



# Oklahoma Public Schools Behavioral Threat Assessment and Management System



**OKLAHOMA**  
STATE DEPARTMENT *of* EDUCATION

# **A COMPREHENSIVE SYSTEM FOR THREAT ASSESSMENT AND MANAGEMENT IN OKLAHOMA SCHOOLS**

**Presented by:**

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Threat Assessment Coordinator,  
Salem-Keizer School District**

**Oklahoma State Department of Education  
Oklahoma Department of Homeland Security  
University of Central Oklahoma**

**Website**

**<https://sde.ok.gov/school-safety-and-security>**

# The presentation will:

- Review the research and basic principles regarding threat assessment and threat management.
- Review the steps, developmental procedures, and protocols necessary to develop a two-tiered, multi-disciplinary, multi-agency threat assessment and management system.
- Explore changes to the system that may be necessary to adapt to the existing resources of this community.
- Train on the use of assessment protocols for K-12 campus threat assessment.
- Provide Lab exercises, case reviews, and conduct a student threat assessment through audience participation as an actual collaborative assessment team.

OKLAHOMA PUBLIC SCHOOLS  
THREAT ASSESSMENT MANAGEMENT SYSTEM

Law Enforcement

Police Report

- Referral
- Release
- Custody
- Adjudication

Ongoing information sharing between Law Enforcement and Threat Assessment Team



**School Team**

- Administrator
- Counselor
- SRO or local LE
- Other as designated by administration

Team will determine the need for Level 1 Assessment

**Level 1 Assessment Site Team**

- Administrator
- Counselor
- Law Enforcement (SRO)
- Others (Teachers, Coaches, Special Ed. those who know the student)
- Parent (as circumstances allow)

**Level 2 Assessment Regional Threat Assessment Team**

- Site Team Administrator
- School District Representative
- Law Enforcement (Police, Sheriff, Highway Patrol)
- OK Dept. of Mental Health
- OK Dept. Juvenile Affairs
- District Attorney Representative

**Initiate Protective Response**  
Imminent Danger to self or others

Unfounded Concerns

**Plan / Recommendations**

- Increase Supervision
- Monitoring
- Intervention
- Behavior Modification
- Referral

**Plan / Recommendations**

- Monitoring
- Placement
- Intervention
- Increase Supervision
- Referral

- Community Resources
- Mental Health Evaluation

Ongoing information sharing between protective response & Threat Assessment Team

# The presentation will not...

provide all of the training necessary to establish a level of expertise in leading Community Level threat assessment investigations or in leading community threat assessment teams.

Advanced training in threat assessment and threat management is available through job shadowing Mid-Valley STAT team members, through the resources noted in the book (pages 155 -156) or by searching the web for threat assessment training.

## READING:

### *Assessing Student Threats: Implementing the Salem-Keizer System (2<sup>nd</sup> Edition)*

VanDreal, McCarthy, Swinehart, Speckmaier, Elliott, Okada,  
Rainwater, Novotney, Rutledge, Mendoza, Byrd

**Rowman and Littlefield**

(800) 462-6420.

email [orders@rowman.com](mailto:orders@rowman.com)

website <http://www.rowman.com>



## **OTHER CONTACTS FOR CONSULTATION**

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- The chances of being harmed by violence in a school are 1 in 2 million... killed by homicide in a school, about 1 in 2 to 4 million, depending on the year.
- The chances of being hit by lightning in a particular year are 1 in 960 thousand. Annually, there is a 1 in 31,000 chance of being poisoned by cafeteria food.
- A youth is approximately 40 times more likely to be killed by homicide outside of school than inside a school.
- School safety has improved steadily within the last 20 years.
- Still, depending upon how the data is measured, over the past 15 years in America, the rate of targeted or rampage killings has increased when places of commerce and higher education are factored in.



- **Response in education and community policy has varied from highly reactive policy making to avoidance and denial.**
- **Furthermore, students and community members frequently make threats or use threatening talk as a means of socializing and communicating. How do we know when a threat is real, when do we worry and how do we respond?**

# **JUSTIFICATIONS**

- 1. Concerns regarding violence and school safety.**
- 2. Response to (ORS 339.250) requiring policy and procedure.**
- 3. Zero-Tolerance Policy, expulsion. Reactive public policy measures.**
- 4. Psychological Safety.**

# Advantages of a Threat Assessment System

- Shared ownership, shared responsibility. Decreased liability.
- Multi-discipline, multi-agency.
- Expeditious but methodical.
- Community collaboration and ownership.
- Identification of risk in clear terms.
- Interventions and supervision strategies that fit the situation and accurately address risk.
- Promotes observation and supervision.
- Increases both the physical safety of a community and the psychological sense of safety.

**BASIC PRINCIPLES  
AND  
SUPPORTIVE RESEARCH**

# **DEFINITION OF A THREAT**

**The intention  
to commit harm to a target  
or be a menace or source of danger  
to a target.**

## The Threat Assessment System objectives are:

1. Assess threats of potentially harmful or lethal behavior and determine the level of concern and action required.
2. Organize resources and strategies to manage situations involving people that pose threats to others.
3. Maintain a sense of psychological safety within the community.

# **AGGRESSION CONTINUUM**

**(from Eric M. Johnson, PhD.)**

**Bombing**  
**Shooting**  
**Raping**  
**Stabbing**  
**Beating**  
**Strangling**  
**(Violent Aggression: serious or lethal injury)**  
**Sexual coercion**  
**Fighting**  
**Hitting with objects**  
**Throwing objects**  
**Slugging**  
**Kicking**  
**Scratching**  
**Biting**  
**Slapping**  
**Pushing**  
**(Aggression Behavior: low to moderate injury)**



# 24j Level 1 Protocol



# CONTEXT AND SITUATION

## *WHAT IS THREAT ASSESSMENT?*

**defined by the Secret Service (*Threat Assessment in Schools* pg. 29): “The primary purpose of a threat assessment is to prevent targeted violence. The threat assessment process is centered upon analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to mount an attack and is engaged in planning or preparing for that event.”**

# Context and Situation

**The assessment of the “unique” interaction and dynamics between the perpetrator, the target and the situation they share. The question is “does the person ‘pose’ a threat,” not “did the person ‘make’ a threat.”**

# Targeted and Reactive

- REACTIVE / AFFECTIVE / IMPULSIVE
- TARGETED / PREMEDITATED / PREDATORY

# Reactive Aggression

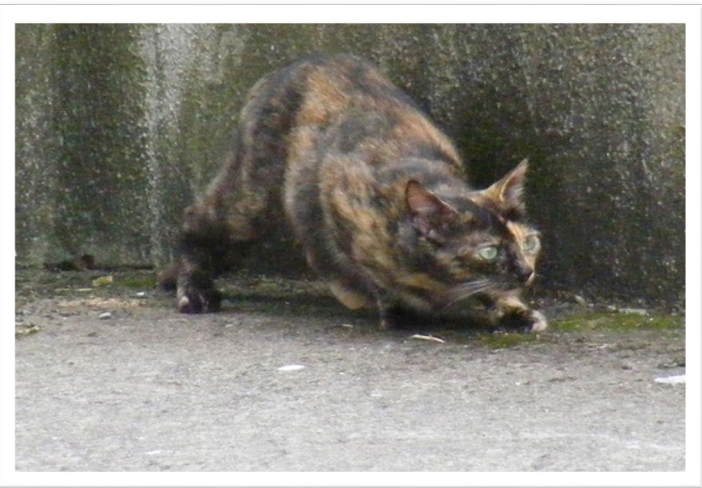


- **Absence of planning**
- **Elevated emotional state**
- **Aggressor feels under immediate threat**

# Targeted Violence

(Fein&Vossekuil, 1998)

- **Targeted violence is not reactive.**
- **It is not the result of someone going mental or “snapping.”**
- **It is the result of an understandable and often discernible process of thinking and behaving.**
- **The aggressor will display “attack-related” behaviors that move along a continuum of idea to action, including justification, planning, rehearsing, and logistical preparations.**



# ATTACK RELATED BEHAVIOR

## EXAMPLES:

- PLANNING
- PREPARATION
- WEAPONS ACQUISITION
- REHEARSAL
- SCHEDULING
- OTHERS?

# Targeted Violence

**Implementation**

**Preparation**

**Planning**

**Ideation**

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Biting  
Slapping  
Pushing

*(Violent Aggression: serious or lethal injury)*

*(Aggression Behavior: low to moderate injury)*





# Threats and Communication

Inappropriate Communication: Any unwarranted contact or approach that is strange, threatening or ominously predictive and intended to unsettle or unnerve. Can be direct threats, indirect threats, veiled threats and conditional threats:

- Direct Threat
- Indirect Threat
- Veiled Threat
- Expressive Threat

# Inhibitors (Adult)

- **Employment**
- **Finances**
- **Health**
- **Residence**
- **Children**
- **Family**
- **Looking to the future**
- **Resolving the grievance**

**What are examples of inhibitors in the youth population?**

# Pre-Incident Indicators (or Antecedents)

Pre-incident indicators (Calhoun, 1998; de Becker, 1998) are actions, communications or circumstances that indicate an individual or group is considering or planning a violent act.

# Accelerator, Triggers and Precipitating Events

Accelerators are destabilizing factors that increase the potential for individuals to resort to violence. These include (some are more specific to adults): illness, divorce, financial crisis, decreased or terminated employment, and perceived ongoing abandonment/rejection. Triggers, precipitating events are similar to accelerators but tend to be acute experiences or circumstances that aggravate an individual or group further toward a violent act (Meloy, 2000).

# J.A.C.A. -Gavin DeBecker

- Justification
- Alternatives
- Consequences
- Ability

# Bias in Threat Assessment (FBI, 2015)

- **Confirmation Bias** - The tendency to look for evidence or interpret information in a way that confirms a preconceived opinion.
- **Availability Bias** - Is a tendency to assign the most importance to behavior which comes immediately to mind, often that which is most recent.
- **Hindsight Bias** - The inclination to see events as having been more predictable than they actually were.
  - Can induce *foresight bias*, the tendency to overestimate the ability to predict future events.

# Lab Six Situations

- **Three boys, engaging in BB gun wars after school, violent first person shooter games, knife collecting, and aggressive.**
- **One boy, has a large knife in his backpack (claims he used it hunting with his father the previous weekend and forgot it was there).**
- **One boy, brings a knife to school as a defensive means of protecting himself against bullies who are tormenting him and extorting his money.**
- **One Boy... an aggressive bully. Brings knife to school to intimidate others.**
- **One boy, speaks of shooting others at school as revenge for being ignored and rejected, and to show that he is not weak or afraid.**
- **Two boys, both identified as Emotionally Disturbed and attending school in a self-contained classroom. One is very aggressive, engaging in combative talk, threatening teachers and students if he doesn't get his way, is extremely irritable and has a very short fuse. The other is a follower but if pushed, can become extremely explosive and aggressive. They are in constant conflict and very close to fighting.**

# The Exceptional Case Study Project (ECSP)

- The Exceptional Case Study Project was initially completed by the United States Secret Service in 1998. The project analyzed 83 persons who had engaged in assassination attacks or near-attack behaviors from the previous 46 years. The results of the study provided an objectified definition of targeted violence and concluded that targeted attackers do not have consistent profiles.
- The study also noted that mental illness plays almost no role in determining violence potential but did identify and emphasize the concept of “attack-related behaviors.” Finally, the study noted that most attackers consider many targets prior to attacks and that risk is best determined through an investigation of the attack-related behaviors as they relate to the potential attacker’s ideation



# SAFE SCHOOL INITIATIVE

**Critical Factors (*consistently present in histories of school shooters*):**

- **Peer Relationships Problems.**
- **Weapon Fascination and access.**
- **Recent loss, humiliation.**
- **Signs of depression, suicidal ideation or actions.**
- **Disconnect from adults.**

**Contributing Factors (*associated with aggression, but not consistently present*):**

- **Poor school achievement. (grades, truancy, class disruption, suspension).**
- **Negative parent-child relationship (family distress, poor supervision).**
- **Exposure to violence.**
- **Substance abuse.**
- **Mental illness.**

# **(SAFE SCHOOL INITIATIVE continued)**

## **Key Points:**

- Shootings were rarely impulsive.**
- No consistent profile of school shooter.**
- Shooters had difficulty coping with loss and failure.**
- Shooters perceived or experienced severe longstanding rejection and bullying by peers.**
- Motives were mostly revenge and problem-solving.**
- Peers knew of plan ahead of time (some collaborated).**
- All attackers used guns. Most shooters had ready access to guns. Some made considerable efforts to acquire guns.**
- Most attackers did not threaten their targets directly prior to attack.**
- All shooters were of concern to parents, teachers and / or peers.**

# FBI Critical Incident Response Group

## Personality Traits and Behavior:

- Leakage
- Low Tolerance for Frustration
- Lack of Resiliency
- Poor Coping Skills
- Failed Love Relationship
- Injustice Collector
- Signs of Depression
- Narcissism
- Alienation
- Dehumanizing Others
- Lack of Empathy
- Exaggerated Sense of Entitlement
- Attitude of Superiority
- Exaggerated or Pathological Need for Attention
- Externalizes Blame
- Masks Low Self-Esteem
- Anger Management Problems
- Intolerance
- Inappropriate Humor
- Seeks to Manipulate Others
- Lack of Trust
- Closed Social Group
- Change of Behavior
- Rigid and Opinionated
- Unusual Interest in Sensational Violence
- Fascination with Violence-Filled Entertainment
- Negative Role Models
- Behavior Appears Relevant to Carrying out a Threat

# FBI Critical Incident Response Group

## Family Dynamics:

- **Turbulent Parent-Child Relationship**
- **Acceptance of Pathological Behavior**
- **Access to Weapons**
- **Lack of Intimacy**
- **Student “Rules the Roost”**
- **No Limits or Monitoring of TV and Internet**

## School Dynamics:

- **Student’s Attachment to School**
- **Tolerance for Disrespectful Behavior**
- **Inequitable Discipline**
- **Inflexible Culture**
- **Pecking Order Among Students**
- **Code of Silence**
- **Unsupervised Computer Access**

# **FBI Critical Incident Response Group**

## **Social Dynamics:**

- **Media, Entertainment, Technology**
- **Peer Groups**
- **Drugs and Alcohol**
- **Outside Interests**
- **The Copycat Effect**

# **Katherine S. Newman**

## **Five necessary but not sufficient conditions for a rampage shooting:**

- 1. Perception of self as extremely marginal within the social world that has value. Bullying and social exclusion lead to marginalization and increase frustration and depression.**
- 2. Psychological problems and vulnerability. Mental illness, severe depression and abuse decrease emotional, psychological and coping reserves, thus magnifying impact of marginalization.**
- 3. Cultural scripts. Cultural or media models of violence are readily available as examples of solving problems, getting even, releasing discomfort or elevating social status.**
- 4. Failure of surveillance systems. Systems intended to identify troubled youth are ineffective or non-existent.**
- 5. Gun availability.**

# Supervisory Special Agent Andre Simons

*From anecdotal observations and work on the published report  
Campus Attacks: Targeted Violence Affecting Institutions of Higher  
Education.*

- Significant personal stress, humiliation, and/or perceived failure
- Aggressive Martyrdom (Reid Meloy).
- Psychologically transformational acts
- The brittle student
- Leakage, hyper profanity, negative emotional language, lack of future planning, weapons investigation or possession, and an inability to take personal responsibility for actions and outcomes.
- Solution to perceived problems
- Wills, manifestos, infamy and notoriety
- Pseudo-commando

# Warning Behaviors (Meloy, 2012)

- Acts/changes in behavior that give evidence of increasing risk
- Pathway
- Fixation
- Identification
- Novel Aggression
- Energy Burst
- Leakage
- Directly Communicated Threat
- Last Resort Behavior
- Directly Communicated Threat



# Warning Behaviors (Meloy, 2014)

- Of the 9 warning behaviors, 5 have been shown to be more prevalent in those who commit acts of targeted violence in schools:
  - Pathway
  - Fixation
  - Identification
  - Novel Aggression
  - Last Resort Behavior
- Warning behaviors prevalent in students of concern who did not intend to act violently:
  - Leakage
  - Directly Communicated Threat

**OTHER RESEARCH,  
OTHER CONSIDERATIONS**

# RESEARCH SUMMARY

- 1. What kind of communication has the student made regarding their intention to harm others? Is the communication a statement of anger such as “I’m going to kill you...” or does it involve details of planning or an ongoing consideration of an attack?**
- 2. Is there a motive? Does the student experience or perceive severe rejection of bullying from other students?**
- 3. Are there indications of behavior that increase the possibility of violence occurring (plan, acquiring weapons, rehearsal or simulation, other preparations, scheduling)?**
- 4. Is there a specific target?**
- 5. Is there peer collaboration? Are peers aware of or concerned about a potential attack?**
- 6. Does the situation involve student/students who are out of alternatives, marginalized and disenfranchised, low on psychological reserves, out of acceptable coping strategies, and willing to accept the consequences of carrying out the threat?**
- 7. Are there indications of identification shifts, fixation, last resort behavior, or novel aggression?**
- 8. Are there personality or behavioral traits, family dynamics, School system issues or social dynamics that lead to a more vulnerable and potentially escalating situation**

# Youth Dating Violence

- Approximately 20% of high school girls report physical and/or sexual abuse by a dating partner.
- 50%-80% of teens report knowing someone involved in a violent relationship.
- By the age of 17, approximately 40% of girls are familiar with someone their age who has been hit or beaten by a boyfriend.

## Date Rape and Sexual Coercion

- Research varies regarding numbers; however, as awareness campaigns increase, a greater number of girls are reporting the impact and frequency of date rape and/or sexual

# Mental Illness

- What is Mental Illness?
- What has the press said about it?
- What is prevalence of mental health condition?  
What about severe mental illness?
- What is relationship between mental illness and violence?
- Do people commit mass murder or rampage violence because they are mentally ill?
- What kind of mental health issues increase a risk of violence?

# Violence or Aggression? Targeted or Reactive?

- Vindictive
- Bullying
- Mentally or emotionally troubled
- Gang
- Relationship, Stalking
- Rampage Shooting

# STUDENT THREAT ASSESSMENT SYSTEM



# SCHOOL CLIMATE

- 1. Assess the emotional climate. Promote listening and paying attention.**
- 2. Adopt a strong, but caring position against the “code of silence.”**
- 3. Implement systems to prevent and intervene in bullying.**
- 4. Involve all members of the school community in creating a safe and respectful school culture.**
- 5. Foster and develop trusting relationships between each student and at least one adult at school.**
- 6. Create mechanisms for sustaining a safe school climate (such as a system that assesses and manages potential violence.)**



# **CONFIDENTIALITY AND THREAT ASSESSMENT**

*(A School Threat Assessment Team should consult with their respective legal counsel on existing laws and regulations prior to the development of information-sharing policies.)*

**Family Education Rights and Privacy Act (FERPA):** A Federal law that protects the privacy of education records or any records that contain information directly relating to a student and that are maintained by the educational institution or a person acting for the institution. FERPA permits disclosure of personally identifiable information without consent in certain circumstances, including:

- 1. To school officials with legitimate educational interests as established by FERPA...**
- 2. To appropriate officials in health and safety emergencies...**
- 3. To comply with a lawfully issued judicial order or subpoena.**

**Obtain a copy of FERPA regulations at  
<http://www.ed.gov/policy/gen/reg/ferpa/index.html>**

# **A FEW MORE DETAILS REGARDING FERPA AND INFORMATION SHARING**

**Information from education records may be shared with police, social services, or other community representatives who are serving on a school's established threat assessment committee, if they are school official's with legitimate educational interests in accordance with the school's established criteria. Such individuals may not use that information for any purpose other than consideration on that committee, nor may they take the information back to their agencies or share it with anyone else except under the provisions of FERPA.**

- A school's law enforcement unit's records are excluded from the definition of "education records."**
- FERPA does not protect the confidentiality of information, in general. It protects information from education records. Therefore, if education staff reports information regarding a student's behavior or communication to members of the threat assessment committee, the information is not protected by FERPA since it was not provided through an education record.**
- FERPA does not have a personal liability recourse. Claims are made through US Dept. of Ed against schools. Personal claims**

# Updated FERPA Regulations

## January 2009

The new regulations impose a "rational basis" test on a school's decisions to disclose information in emergency situations. "The Department [of Education] will not substitute its judgment for that of the agency or institution if, based on the information available at the time ... there is a rational basis for the agency's or institution's determination that a health or safety emergency exists."

# Leroy Rooker says:

(Director of the US. Department of Education's  
Family Policy Compliance Office)

- "We wanted to strike that balance between privacy and safety and certainly emphasize that safety on a campus is paramount. As long as you can articulate what that emergency was, we're not going to be in the business of second-guessing you on that."
- Still, according to the new rules, administrators must document what emergency circumstances prompted their decision to disclose information.

**OKLAHOMA PUBLIC SCHOOLS  
THREAT ASSESSMENT MANAGEMENT SYSTEM**

Law Enforcement

Police Report

- Referral
- Release
- Custody
- Adjudication

Ongoing information sharing between Law Enforcement and Threat Assessment Team



School Team

- Administrator
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- Other as designated by administration

**Team will determine the need for Level 1 Assessment**

Level 1 Assessment Site Team

- Administrator
- Counselor
- Law Enforcement (SRO)
- Others (Teachers, Coaches, Special Ed. those who know the student)
- Parent (as circumstances allow)

Level 2 Assessment Regional Threat Assessment Team

- Site Team Administrator
- School District Representative
- Law Enforcement (Police, Sheriff, Highway Patrol)
- OK Dept. of Mental Health
- OK Dept. Juvenile Affairs
- District Attorney Representative

**Initiate Protective Response**  
Imminent Danger to self or others

Unfounded Concerns

Plan / Recommendations

- Increase Supervision
- Monitoring
- Intervention
- Behavior Modification
- Referral

Plan / Recommendations

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- Placement
- Intervention
- Increase Supervision
- Referral

Community Resources  
Mental Health Evaluation

Ongoing information sharing between protective response & Threat Assessment Team

# **DEFINITION OF A THREAT**

**The intention  
to commit harm to a target  
or be a menace or source of danger to a target.**

Threat Response  
Dismissal Form

# **INITIATE LEVEL 1 IF THE FOLLOWING IS KNOWN OR SUSPECTED:**

- **Threat, aggression or violence is specific to identified target with motive and plan.**
- **Threat, aggression or violence is causing considerable fear or disruption to activity.**
- **Weapon at School or attempt to bring a weapon.**
- **There is continued intent to carry out threat.**
- **There is a history of threats, aggression or violence.**
- **Staff, parent or student intuition suggests a need to investigate threatening circumstances.**
- **Administrator is unable to determine if a situation poses a risk to school personnel or the community**



OKLAHOMA PUBLIC SCHOOLS  
THREAT ASSESSMENT MANAGEMENT SYSTEM  
FLOW CHART – LEVEL 2

**Student Threat Assessment Team  
Level 2 Assessment Steps**

**THREAT**

Site Team completed the Level 1 Screening and requests further investigation and/or consultation.

**Initiate Level 2 Process**

**Step #1**

**Consultation – Investigation Team  
Meets w/Site Team at School Building**

Collects Information  
Begins Level 2 Assessment  
Assists Site Team w/Mgt. Plan

**Team Includes:**

- School Psychologist
- Mental Health Practitioner
- Law Enforcement

**As Needed:**

OK Dept. of Human Services  
OK Dept. of Juvenile Affairs  
Others – appropriate case managers

**Investigation Team schedules case for further STAT review**

**Step #2**

**(Further Consultation and Investigation)**

**Convenes weekly**

Site Team Administrator  
School District Representative  
Law Enforcement (Police, Sheriff, Highway Patrol)  
OK Dept. of Mental Health  
OK Dept. Juvenile Affairs  
District Attorney Representative  
Others – appropriate case managers

# UNIQUE FEATURES OF YOUR SYSTEM

- FTE
- RESOURCES
- TIME
- DISTANCE
- TRAINING
- FREQUENCY OF MEETINGS
- AVAILABILITY
- AGENCY COMMITMENT
- OTHER

# ASSESSMENT

# BASICS OF ASSESSMENT AND MANAGEMENT PROCESS

- Determine the Facts
- Initial Assessment
- Immediate Actions
- Investigation
- Continuous Assessment
- Develop Management Plan
- Follow Up

# Level 1 Site Based Protocol development

Develop a template, with identified key risk factors as well as supervision strategies, that all members of the team use as a guide during assessment. Document the use of the template in every case. Document the risk concerns and document the supervision and safety planning.

# Guide

**Student Name: Student Number:**

**DOB \_\_\_\_\_**

**CONFIDENTIAL**

**Contents of this envelope may be viewed by:**

- **Law Enforcement**
- **Administration**
- **District-Based Mental Health Professionals**
- **Others As Approved By Administration**

**This envelope may contain:**

- **Expulsion Notice**
- **Threat Assessment- Level 1 & 2 (STAT)**
- **Suicide Risk Assessment - Level 1 & 2**
- **Juvenile Fire Setter Assessment- Level 1 & 2**
- **Sexual Incident Response - Level 1 & 2 (SIRC)**
- **Criminal Notice (Per Oregon Revised Statute)**
- **Restraining Orders**
- **Other Court Documentation**

# K-12 LEV 1 SPECIFICS

## MUST HAVE:

- Plan to Protect Victim
- Notification of Threat Log
- Notification of Threat Letter



# Plan to Protect Targeted Student

# Notification Log

# Notification Letter

# K-12 LEV 1 SPECIFICS

## WHAT WORKS IN YOUR SCHOOLS?

- Student Interview, Witness Interview
- Parent Interview
- Teacher Questionnaire
- Level 1 Assessment (options)

# Level 1 Student Interview

# Level 1 Student Witness Interview

# Parent Interview

# Teacher Questionnaire

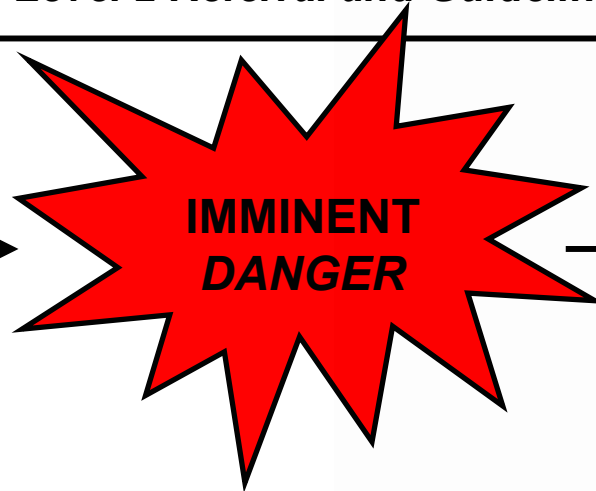


# Management Strategies

- Protection of target
- Increase accountability for student of concern
- Increase supervision
- Monitor for weapons
- Monitor communication
  - Verbal, academic-related, social media
- Build relationships
- Increase inhibitors
- Decrease agitators
- Community resources
  - Mental health, Juvenile Dept, faith community, mentoring, etc.

**Oklahoma Public Schools**  
STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM  
*Level 2 Referral and Guidelines*

**Threat  
Concern**



- 1. Call:**  
Law Enforcement
- 2. Follow:**  
District Safety Guidelines

**Level  
1**

**Reasons to proceed with Level 2 referral.**

<b>Student brought gun to school or attempted to acquire gun with possible intent to harm others</b>	<b>Unable to confidently answer items on Level 1 Protocol</b>	<b>Safety concerns significant and beyond Site Team's ability to supervise and secure within the building</b>	<b>Exploration of community resources is needed to assist in supervision</b>
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**Concerns are identified (or dismissed) and team is confident in supervision, safety and resources.**

**Level 2**

# Communicating Results

- School staff
  - Supervision responsibilities/management plan
  - Situations where aggression is likely
  - Where communications are likely to be received
  - Consider level of concern
    - Lower risk = general information about process
    - Higher risk = more specific information needed for supervision/intervention
- Parents of the assessed student
- Parents of targeted student
  - Consider level of concern
  - Provide the name

# Communicating Results

- Community at large – when notification may be beneficial:
  - Anonymous, specific threats
  - Identified perpetrator but causing disruption due to rumor mill
  - Student bring a gun to school and threatens, or others see it
  - Notification may include:
    - General information regarding the situation
    - Safety precautions in place
    - Presence of threat assessment and management systems
    - Confidence in safety
    - How to report concerns

**CONDUCT LEVEL 1  
STUDENT THREAT ASSESSMENT**

# **DAY 2: LEVEL 2**

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- Site Team Administrator
- School District Representative
- Law Enforcement (Police, Sheriff, Highway Patrol)
- OK Dept. of Mental Health
- OK Dept. Juvenile Affairs
- District Attorney Representative

**Initiate Protective Response**  
Imminent Danger to self or others

Unfounded Concerns

**Plan / Recommendations**

- Increase Supervision
- Monitoring
- Intervention
- Behavior Modification
- Referral

**Plan / Recommendations**

- Monitoring
- Placement
- Intervention
- Increase Supervision
- Referral

- Community Resources
- Mental Health Evaluation

Ongoing information sharing between protective response & Threat Assessment Team

# **Level 2 Assessment and Community Team**



OKLAHOMA PUBLIC SCHOOLS  
THREAT ASSESSMENT MANAGEMENT SYSTEM  
FLOW CHART – LEVEL 2

**Student Threat Assessment Team  
Level 2 Assessment Steps**

**THREAT**

Site Team completed the Level 1 Screening and requests further investigation and/or consultation.

**Initiate Level 2 Process**

**Step #1**

**Consultation – Investigation Team  
Meets w/Site Team at School Building**

Collects Information  
Begins Level 2 Assessment  
Assists Site Team w/Mgt. Plan

**Team Includes:**

- School Psychologist
- Mental Health Practitioner
- Law Enforcement

**As Needed:**

OK Dept. of Human Services  
OK Dept. of Juvenile Affairs  
Others – appropriate case managers

**Investigation Team schedules case for further STAT review**

**Step #2  
(Further Consultation and Investigation)**

**Convenes weekly**

Site Team Administrator  
School District Representative  
Law Enforcement (Police, Sheriff, Highway Patrol)  
OK Dept. of Mental Health  
OK Dept. Juvenile Affairs  
District Attorney Representative  
Others – appropriate case managers

# Level 2 Team Design Options

1. Use Level 2 system with Investigative Team and Level 2 Investigation Protocol.
2. Level 2 is Community Team only. Develop a form documenting the demographics of each case, the inquiry and responses regarding risk factors of that case and the supervision strategies

# **Moving to a Level 2 Threat Assessment?**

**The following questions will help determine course of action:**

- 1. Where is the student on the aggression continuum?**
- 2. What kind of communication has the student/students made regarding their intention to harm others? Are the communications statements of anger such as “I’m going to kill you...” or are they expressions that involve details of planning or ongoing consideration of an attack?**
- 3. Are there any indications of a plan such as acquiring weapons, rehearsing the attack, simulation of the attack, preparations and/or scheduling the event?**
- 4. Is the threat target-specific?**
- 5. Are weapons or means available to carry out the threat?**
- 6. Does the student think that he or she is out of alternatives? For example, if the student is still willing to speak with the school counselor, he or she is NOT out of alternatives.**
- 7. Is there a motive?**
- 8. Is the student willing to accept the consequences of carrying out the threat?**
- 9. Will aggression likely result in severe or lethal injury?**

# Level 2

## Investigation Protocol options

### OPTION 1:

- Level 2 Template and Investigation (Education)
- Level 2 Student Interview
- Law Enforcement Level 2
- Mental Health Level 2

### OPTION 2:

- Template.
- Documentation regarding use of template and recommended supervision (could be responsibility of Site Team Case Manager).

# Level 2 Assessment Template

# Level 2 LEUR Investigation

## Level 2 student interview

# Law Enforcement Level 2



# Mental Health Level 2

# PROTOCOLS

- MOU
- Disclaimer
- Confidentiality / Statement Form
- Sign-in Sheet
- Reference and Review

# MOA for STAT

# STAT form Disclaimer

# STAT Confidentiality Agreement

STAT Sign In

# STAT Reference and Review

# REPORTS AND RECORDS

- Case Notes / Personal File
- Law Enforcement Unit Record
- Level 2 Summary and Instruction Letter
- Confidential Envelope in Student Record



# Level 2 Summary Investigation

# STAT Instruction Letter with Level 2 Summary

# KEY COMPONENTS OF THREAT ASSESSMENT

Pay attention to intuition, but focus on facts.

- Focus on behavior, not profile traits.
- Review all factors as they exist within context.
- Examine behavioral progress, changes, and movement into the targeting continuum.
- Confirm information, confirm impressions.
- Address all investigative questions regarding risk.
- Focus on prevention and inhibitors, not prediction.
- Remember the goal... identify risk, decrease that risk and improve the psychological safety and learning environment.

**BUILDING A COLLABORATION  
AND  
CHOOSING MEMBERS**

# Organizing a system

- Need, justification and authorization.
- Community ownership, commitment, and responsibility.
- Policy and procedures necessary for functioning.  
(Legal counsel)
- Organize resources, design system and refine.
- Training, implementation, more training.
- Maintenance of program, trouble-shooting and ongoing training.

# Choosing Team Members

## (Modified from US Dept of Ed. and USSS)

- An ability to relate well to others.
- An awareness and sensitivity to the difference between harming and helping in an intervention.
- A reputation for fairness and trustworthiness.
- A questioning, analytical and even skeptical mindset.
- Training in the collection and evaluation of information from multiple sources.
- Discretion and an appreciation for the importance of keeping information confidential.
- Familiarity with the contemporary issues of school and community safety.
- The ability to serve as a formal link or liaison between various systems (a “boundary spanner”, a “team player” who believes in the project and the process.)
- In-depth knowledge about their own organization, resource availability, and both political and ethical boundaries.
- Full credibility and respect within their own organization.

## **94% of administrators stated that:**

- **STAT effectively identified potentially dangerous students and situations.**
- **STAT had positive effects on school safety.**
- **STAT provided important information necessary for support, discipline, and placement decisions.**
- **STAT fulfills a valuable role in schools.**

**In the same survey, 90% of administrators reported that STAT increased efficient coordination with law enforcement and mental health.**

# Benefits of a Threat Assessment System

## ***112 Clark County 2012-13 study***

- A total of **77,776** Students enrolled in the county
- A total of **181** students posed a threat and 81 resulted in a level II multi-agency community team response (less than 2%)
  - **181 level I screening** by **School-based Teams** (ESD consultation on 64).
  - **81 Level II Multi-Agency Community Team** (ESD coordinated)

***62% of the students remained in school***

***85% remained enrolled in the same district***

***89% remained enrolled in the county***



# Benefits (cont'd)

## ***Cost Saving for One District student enrollment of 26,486***

A total of 24 students received a Level II assessment. Of the 24:

- 15 remained enrolled in the same school and 6 student enrolled in a school within the same county.
- The average months enrolled was 4 months. Ranging from 1-8.
- The total cost savings was \$80,287 by having students stay in school (\$9,558/student FTE)

**CONDUCT LEVEL 2 TEAM  
ASSESSMENT AND FOLLOW  
UP CASE REVIEW**

**QUESTIONS?**