable ❑ Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	❑ Reviewed ❑ Not applicable ❑ Not available	

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INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to the prior page for additional identifying information.
Person(s) Conducting Interview		**Location, Date of Interview**

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record a person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

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

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

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

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Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group is targeted, describe how the subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		**ID #**	
Affiliation	❑ Administrator ❑ Teacher ❑ Staff ❑ Student ❑ Parent/Guardian ❑ Other:	**Status**	❑ Current ❑ Former Grade (if student):
School		**Building/ Program**	
Emergency Contact		**Relation**	
Home Address		**Phone**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If the target is a minor, record the parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record a person's exact words with quotation marks for key statements if possible.)

2. What exactly did (the subject) say? And what exactly did (the subject) do?

3. What did you think he or she meant when he or she said or did that? (Does the target believe that the subject intends to carry out the threat?)

4. How do you feel about what (the subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

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KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:		
1. Subjects admits to threat (statement or behavior).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward the target.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. Subject expressed threat on more than one occasion.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Subject has a specific plan for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Subject has prior conflict with the target or other motive.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Threat involves use of a weapon other than a firearm, such as a knife or club.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Threat involves use of a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Threat involves gang conflict.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION Note that teams classify their threat assessment process, not the subject.

Date of initial classification:	**❑Not a threat**	**❑ Transient**	**❑ Serious Substantive**	**❑ Very Serious Substantive**
Date of change in classification, if any: Changes are made only if the team decides that a threat is more serious than originally classified. The classification always shows the process the team followed.	**❑Not a threat**	**❑ Transient**	**❑ Serious Substantive**	**❑ Very Serious Substantive**
Reason for classification:				

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OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
2. History of criminal acts.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
5. History of intense anger or resentment.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
6. Has grievance or feels treated unfairly.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
7. Feels abused, harassed, or bullied.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
9. Has been seriously depressed.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
10. Experienced serious stressful events or conditions.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
11. Substance abuse history.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
14. Prescribed psychotropic medication.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
17. Lacks supportive family.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
18. Lacks positive relationships with peers.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	
19. Other factors that suggest need for intervention.	❑ Yes ❑ Partially ❑ No ❑ Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

❑	1. Increased contact/monitoring of subject	
❑	2. Reprimand or warning	
❑	3. Parent conference	
❑	4. Student apology	
❑	5. Contacted target of threat, including parent if target is a minor	
❑	6. Counseling (note number of meetings)	
❑	7. Conflict mediation	

❑	8. Schedule change	
❑	9. Transportation change	
❑	10. Mental health assessment	
❑	11. Mental health services in school	
❑	12. Mental health services outside school	
❑	13. Assess need for special education services	
❑	14. Review of Individualized Education Program (IEP) for students already receiving services	
❑	15. 504 plan or modification of 504 plan	
❑	16. Behavior Support Plan created or modified	
❑	17. In-school time out or suspension	
❑	18. Out-of-school suspension (number days)	
❑	19. Referral for expulsion	
❑	20. Other disciplinary action	
❑	21. Change in school placement (e.g., transfer, homebound instruction)	
❑	22. Services for other persons affected by threat	
❑	23. Law enforcement consulted	
❑	24. Legal actions (e.g., arrest, detentions, charges)	
❑	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan	**Date**
Describe how the case was resolved, including any plan for further actions. List persons responsible for each component of the plan.	

Follow-up or Revision of Plan	**Date**
Describe current status of plan and any revisions. List persons responsible for each component of the revised plan. If the subject makes an additional threat, update this plan rather than start a new case.	

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Threat Outcome Summary

This information documents outcomes for case review and evaluation purposes. Complete this form after the threat assessment and update at the end of the school year.

Demographics of person making threat ❑ Male ❑ Female ❑ Other _____ **Age _____**

Race ❑ American Indian/Alaska Native ❑ Asian ❑ Black/African American ❑ Nat Hawaiian/Pac Islander ❑ White ❑ Other Race

Hispanic ❑ Yes ❑ No

If a student: Grade preK K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Individual Educational Program (IEP) at time of threat ❑ Yes ❑ No **Section 504 Plan at time of threat** ❑ Yes ❑ No

Eligible for Free/Reduced Price Meals ❑ Yes ❑ No

Person(s) threatened ❑ one person threatened ❑ more than one person threatened

Who threatened (check all that apply) ❑ student ❑ teacher ❑ school staff member ❑ other

Threat classification ❑ Transient ❑ Serious Substantive ❑ Very Serious Substantive

Threat outcome ❑ Threat not attempted ❑ Threat attempted but averted (no one assaulted) ❑ Threat carried out (someone assaulted)

Most serious injury to person(s) threatened (only answer when threat carried out):

❑ assault with no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

Social-Behavioral Outcomes

❑ Student apologized for threat

❑ Student participated in some form of conflict resolution or mediation

❑ Student participated in counseling or mental health services (beyond conflict resolution or mediation)

Consequences for person making threat (partial list; check all that apply)

❑ Referral for counseling, conflict resolution, or mental health services

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Transfer to a different school

❑ In-home instruction, including online program

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail) ❑ Charges in juvenile or adult court

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SAFETY PLANNING INTERVIEW

Comprehensive School Threat Assessment Guidelines©

A safety evaluation involving several safety interviews is usually conducted in cases involving a very serious substantive threat. The purpose of the safety interviews is to maintain the safety and well-being of the student and others. Therefore, the interviews have two objectives:

1. *Treatment and referral needs*. Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction*. Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by the threat assessment team to supplement this assessment.
Person(s) Conducting Interview		**Location, Date of Interview**

Usually, the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Choose relevant questions from this list and ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?

2. I know you must have had reasons to say (or do) that; can you explain what led up to it?

3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?

4. What could happen that would make you want to do it? (carry out the threat)

5. What would happen if you did do it? (review both effects on intended victims and consequences for student)

6. What do you think the school should do in a situation in which a person makes a threat like this?

7. What were you feeling then? How do you feel now?

8. How do you think (the person threatened) felt?

Relationship with intended victim(s)

1. How long have you known this person?

2. What has happened in the past between you and this person?

3. What do you think this person deserves?

4. Do you see any way that things could be improved between you and this person?

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Family support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?

2. Whom in your home are you close to?

3. How well do your parents/guardians know you?

4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?

6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?

2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?

3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?

4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

5. Do you have any family members in jail or prison?

6. Do you take any medication?

7. Have you been involved in any counseling?

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Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to the student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?

4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

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Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?

2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)

3. Have you ever had to use a knife with someone? What happened?

4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?

2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?

3. If you wanted a gun, how would you get one?

4. What do you think you might do if you had a gun?

5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?

2. When you get angry, what do you do? Has your temper ever gotten you into trouble?

3. Do you get into fights? When was the last time? What happened?

4. Have you ever threatened to harm anyone before?

5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?

6. Have you ever set fire to things?

7. Have you damaged your own property or someone else's property?

8. Have you ever intentionally hurt an animal?

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School discipline

1. When was the last time you got into trouble in school? What happened?

2. Have you ever been suspended or expelled?

3. Have your parents ever been called to school because of your behavior?

4. Do you ever cut school or certain classes?

5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

1. Have you been in trouble with the law or with police before? What happened?

2. Have you ever gone to juvenile court? What was it about?

3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?

2. Do you know anyone who was shot, stabbed, or beat up real bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do you like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

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Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Social Media

1. What social media do you use? (Mention several such as Instagram, Snapchat, TikTok and whatever is popular in your school). What name(s) do you use?

2. What do you enjoy the most about it? What do you enjoy least?

3. Are there any posts that are connected to what's going on now (threat concern)? (Consider asking student if you can review their posts. Ask about any posts that are concerning.)

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well? What are your hobbies and interests? What do you enjoy doing?

3. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

4. What are your plans for the future? What would you like to do when you finish school?

5. What could we do that would help with (refer to the problem that led to the threat)?

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Parent/Guardian Interview

Parent Name		**Relationship to Student**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent knowledge of the threat

1. What do you (the parent) know about this situation?

2. Have you heard your child (or use child's name) talk about things like this before?

3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)

4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)

5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School adjustment

1. Has your child ever been suspended or expelled from school?

2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?

3. Has your child ever needed special help in school? Ever been retained?

4. Has your child ever been tested in school?

5. How does your child like school?

6. How often does your child do homework?

7. What are your child's teachers like?

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Family relationships and current stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:
   - Move, divorce/separation, losses
   - Financial status, employment changes for parents
   - Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer relations and bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

4. What kind of social media does your child use? Have there been any problems or concerns here?

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Delinquent behavior

1. Has your child been in trouble with the law or with police before? What happened?

2. Has your child ever gone to juvenile court? What was it about?

3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?

4. Does your child drink beer, wine, or other alcohol?

5. Does your child smoke marijuana?

6. Has your child used any other drugs?

History of aggression

1. How does your child handle frustration?

2. When your child gets angry, what does he/she do?

3. Has your child gotten into fights in the past? When, where, with whom?

4. Has your child's temper ever gotten him/her into trouble?

5. Has your child ever hit you or other family members?

6. Has your child destroyed his or her own things, or someone else's property?

7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

4. What can you do to restrict your child's access to weapons?

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Exposure to violence

1. Has your child ever been a victim of abuse?

2. Is your child exposed to violence in the neighborhood?

3. Do people argue much at home? Has there been any physical aggression at home?

4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?

2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?

3. Has your child ever been hospitalized? Had any serious illnesses?

4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?

2. What has your child's mood been like the past few weeks?

3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?

4. Has your child had problems with sleep? Appetite? Energy level? Concentration?

5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?

6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?

7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?

8. Has your child had any involvement with other agencies/programs in the community?

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Teacher/Staff Interview

Name of Person Interviewed		**Relationship to Student**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Academics

1. How is this student doing academically? Has there been any change in recent weeks?

2. What are this student's verbal skills? How well can he or she express himself/herself in words?

3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher knowledge of the threat

1. What do you know about this situation (involving a reported threat)?

2. Have you heard this student talk about things like this before?

3. What have other students told you about this incident?

4. Is there another teacher or staff member who might know something about this?

Student's peer relations

1. How well does this student get along with other students?

2. Who are the student's friends?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?

2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?

3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?

2. How does this student respond to being corrected by an adult?

3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?

2. Does this student seem to hold a grudge? Seem resentful?

3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Safety Assessment Report Template

Identifying Information

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Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

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Behavior Intervention Plan

For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only
See: www.pent.ca.gov for downloadable forms

This BIP attaches to: ☐ *IEP date:* _____ ☐ *504 plan date:* _____ *Team meeting date:*

☐ *School Safety plan/Threat Assessment form: date:*_____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)_

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior

☐ reported by and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? (S*ituations in which the behavior is likely to occur: people, time, place, subject, etc.)*

6. What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure, and supports are needed to remove the student's need to use this behavior?

Who will establish? Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: (*Function of behavior in terms of obtaining, protesting, or avoiding something*)

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? (*How should the student escape/protest/avoid or get his/her need met in an acceptable way?*)

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom? How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

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By whom? Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior

☐ Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:	☐	**Yes**	☐	**No**
Are environmental supports/changes necessary?	☐	**Yes**	☐	**No**
Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?	☐	**Yes**	☐	**No**
Are both teaching of new alternative behavior AND reinforcement needed?	☐	**Yes**	☐	**No**
This BSP to be coordinated with other agency's service plans?	☐	**Yes**	☐	**No**

Person responsible for contact between agencies

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between? Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student:

☐ Parent/Guardian:

☐ Educator and Title:

☐ Educator and Title:

☐ Educator and Title:

☐ Administrator:

☐ Administrator:

☐ Other:

☐ Other: