



STUDENT THREAT ASSESSMENT TEMPLATE - LEVEL 2

OKLAHOMA PUBLIC SCHOOLS STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

SITUATION OR INCIDENT FACTORS:

Source of information regarding threat or behavior:

- Rumor
- First source information (leakage as noted above)
- Peer report
- Parent report
- Teacher, staff or other adult report
- Other
- **The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern:****The threat was indicated through:** Specific and detailed communications; ultimatums; simple statements; reactive communications; affectations of bravado; veiled communications; vague or indirect references or warnings; fixed or ongoing themes within communications; disorganized communications; behavioral gestures; no threat indicated.
- **Target was:** Specific to person; specific to a population; focused; ongoing fixation; (target and/or guardian notification complete); transient (a result of a reactive and transient situation); no target noted.
- **Threat was communicated to:** Potential target; others regarding potential target; as a generalized threat without a specific target; no communication made.
- **Threatened aggression was:** Mild (potential low impact, little to minimal injury); moderate (an injury could occur but would be short of serious or lethal); extreme or violent (serious or lethal injury).
- **Acted out aggression was:** No acted-out aggression; indications of novel aggression; mild (resulted in or intended no or minimal injury); moderate (while resulting injury or intended injury is concerning, it was not serious or lethal); extreme or violent (resulted in or intended an injury that was serious or lethal).
- **Attack related behavior:** Threat and /or behavior appear reactive; while threat was specific to target, there is no noted behavior related or relevant to the pursuit of the aggressive act; plan (see below); approach behavior; research, suspicious inquiry, information gathering; rehearsal, simulation (repetitive viewing); acquire or attempt to acquire weapon and/or equipment; behaving in a manner that suggests an intention to follow through on the threat. Energy burst suggesting an increase or variation of previously noted activities related to target.



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- **Attack schedule:** Date, time; implied to; vague; no schedule or date indicated.
- **Plan to act out aggression:** Details of plan are. No plan noted; detailed; organized; objective plausibility; subjective plausibility (only); vague reference to threat; no reference to threat; simple; generalized (specifics difficult to determine); noted theme is to carry out threat; complex; disorganized; unclear.
- **Method of aggression:** Physical; objects; sharps; guns; bombs; fire; other.
- **Weapons availability:** In home, secured; in home unsecured; noted as available with extended family or friends; commonly available; unavailable due to security and /or supervision.
- **Suicide concerns:** Suicidal ideation expressed without clear statement of intent; blatant statements regarding intent (threats); stated desire to die; stated desire to be killed; gestures; plan; plan with means; rehearsal; no indication.
- **Self-harm concerns:** Cutting; burning; other.
- **Interest, orientation and/or immersion in extreme aggression:** Entertainment preferences suggest violent theme that are sequential and specific to targeted and/or vendetta violence; role models and interests suggest fascination and / or admiration for either notorious or fictional violent people and acts of violence; copycat implications; rehearsal through media or fantasy acts; intense interest in military or law enforcement paraphernalia; closely associates with weapons; fascinated with weapons (type); developmentally appropriate interest; no interest indicated. interest is for amusement only or to shock others; no interest indicated.
- **Identification:** Indications of pseudo-commando identification; indications of warrior mentality; identification with previous attackers; identification as an agent or soldier of a cause or belief system; developmentally appropriate psychological identification.
- **Fixation on target:** Perseveration; negative characterization; extreme opinions; angry undertones; fixation causing academic and/or social deterioration; negative emotionality within reason; no fixation noted.
- **Motive:** Control; injustice; lost love, rejection, victimization; self-defense; recent loss; status change; humiliation; grievance; grudge; power; intimidation; bravado; extortion; other; no motive (threat was reactive).
- **Self-perspective (regarding life situation):** Hopeless; desperate; overwhelmed, highly stressed; victim of ridicule, rejection; victim of bullying; significant personal lost; loss of romantic or close personal relationship; personal failure; overly disciplined and /or punished; jealous and resentful; impacted by indicated mental health issue (developmental limitations, disturbance of thought, mood issues); stable; untroubled; tolerable; optimistic; positive; hopeful of prosocial future. Perspective is congruent with situation as seen by others; Perspective is incongruent with situation as seen by others.



- **JACA (DeBecker):** Justifies aggression; does not justify aggression; does not see situation as having alternatives to aggression; perceives situation as having alternatives to violence; accepts consequences of acting out aggressively; does not accept consequences of acting out aggressively; has or perceives self as having ability to act out aggressively; has or perceives self as having ability to act out in a planful and targeted aggressive manner; does not have ability to act out in a planful and targeted aggressive manner; is supervised in a manner that interferes with the opportunity to act out aggressively.
- **Perspective regarding targeted violence:** Imperative; necessary; likely if something doesn't change; one of many options; a useful threat to get attention but not an actual option; a useful threat to intimidate or for bravado, but not an actual option; denies considering as option.
- **Perspective of caregivers, peers and education staff:** Concerns regarding potential acted out extreme aggression; concerns regarding potential mild to moderate aggression; ambiguous concerns regarding aggressive behavior; concerns regarding acting out behavior; no concerns.
- **Precipitating events:**
- **Relationships with pro-social adults:** Trusting and successful; trusting but emotionally temperamental; connected but superficial or shallow; disconnected and apathetic; disconnected and resentful. List:
- **Inhibitors/protective factors:** Family support; relationship with at least one positive adult; social support; prosocial involvement in: prosocial beliefs or values; commitment to school; sports; clubs; church; extra-curricular activities; band; music; pets; other:

SCHOOL FACTORS

- 504 / Spec. Ed; Regular Ed.:
- Special Circumstances:
- Disciplinary action taken:
- Academics:
- Attendance:
- Attachment to school:
- Behavioral history:
- Discipline history:
- Educational goals or plan:
- Other School Concerns:



SOCIAL FACTORS

- **Strength of relationships, general impression:**
- **Victimization history at school, home and community (real or perceived):**
- **Social status:** High or accepted within mainstream and other groups; moderately accepted within mainstream; connected within small subculture or clique; disconnected-- disinterested socially or self-committed loner with parallel social movement; rejected by mainstream and most subculture but maintains parallel social movement; rejected and marginalized but accepted within marginalized clique; completely rejected and marginalized; other.
- **Peer group:**
- **Role within peer group:** Leadership; shared leadership; is both leader and follower; follower; connected but reserved and varies in commitment to follow; superficial, on the group's periphery or disconnected; toady, sycophant or servant; other.
- **Peer group traits:** Prosocial; within normal / accepted range of behavior; troubled; reckless and energetic but aggressive behavior is within norm; delinquent; high risk (engages in at- risk behavior); aggressive (views aggression as an acceptable solution to typical youth problems).
- **Community support level:** Community resources employed; community resources exhausted; beginning to explore resources; no community support. List resources being used.

PERSONAL FACTORS

- **Adjudication:**
- **Recent changes in behavior / beliefs:**
- **Pattern of behavior:**
- **Management skills for typical social conflict:** Prosocial healthy range of response within developmental expectations; limited skills but responsive to help and suggestion; few skills and mostly avoidant; uses denial or argument; verbally combative; uses bravado and intimidation; physically combative; threats of aggression or violence; other.
- **Strategies used to stop victimization, teasing or rejection:** Avoids or reports trouble; appropriate use of assertiveness, negotiation and adult resources; passively allows or compromises; enlists help of peers; bravado and posturing; threatens; physically fights back; full revenge; other.
- **Personal view regarding use of aggression:** Views aggression as acceptable solution to typical or otherwise solvable problems; justifies aggression if other options have



been exhausted; justifies aggression if attacked first by another; pacifist by principle; does not indicate perspective.

- **Emotional coping skills and reserves:** Healthy and developmentally appropriate; varies by mood and swing; immature for age; limited and shallow—few healthy strategies/emotional reserves are low; poorly developed strategies but accepts help; post trauma or emotional distress interferes with use of skills/ depletes skills quickly; has blocked skill development; other.
- **Anger management skills:** Within developmental expectations; limited but defuses quickly and accepts helps and supervision; explosive and hostile; loses ability to reason and is unapproachable; loses control and is disruptive; quickly elevated to aggression; other.
- **Coping skills for change:** Flexible; optimistic; anticipates consequences; tolerant within reason; disinterested; rigidity; hypersensitive and irritable; intolerant; highly frustrated; other.
- **Attitude:** Sees self as superior; injustice collector; sees self as a undeserved victim due to others actions; entitled; criminal; narcissistic; has healthy view of personal strengths and weaknesses; sees self as a failure; sees self as inferior, broken or weak; sees self as an ongoing and deserved victim due to weaknesses; other.
- **Stress level (real or perceived):** Severe; moderate; low; not indicated.
- **Level of desperation or despair:** Severe; moderate; low; not indicated.
- **Need for attention, recognition, or notoriety:** Exaggerated; desperate; some attention seeking but typical for age and development; confident / very little attention seeking; low and avoidant.
- **Response to rules, authority and structure:**
- **Self-perception of situation:** Awareness of dysfunctional or troubled situation and wants to change; has awareness of dysfunctional situation but lacks concern or doesn't care; is unaware of dysfunctional or troubled situation; inaccurately views acceptable situation as dysfunctional; accurately views situation as functional.
- **Trust level:**
- **Maladjustment:** Exaggerated entitlement; externalize blame; superiority; alienation; dehumanizing behavior or attitude; self-esteem; empathy; remorse; manipulative and controlling, even at expense of others physical comfort; lacks moral or religious beliefs; values are maladjusted socially.
- **Recent loss or loss of status:**
- **Animal abuse:**
- **Fire-play:**
- **Property destruction:**



- **S/S of depression (atypical, sullen, moody, apathetic):**
- **Drug / alcohol use:**
- **Mental Health diagnosis:**
- **Medications:**
- **Central Nervous System damage:**
- **Impulse or inattention problems:**
- **Emotional trauma or victim of abuse:**
- **Previous psychiatric treatment or hospitalization?**
- **Past treatment/intervention accessibility and response (accessible, guarded, poor response, resistive, hostile.)**
- **Planning or vision of future:**
- **Early police contact (prior to age 12) or prior arrests or convictions for aggression:**
- **Past willingness to hurt others:**
- **Use of a weapon in past to hurt others?**

FAMILY DYNAMIC FACTORS

- **Resides with:**
- **Guardians:**
- **Foster placement:**
- **Ward of State:**
- **Siblings:**
- **Custody:**
- **Family history of: Domestic Violence; mental illness; abuse; substance abuse; criminal activity; arrests and or incarceration for aggressive or violent crime.**
- **Parents /guardians support level:**
- **Relationships within family structure:**
- **Parent/guardian – child dynamic:**
- **Parent’s and or family’s views on acceptable use of criminal behavior or criminal violence:**
- **Supervision within the household:**



- **Parental control and limitations on behavior:**
- **Computer access within home / supervision of computer access:**
- **Extended family support level:**

GANG INVOLVEMENT FACTORS

- **Identification:**
- **Level of involvement:**
- **Role in Gang (leader, instigator, follower, toady):**
- **Expressed commitment:**
- **Willingness to act antisocially on behalf of gang:**
- **Delinquent or aggressive / violent acts to date:**
- **Motive, target, plan (see Situation/Incident Factors):**
- **Communication:**
- **Behavior consistent with communication:**
- **Attack related behavior:**
- **Means and weaponry:**
- **Targeted aggression and/or violence:**
- **Agitators:**
- **Inhibiting factors:**
- **Other concerns noted from Situation/Incident Factors:**

OTHER

- **Collateral information:**
- **Context:** Place. Social situation.
- **Reaction / affectation:** Expressive; stress relief; bravado and intimidation; power; resistance or revenge; attention seeking; other.
- **Targeted and premeditated:** Rampage and theatrical expression: stealth and discretion; other.
- **Instrumental purpose:** Control; intimidation or extortion; vendetta; grievance; grudge; revenge; other.



- **Gang:**
- **Influenced by drugs and alcohol:**
- **Criminal act:**

RECOMENDATIONS

STAT Level 2 - STAT Recommendations

These recommendations were generated through the efforts of the Student Threat Assessment Team (STAT) and are for consideration in the management of threatening or dangerous circumstances involving students. STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

Next Steps:

1. Case will be staffed by Student Threat Assessment Team (STAT).
2. Administrator will request further assessment if risk circumstances escalate (see Risk Factors guide).
3. Continue Level 1 Supervision Plan.
4. Warn intended victim(s) and/or guardians.
5. Design and implement a safety plan (using the form Plan to Protect Targeted or Victimized Student) for identified targets/victims. Consider targeted student's physical and psychological safety needs.
6. Protective Response initiated by Security Department.

Individual / Student Options:

1. Individual Accountability Plan.
2. Suicide Assessment initiated on (use District Suicide Protocol).
3. No harm contract.
4. Student will self manage: Describe.
5. Student will identify triggers, agitators and agree to "safe room" or resource of support.
6. Diversion.

School Options:

1. Review educational plan.
2. Consider the making the following firearms admonition to guardians: "Firearms are the responsibility of the owner: Do not assume a child/student/adult has not



learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations have been discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time and place of the admonition as well as the guardian’s response.

3. Specialized class options.
4. Travel card and time accountability.
5. Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
6. Social skill building programs.
7. Increase supervision in following settings:
8. Modifications of daily schedule / late arrival / early dismissal.
9. Entry / exit check with:
10. Alert staff and teachers on need-to-know basis.
11. Decrease or eliminate pass time or unsupervised time.
12. Intermittent Check of backpack, locker, pocket, purse, etc.
13. Assign identified staff to build trusting relationship through check-in or mentorship: Administrator. Mentor. Child Development Specialist/ Counselor. School Resource Officer. Teacher. Other.
14. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
15. Other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
16. Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out.
17. CDS / School Counselor or other school based mental health intervention.
18. Referral to appropriate school team to consider alternative placement such as administrative transfer, expulsion, Interim Alternative Educational Setting (IAES) as per district policy. (If risk criteria are met, district may unilaterally remove student to IAES; however, if student is receiving specialized instruction, IEP team decides actual placement.)
19. Home supervision pending further assessment.
20. Increased supervision in the following settings:
21. Referral to appropriate Special Ed. Team to consider *(Psychoeducational



Evaluation / Special Education, review education goals and placement options; referral to alternative education placement.) (NOTE: If student is on IEP/504 plan, any change in placement or Special Ed services must be done through Special Education Team process or 504 team process.)

- 22. Assessment or Behavior Team Referral. (NOTE: Must be done through Special Education Team Process.)
- 23. Continue to monitor communications and behavior for an escalation of Risk (see Risk Factor guide).
- 24. Safety planning at site of attendance.
- 25. Other School Option:

FAMILY / HOME OPTIONS:

- 1. Increase supervision.
- 2. Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
- 3. Safety proof home.
- 4. Parents contacted and will provide increased supervision and vigilance.
- 5. Referral for domestic violence intervention and safety panning.
- 6. Parent training classes.
- 7. Review and pursue crisis and/or mental health services.
- 8. Other:

COMMUNITY OPTIONS:

- 1. Referral to Oklahoma Department of Juvenile Affairs
- 2. District referred (STAT) mental health evaluation.
- 3. Review Mental Health options and providers for possible evaluation and/or counseling.
- 4. Anger management programs.
- 5. Alcohol/Drug evaluation and/or counseling.
- 6. Parenting Programs.
- 7. Mentoring programs.
- 8. Notify Probation /Parole officer.
- 9. Faith Community Programs.



10. Foster Positive Community Activities, interests.
11. Explore grant money assistance for inhibitors and other needs.
12. Other:

RISK RUBRIC AND GLOSSARY

TARGETED THREAT: The attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

REACTIVE OR AFFECTIVE THREAT: The attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. Is often a temporary, explosive or impulsive act without pre-meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

MILD TO MODERATE AGGRESSION: Harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

EXTREME OR VIOLENT AGGRESSION: Harmful behavior that is directed at another person(s) and causes or is intended to cause serious or lethal injury.

RISK: Risk levels are transitory and can either decrease or increase as a result of changes in circumstances (supervision, monitoring, intervention, etc.). The assignment of a risk level is, at best, useful in assisting and supporting management recommendations. Note that a situation may have risk features from more than one level and thus change as a result of addressing those features.

LOW OR MINOR:

- Vague or indirect information contained within the threat is inconsistent.
- Threat is implausible or lacks detail; lacks realism.
- Context of threat suggests that action is unlikely.
- Little history of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior that is aggressive but has little potential for physical injury. Minor bullying.
- Threats are for stress relief, bravado and affect.

MODERATE:

- Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
- No strong indication of preparatory steps; although, there may be some veiled reference or ambiguous evidence of threat possibility (reference to gun availability, movie with theme or sequence specific violent act).



- Some inhibitors present as well as an indication of desire for help.
- Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

HIGH:

- Threat or behavior is targeted and appears to pose serious danger to others.
- Threat is direct, specific, detailed, and plausible.
- Information suggests the presence of concrete preparations, target, and planning.
- Few inhibitors present.
- Sees no or few alternatives to action.
- Identified precipitating events with justification and the acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.

IMMINENT:

- Same criteria as “High Risk for Harm” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

LOW OR MINOR:

- Responsive to interventions.
- Has little or no history of affective hostility or violent reaction.
- Behavior is reactively aggressive, not violent, and has little potential for physical injury.
- Behavior is for stress relief, bravado and affect.

MODERATE:

- Interventions are effective but student can be resistive and hostile given the identified agitation. Somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.
- Aggressive behavior may cause physical injury but is not intended to be serious or lethal.

HIGH RISK:

- Behavior is frequently impulsively reactively aggressive or violent.
- Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable in order to restrain aggression / violence.
- Student is unresponsive or has limited response to intervention.