



Department of
Education

Threat Assessment: **A “Lessons Learned” Approach**

AGENDA

Disclaimer: This presentation shares lessons learned from *one school district's experience* implementing a TA approach.

- ***Threat Assessment Process***
 - Why
 - When
 - How
 - Procedures and Guidelines
- ***Lessons Learned***



Bath Township, Michigan



The ruins of Andrew Kehoe's house,
post-explosions.



The rear of the Bath School after the May 18, 1927 bombing.

May 18, 1927

Deadliest mass murder in a schoolhouse in U.S. history.
44 deaths- 38 children



- School Violence does not always occur by guns
- Current students should not be the only concern- parents, employees, community
- It takes planning and time to execute a mass attack
- Suicide and homicide have a **close** relationship
- Life stressors impact people
 - Financial- farm, tax increase
 - Illness of wife
 - Lost election for town clerk

What we CAN DO....

Use LESSONS LEARNED

Proactive and Prevention

SEE SOMETHING
SAY SOMETHING...
DO SOMETHING

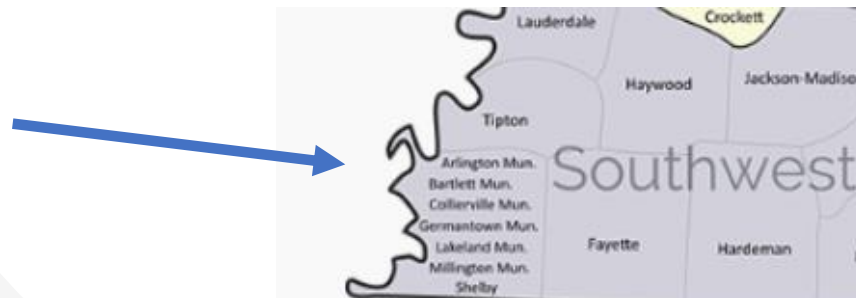
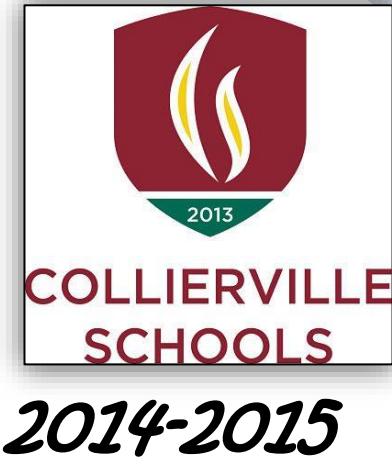
9,149
Students

6
Elementary

2
Middle

1
High


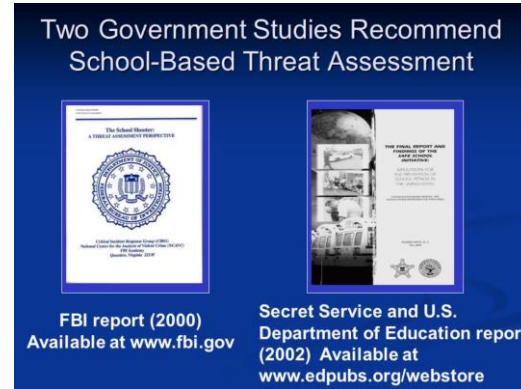
63%	Caucasian
17%	African American
15%	Asian
2.78%	Hispanic
1.65%	Multi Race



50,000 population suburban town

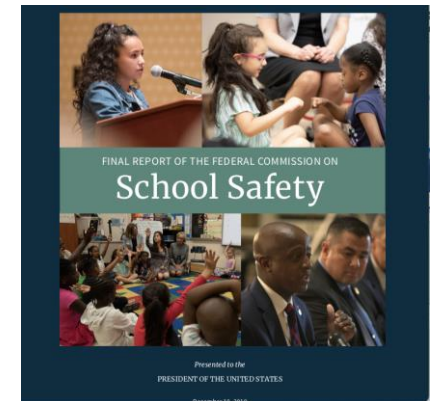
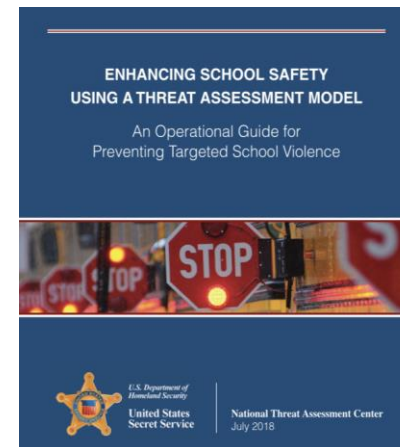
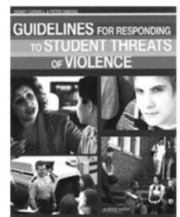
Threat Assessment is not new

FBI and Secret Service recommended that school settings use TA almost 20 years ago, after Columbine. “Safe Schools Initiative”



Dewey G. Cornell, Ph. D., is a forensic clinical psychologist and Professor of Education in the Curry School of Education at the University of Virginia. Dr. Cornell is Director of the UVA Youth Violence Project and a faculty associate of the Institute of Law, Psychiatry, and Public Policy.

Dr. Cornell has studied youth violence for over 20 years and has assisted numerous schools in the development of violence prevention programs. He has authored more than 100 publications in psychology and education, including two recent books: *Guidelines for Responding to Student Threats of Violence* and *School Violence: Fears versus Facts*.



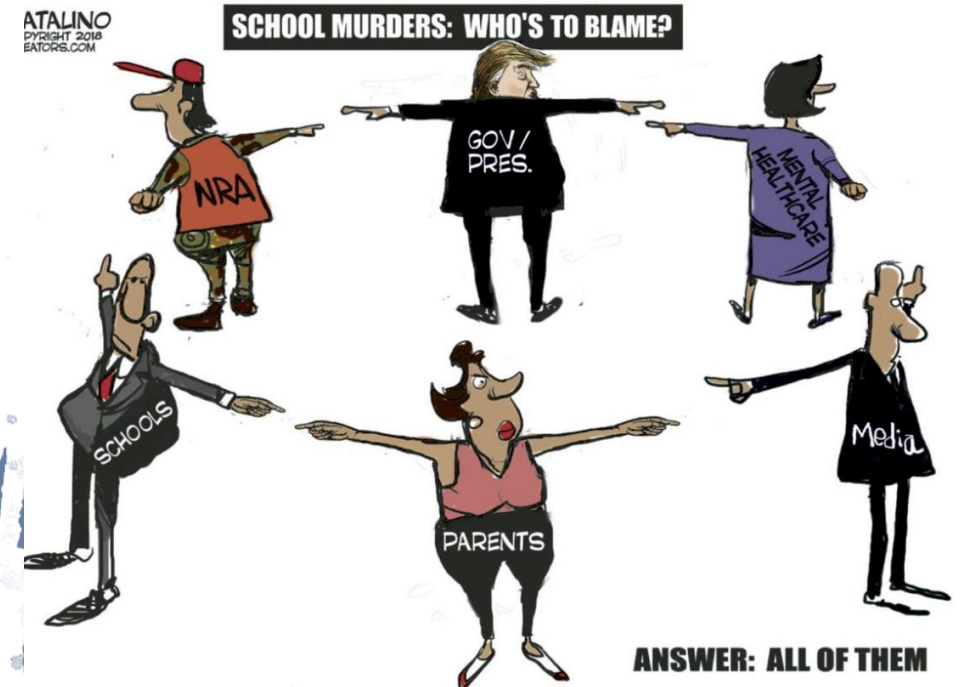
Who has the potential to be violent?



Is this person going to hurt someone in my building?

Is the person on a pathway toward violence?

What can we do as a teacher, counselor, school staff member, district employee, parent, or community member to HELP support this person so they do not go down a pathway of violence?



No SINGLE “profile,” cause, or solution

Motive

- Bullying, cliques, anger or depression, revenge, social isolation

Method

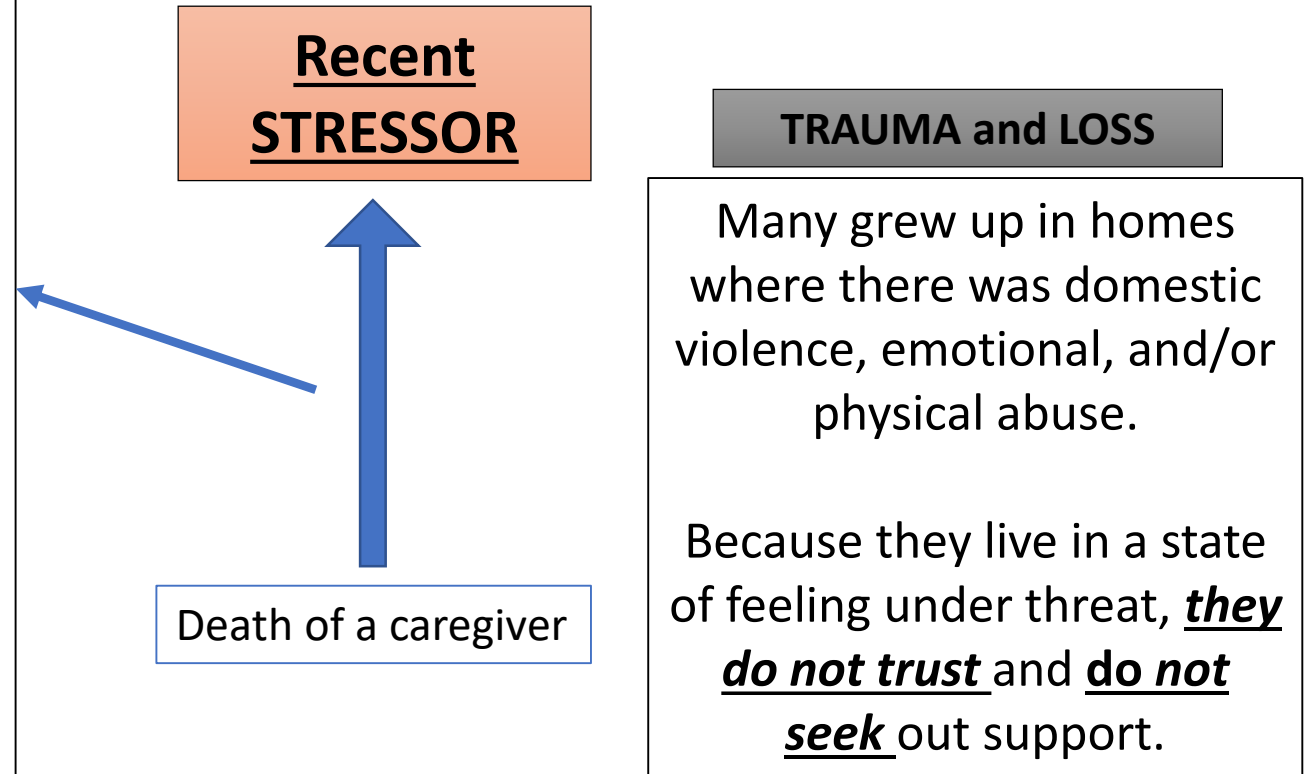
- **Learned**
 - “Entertainment” video games, computer, and/or media
 - **Family and peers**

Means

- **Unsupervised** access
 - **Personal home, a relative, or a friend**

Perspective

- Person feels “justified” in their actions
- Detached and lack of empathy



Research and experience shows

✓They will tell

- Many have often “shared” their intent to peers, in writings/drawings, or on social media.

✓They will plan

- It takes time to prep for a mass shooting. They may draw maps, make lists, draw “how to execute” their plans, seek weapons/artillery, research shootings/shooters/killings of the past.

✓They are in pain

- They often have considered or attempted suicide.
- They are the “rejected” or have the perception of being “rejected.”

What is a THREAT?

A threat is an expression of an **intention to injure or harm someone.**

This expression may be spoken, written, electronic, behavioral, or a gestured communication.

Threats can be expressed **directly or indirectly** to others, and threats may be **explicitly stated or implied.**

I am going to shoot you.

I am going to kill you.

I am going to get a knife and stab her.

He will die.

I am going to kill him.

I have a gun and I know how to use it.

I am going to blow up the school.

Types of Threats: Transient

- Non-serious threats that typically occur **impulsively** and can be resolved through mediation, apology, or some form of restorative justice, or other discipline
- No genuine expressions of intent to harm
- Temporary feelings of anger or frustration
- After resolution, threat no longer exists

What exactly the student said or did, if witnessed: I went for a long pass and I was going forward so hard and I couldn't stop so I went through their group. Then [redacted] said oh [redacted] I will kill you.
Nature of relationship with student; whether there is history of conflict or prior threats: No
What recipient thinks was motive for what student said/did: I think she said it because I messed up their game.
Other Relevant Information: When people say stuff like that it makes me really nervous.

Types of Threats: Substantive

Threat Content Considerations:

Specific, plausible details. "I am going to blast Mr. Robinson with my pistol that is under my bed."

Threat has been repeated over time. "He has been telling everyone he is going to get you."

There is a plan. "I am going to blast him on Wednesday at 3:00, right after school in the parking lot."

Physical evidence of intent. Written letter, hit list, plans, maps, or weapons

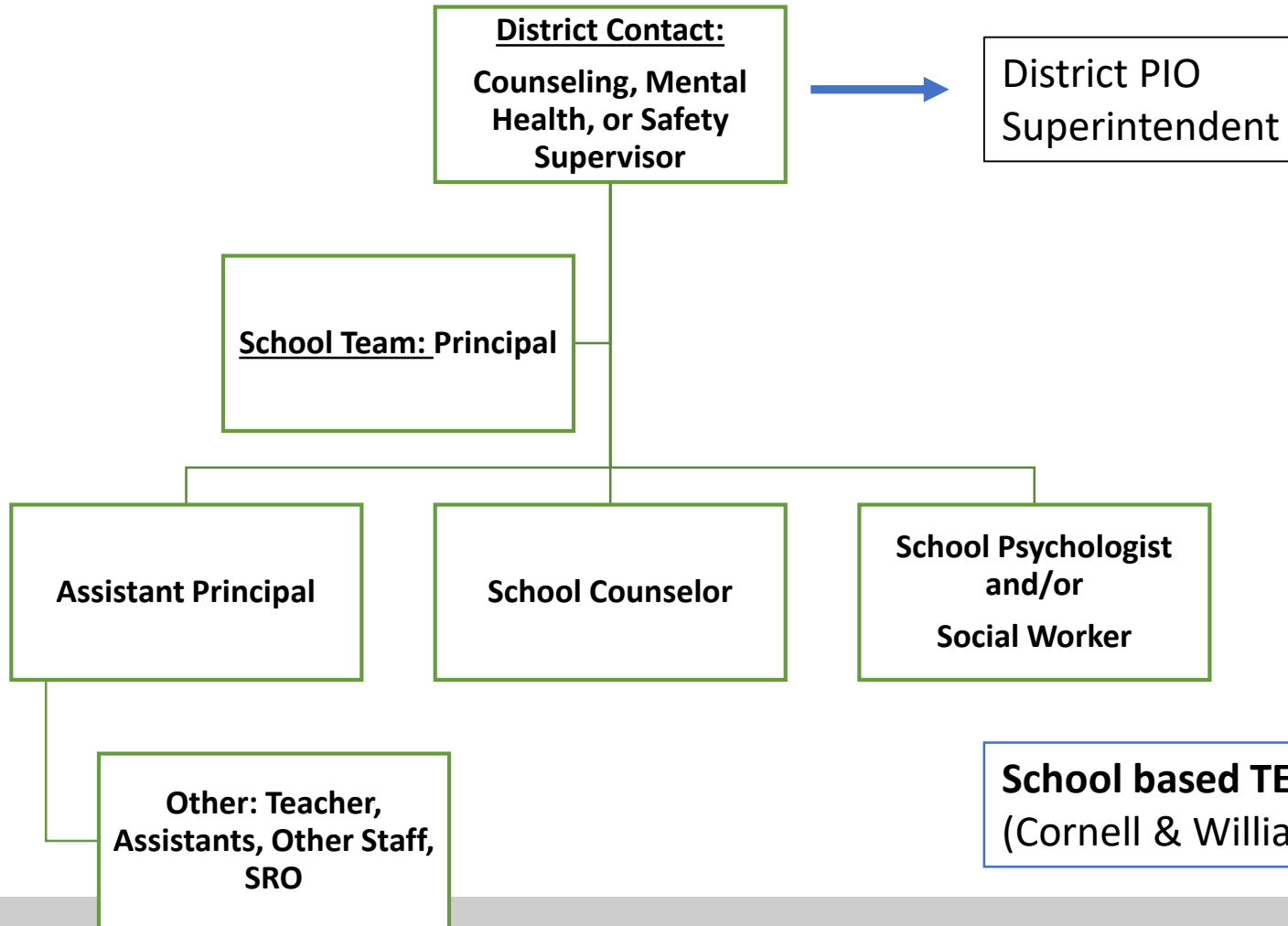
- **Sustained, serious intent** to physically harm or injure someone beyond the immediate situation
- There is **planning** for the intended act
- Requires that you take **protective action**, including warning intended targets and parents
- Requires **law enforcement notification and collaboration**

What is a Threat Assessment TEAM approach?

- Threat assessment is a process in which a specifically trained school team uses strategies to investigate, evaluate, and determine if a threat is credible, serious, and if an act of harm could be successfully completed.
- The purpose of threat assessment is not only to assess the threat, but also to help identify interventions that prevent school violence.
- The ultimate goal of threat assessment is to reduce the prevalence and risk of school violence and help students.

Jimerson, Brock, Greif, & Cowan, 2004; OJJDP, 2014; Cornell & Williams, 2012; Dewey Cornell et. al 2017

How to Start: TEAM Approach



- Designate a District Contact and/or Team
- Create a Core Threat Assessment Team at each school site
- Identify roles for each team member
- Clarify role of law enforcement
- Knowledgeable of student

School based TEAM ensures a quick assessment and intervention.
(Cornell & Williams, 2012; 2018).

Team Roles

<u>District Contact:</u> Counseling, Mental Health, and/or Safety Supervisor	Contact for consultation; Document all TA for district ; Provide training for team members on procedures; Assist with TA interviews; Liaison for District Office Communications and Superintendent; Create and follow up with support plans
<u>School TEAM:</u> Principal	Leads team, Conducts initial investigation, Assists with determination of threat and interventions
Assistant Principal	May lead team, if needed, assist with investigations and determination of threat and interventions
School Counselor	Team member, can conduct TA interview (upon training), provides in-house counseling, assists with interventions and support plan
School Psychologist or Social Worker	Team member, can conduct TA interviews, assists with interventions and support plan
Teachers, aides, or other staff	Report threats, provide input to team, report follow up progress
SRO	Team input member, responds to substantive threats, illegal actions and emergencies

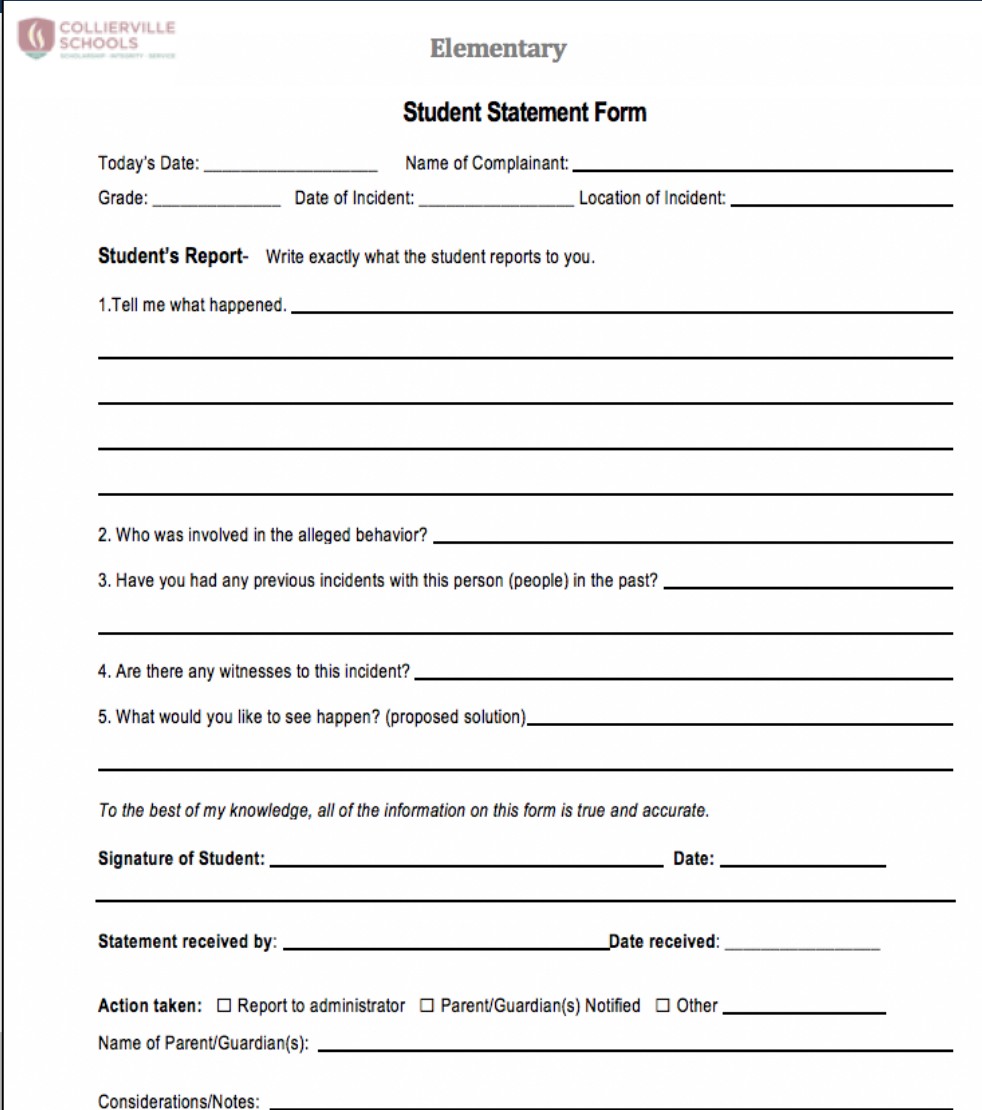
Steps for Threat Assessment Process: Investigate the “Alleged” Threat

Step 1: Administrators Investigate the threat

- Take an exact written account of the **alleged** threat from the student of concern, target, and witnesses.
- **Keep student of concern under adult supervision separated from any targets.**

If the threat was made **off campus**, does it impact the schoolhouse?

Does this cause a substantial **disruption** to the school environment?



COLLIERVILLE SCHOOLS
Elementary

Student Statement Form

Today's Date: _____ Name of Complainant: _____
Grade: _____ Date of Incident: _____ Location of Incident: _____

Student's Report- Write exactly what the student reports to you.

1. Tell me what happened. _____

2. Who was involved in the alleged behavior? _____

3. Have you had any previous incidents with this person (people) in the past? _____

4. Are there any witnesses to this incident? _____

5. What would you like to see happen? (proposed solution) _____

To the best of my knowledge, all of the information on this form is true and accurate.

Signature of Student: _____ Date: _____

Statement received by: _____ Date received: _____

Action taken: ☐ Report to administrator ☐ Parent/Guardian(s) Notified ☐ Other _____

Name of Parent/Guardian(s): _____

Considerations/Notes: _____

Step 1: Things to Consider-Intent- Purpose

- *What happened today?*
- *What did you say or do?*
- *What did you mean by that?*
- *How do you think the other person feels about what you said?*
- *What is the reason you said that?*
- *What are you going to do now?*

If expression of anger and not a threat, you may want to apply a learning opportunity.

- School Counseling*
Empathy, role play, social story
- Restorative Activity*
- Parent Conference*

Step 2: Student Interview

- Based on data from Step 1, your **designated School Team Member** may conduct a TA Interview
- Interview is based on model from US Secret Service and has 11 questions
- Behaviorism-What is the motive or reason?

1. What are the student's motive(s) and goals?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has the subject shown inappropriate interest in school attacks or attackers, weapons, or incidents of mass violence?
4. Has the student engaged in planning, getting weapons or other attack-related behaviors?
5. Does the student have the mental capacity and access to weapons to carry out an act of targeted violence?
6. Is the student experiencing hopelessness, desperation and/or despair? Recent loss, suicide?
7. Does the student have a trusting relationship with at least one responsible adult? Students?
8. Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?
9. Is the student's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the student's potential for violence?
11. What circumstances might affect the likelihood of an attack?

Interviewers Need Training and Practice



- Important for a **TRAINED** “counselor or mental health “staff” to conduct interviews due to their education in **ETHICS** and **DUTY TO WARN**.
- Informed Consent-Confidentiality
 - Someone is hurting you
 - You want to hurt some one else
 - You want to hurt yourself

“I do this to keep you safe.”

“I have to get you help, but I will stay with you.”

Interview Tips

- Interviewer- Student's "story" before the story
- Quick rapport building
- Chance for student to have a voice
- Take all threats seriously, but do NOT overreact
- **Timelines** of events work with **middle/high** students
- **Drawings** work with **elementary** students



Secure a private
area



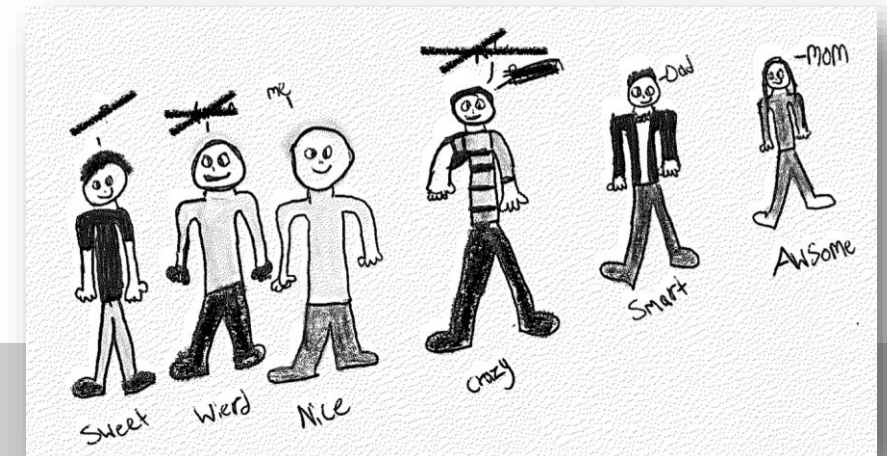
Don't be
judgmental



Use a poker face



Be smart- kids
are like
dogs...they can
sense things



Steps for Threat Assessment: Step 3 Team Makes Determination of Threat

Analyze data with TA Team
to determine

Transient or Substantive

threat

Interview Results

School Investigation Documents

Teacher or School Staff Input

Student History

Age of Student

Witness Credibility

Student Remorse

Team Member Input

**Any other significant mitigating factor
or **recent stressor**

Step 4: Student TA Team Review and Recommendations

TA Team develops recommendations for student based on review of case

- More detailed and formal plan for student with substantive threat
- Meet and provide parents/caregivers with recommendations for **either type** of threat

School TEAM WORKSHEET: To be completed by all TEAM members.

Student's Name: _____ School: _____ Date: _____

Content of threat (Interviewer checks one):

- ☐ Threat was specific and could be carried out
- ☐ Threat was specific, but unrealistic
- ☐ Threat was vague and/or indirect

Actions taken by Respondent (Interviewer checks one):

- ☐ Has complete preparatory actions and has means to carry out the threat (e.g., access to weapons)
- ☐ Discusses preparation in some detail, but has not taken action; plan may still be vague or unrealistic
- ☐ Has taken no actions and lacks a specific plan

Early Warning Signs (Threat Assessment Team will check all that apply):

- ☐ Social withdrawal
- ☐ Excessive feelings of isolation and being alone
- ☐ Excessive feelings of rejection
- ☐ Being a victim of violence (e.g., of bullying)
- ☐ Feelings of being picked on or persecuted (perception or real)
- ☐ Low school interest and/or low academic performance
- ☐ Expressions of violence in writings (diary, journal) or drawings (sketches)
- ☐ Uncontrolled anger
- ☐ History of violence toward others- impulsive and chronic hitting, intimidating, and/or bullying behaviors
- ☐ History of discipline problems.
- ☐ Intolerance of differences and/or prejudicial attitudes
- ☐ Drug and/or alcohol use
- ☐ Gang affiliations
- ☐ Access to or possession of firearms
- ☐ Serious threats of violence

Imminent Warning Signs (Team will check all that apply):

** Presence indicates likely of substantive threat*

- ☐ Physical fighting/aggression with peers or family members
- ☐ Severe destruction of property
- ☐ Severe rage for seemingly minor reasons
- ☐ Detailed threats of imminent violence*
- ☐ Possession and/or use of firearms or other weapons*
- ☐ Self-injurious behaviors or threats of suicide

School TEAM WORKSHEET

Student's Name: _____ School: _____ Date: _____

Based on the interview, assessment of the student, input from the school safety team, the following recommendations are proposed for the above student.

RECOMMENDATIONS:

Student wants

Parent Resource Opportunity (outside mental health linkage)

School counselor obtained a Release of Confidentiality from the parent

Notify "need to know" school staff/teachers

Safety procedures were discussed with the parent for the home such as monitoring technology restrictions

Support Plan

Student's Name: B

Primary Staff Contact: Mrs. H

Plan Start Date: 1-6-2018

Proposed End Date: May 2019

The student has identified the following Triggers:

- ☐ Students saying hurtful comments
- ☐ Not getting his way

Some specific indicators of crisis include:

- ☐ Feeling angry and can't calm down
- ☐ Thoughts of hurting self or others

Emotion Reduction Suggestions:

- Drawing/Writing Journal (appropriate pictures and words)
- Talking to a designated adult
- Sensory Box

School/Staff:


1. ☐ All need to know school staff will be apprised of this plan. *This includes all of the student's teachers, school counselor, grade level administrator, and other pertinent members of the school team.*
2. ☐ The student will be allowed to talk to Mrs. R, Mrs. H, or Mrs. D upon request. (Dr. Kelley as back up).
3. ☐ Mrs. R will conduct check-ins several times weekly to begin, and then check-ins will be deemed as needed. Dr. Kelley will check-in each week for follow-up.
4. ☐ Mrs. H will be designated as the student's primary point of contact (trusted adult) on staff. If she is absent or unavailable, Mrs. R will act on her behalf. The student may also ask to speak to any of the adults listed in #2 upon request.
5. ☐ In an effort to keep the student and others safe and provide additional support, school staff will search the student's belongings each morning upon arrival to campus. (Mrs. D Mr. S)
6. ☐ In lieu of homeroom, the student will report to the library (Mrs. F for homeroom period in the morning and will report to the Attendance office with Mrs. D at Dismissal time in the afternoon).
7. ☐ If teachers notice any signs or symptoms of potential triggers for the student, they may encourage some of the **Emotional Reduction Suggestions listed above.**

Student:

1. ☐ The student will be responsible for being honest and openly communicating his feelings. The student will also share any anticipated concerns with any of his trusted adults at school or home.
2. ☐ The student will be held accountable for his behavior and actions and is making a commitment to adhere to the stipulations of the Support Plan.
3. ☐ The student will participate in Hall of Heroes program and journal 2 times a week.
4. ☐ The student will participate in counseling sessions at school.
5. ☐ The student will have an opportunity to check in with a safe person on a daily basis, at which time they may be asked about any concerns with anyone or any anticipation of trouble.
6. ☐ The student agrees to follow the Support Plan and will ask an adult for help if there are concerns with the plan or if they need assistance.
7. ☐ The student agrees to bring only designated items for school each day to provide for the safety of the school environment and others.

Support Plans

- Be aware of students with IEP or 504
- Daily searches used, ***based on the threat***, time TBD
- Assign staff to **FOLLOW-UP** with the student to ensure that intervention and the plan is working.
- If a student receives outside services, make sure to gain a **release of confidentiality** so that you can work with the outside agency.



Support Plan

Student's Name: B Primary Staff Contact: Mrs. H

Plan Start Date: 11-6-2018 Proposed End Date: May 2019

Parents/Family Members:

1. ☐ Parents and/or other family members agree to monitor and support the student with this Support Plan and check the student's backpack/other personal belongings daily to ensure the student does not bring anything deemed unsafe for the student or the school setting.
2. ☐ Parents are welcome to contact the school at any time to check on the plan.
3. ☐ Parents are strongly encouraged to seek out other resources at the student's request. IE: Parent Resource Opportunity was provided to family

We agree to the Support Plan and our responsibilities as stated above. This plan may be reviewed and revised as needed.

DATE: _____

Student

Principal (Other administrator)

Other (Specify Title)

Parent (Guardian)

School Counselor

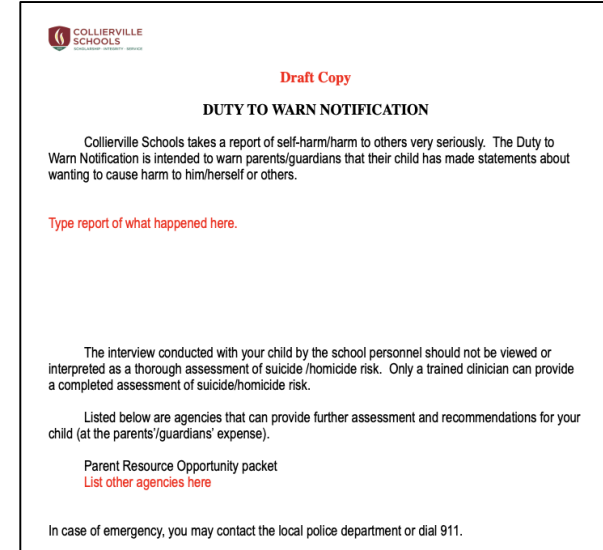
Other (Specify Title)

Steps for Threat Assessment Process: Communications

Step 5: Communications- who needs to be notified

- Contact Parent/Caregivers early in the process for notification
- **Conference should be set up for Student of Concern's parent/caregiver**
- Notify Central Office
- Consult with professionals (mental health, social service, law enforcement-when needed)
- **FOLLOW UP!!** Care Calls to check on the students after the fact.

“Mr. Jones, Little Johnny is fine, but we wanted to let you know that we are currently investigating a situation, and will let you know when we are finished, so that we can advise you how we will move forward *from here.*”



COLLIERVILLE SCHOOLS

Draft Copy

DUTY TO WARN NOTIFICATION

Collierville Schools takes a report of self-harm/harm to others very seriously. The Duty to Warn Notification is intended to warn parents/guardians that their child has made statements about wanting to cause harm to him/herself or others.

Type report of what happened here.

The interview conducted with your child by the school personnel should not be viewed or interpreted as a thorough assessment of suicide/homicide risk. Only a trained clinician can provide a completed assessment of suicide/homicide risk.

Listed below are agencies that can provide further assessment and recommendations for your child (at the parents'/guardians' expense).

Parent Resource Opportunity packet
List other agencies here

In case of emergency, you may contact the local police department or dial 911.

Substantive Threat:

Duty to warn

Notify intended target and target's parent/caregiver
Notify student of concern's parents
Counseling or Mental Health referral

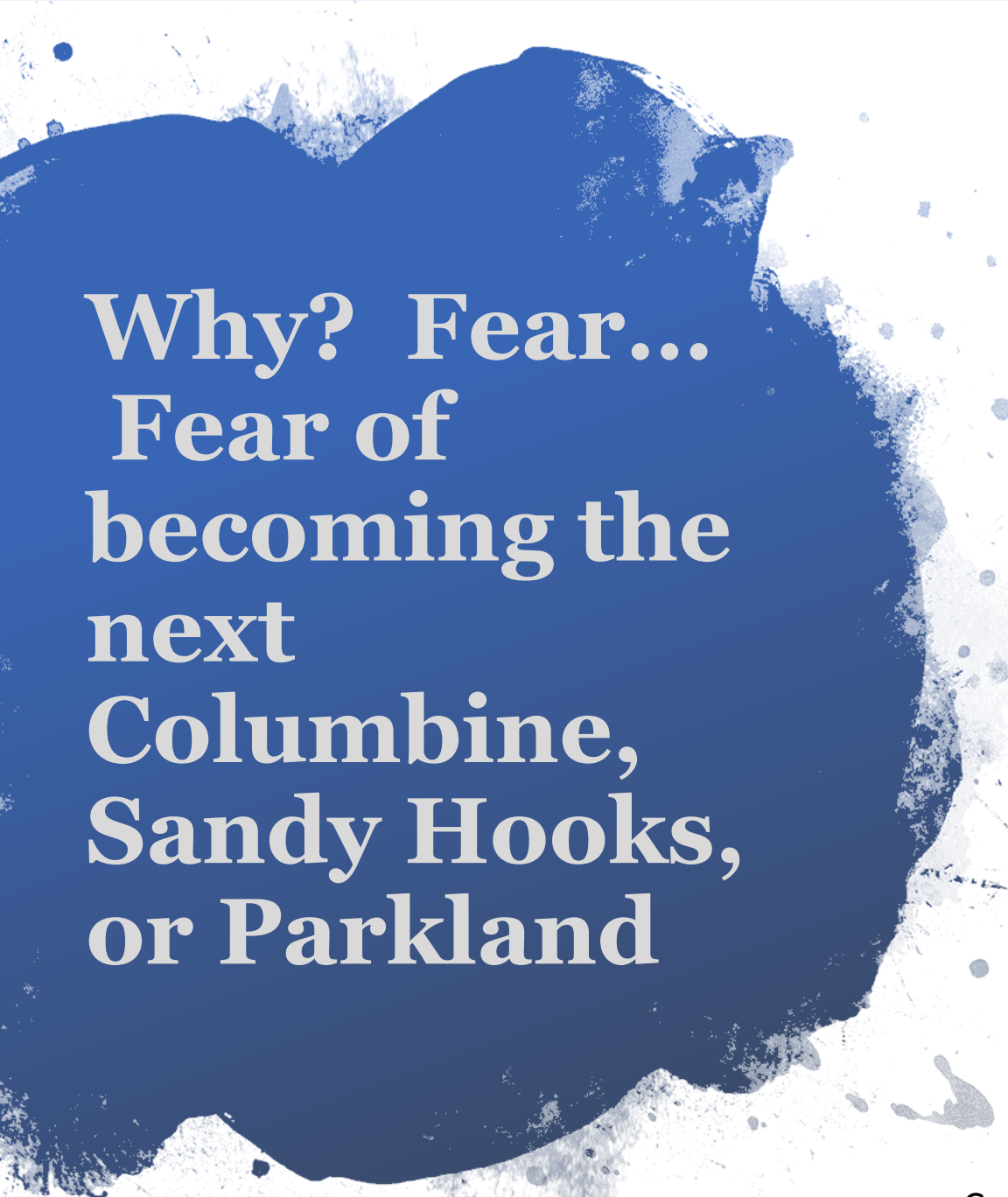
Lessons Learned-TA and Discipline do not always go together

The case of a bomb threat illustrates the divergence between threat assessment and discipline. A bomb threat would clearly be a disciplinary (and legal) matter because it is disruptive to the school, but the question for threat assessment is whether the student has the means and intent to set off a bomb or in some other way harm others.

- Jimmy thinks it would be a funny prank to call his middle school and say that there is a bomb in the girls gym locker room, so that the girls will have to go outside in the middle of getting dressed. He has never seen a bomb, nor even likes weapons. He does however like girls.
- Poor Jimmy, he used his cell phone and with the new school caller ID, Jimmy is now in the principal's office. Jimmy has no former discipline infractions
- **Is this discipline or threat assessment?**

TA is not a disciplinary procedure, but a **safety program** that may INFORM disciplinary procedures

TA is concerned with ***future danger*** to others, ***discipline*** is concerned with ***consequences for behavior***



Why? Fear...
Fear of
becoming the
next
Columbine,
Sandy Hooks,
or Parkland

Lessons Learned: Suspend or Not

Not every student should be long-term suspended or expelled for making a statement with “threatening” content

Psychologists and educators have found that what these kids need is **support and help**.

Lessons Learned- Other Consequences and Policy

EVERY SITUATION IS GOING TO BE DIFFERENT, SO YOU CANNOT HAVE A BLANKET RESPONSE FOR EVERYTHING, BUT YOU NEED TO FOLLOW THE SAME PROCESS.

Many “threats” can be resolved more effectively with other consequences...

- Restorative justice
- Reflections of actions
- Mediation*
- Apology letters
- School Counseling Services

Take disciplinary action consistent with school policy.

Do you have a School Policy for Threat Assessment?

Introducing Hall of Heroes

In Hall of Heroes, students enroll in a superhero middle school where they must build their powers and skills to make friends, resist peer pressure, and save the school from supervillain Dr. Klepto. In addition, students improve middle school readiness skills, such as locker combinations and getting to class on time. By building their skills during gameplay, they become more confident when they encounter similar challenges in real-world situations.

Zoo U Evaluates and Improves

Six short scenes at the beginning of the game provide a baseline for how students are doing with social and emotional skills: communication, cooperation, emotion regulation, empathy, impulse control, and social initiation.

Students then have an opportunity to play up to 30 scenarios to improve and reinforce learning for each of these skills.



SOCIAL INITIATION: APPROPRIATE TOPICS



Directions: For each type of person, write topics that **are** or **are not** appropriate to discuss in the respective column.

Person	It IS appropriate to discuss these topics:	It IS NOT appropriate to discuss these topics:
Family Member		
Friend		
Aquaintance		
Authority Figure (teacher, minister, etc.)		
Stranger		

Centervention

© Centervention, 2017

Program for social skills, emotional regulation, empathy

<https://www.centervention.com/social-emotional-learning-activities/>

Lessons Learned: Predictions and Profiling- DATA

In his 2017 study of school threat assessment, Dewy Cornell examined 1,865 threat assessment cases

*Highest number of TA= **Upper elementary and middle school***

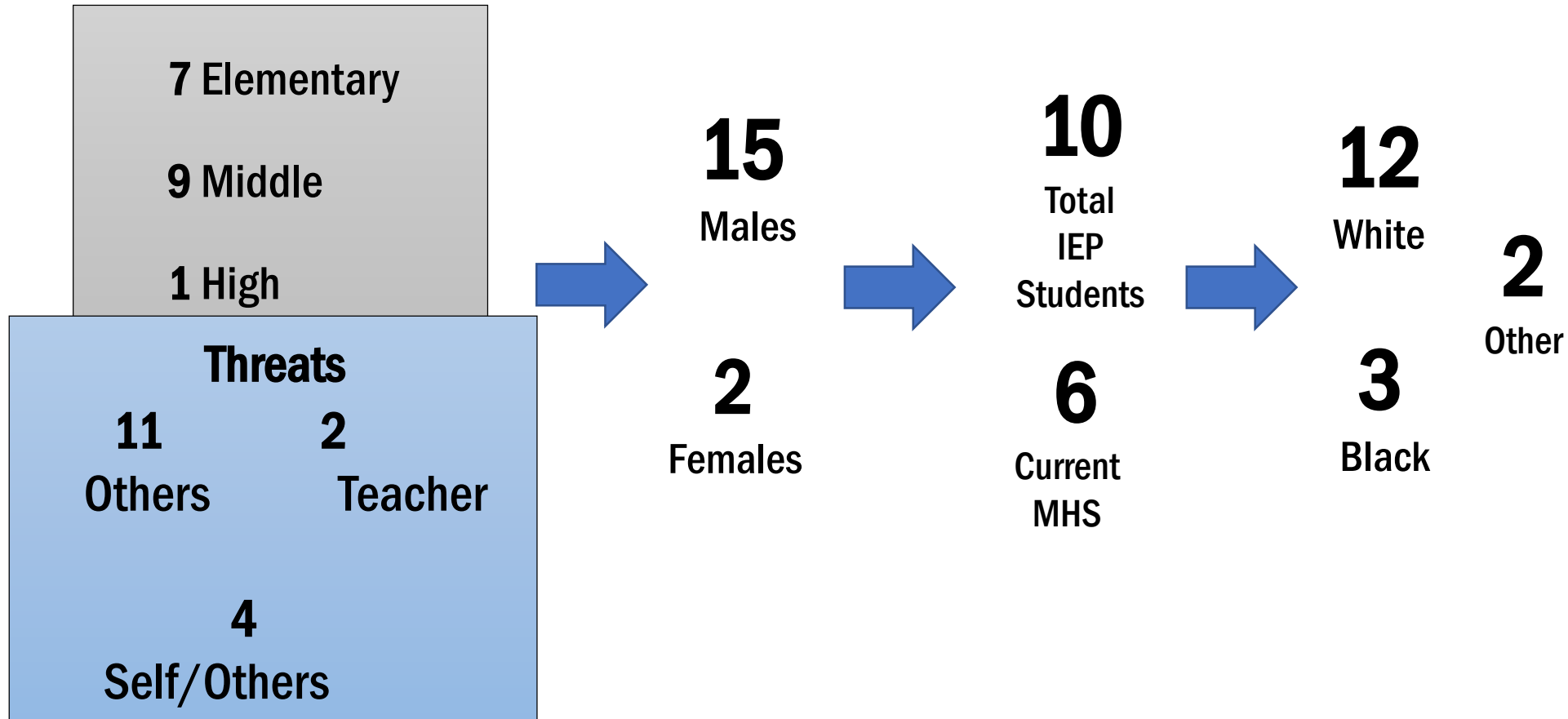
*Impulsivity of young children who are prone to make reckless and exaggerated statements.

Subjects= Male 75%; 35% IEP; 51% White

* Most frequent IEP are ED and OHI

ED and OHI -threats are often a result of **frustration and poor coping skills**. IEP students overall are more likely to have difficulties in **social interactions**, as well as learning disabilities that lead to **frustration**.

17 Case Studies 2016-2019

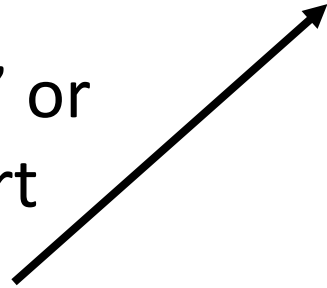


Lessons Learned- Exceptional Children

- You must consider the ***individuality of the student.***
- ***Past*** behavior and ***future*** behavior.
- Safety comes first with ***all student threats.***
- Based on the TA, you may refer for IEP/504 or revise a student's IEP/504.

Lessons Learned- Language

After February 2018, we
had an increase in
ELEMENTARY
students saying “kill” or
that they would hurt
someone.



**In Fall of 2018, ALL School
Counselors presented lessons for
students including Verbiage, Role
Plays, and Problem Solving**

- Regulation of Emotions
- Saying things out of ANGER
- Feeling Safe at School
- Importance of our WORDS
- Confidentiality

Words make a difference

Things we can say at school

I feel frustrated when you

You made me sad.

Please stop that!

I don't like it when you do that.

I am angry with you.

Collierville Schools, 2018

Things we cannot say at school

I am going to shoot you with a gun.

I am going to kill you.

I am going to blow up the school.

WHY CAN'T WE SAY THIS??

BECAUSE PEOPLE WON'T FEEL SAFE!

HELP OR HURT

- Your mentee Erica has seemed off lately. She is more angry and talks about death and the after world. You noticed that she has been wearing the same jeans for the past week and that she has quit wearing make-up. When you ask if she is ok, she gets tearful and says that she is really tired and just hopeless right now.
- What would you do??



We want to make sure that our words are helpful not hurtful.



If you hear someone say something that could HURT themselves or someone else, you need to tell an adult at school.



The adults at school have to make sure that everyone is safe.

SAFETY THEME

Looking at the Differences in Language

Teasing <ul style="list-style-type: none"> • Positive play environment • Equal balance of power • Name calling/teasing occurs • No one is getting hurt • Conducive atmosphere 	Conflict <ul style="list-style-type: none"> • Negative play environment • Equal balance of power • Both parties have opinion about the topic & disagree on a solution
Intentional “Purposeful” Moment <ul style="list-style-type: none"> • Someone is hurt on purpose/with intent to hurt feelings • Emotionally charged atmosphere • An isolated event/ not regular 	Bullying <ul style="list-style-type: none"> • Repetitive & intentional negative interactions with same parties • Previous attempts to intervene unsuccessful • Imbalance of power
Transient Threat <ul style="list-style-type: none"> • No evidence of planning • No sustained intent to harm • Threat made in “heat of the moment” due to frustration, anger, fear, etc. • No ongoing intent • Student feels remorse and regret 	Substantive Threat <ul style="list-style-type: none"> • Specific, plausible details • Means, method, plan, target (s) • Student may have shared intentions by telling others • Student may have written down plans, described intentions in journals, social media, texts, class assignments, or drawings • Weapons • Hit Lists



Anonymous Tip Line

Threats
Bullying
Self-Harm

***165 Reports
since September 2018***

Lessons Learned: Parents and Social Media

Communicate early.....they will if you don't....

**One message from District Office, Schoolhouse, and
Town**

The Facebook logo, consisting of the word "facebook" in white lowercase letters on a blue rectangular background.

*We have been made aware of a situation at School X involving one of our students. At this time **all students are safe** and continuing their educational opportunities. We are investigating the issue and will let you know as soon as we have more information.*

Lessons Learned: More Prevention Training

Staff

- Behavior: Love and Logic
- Bullying
- Grief and Loss
- Mental Health
- Diversity
- Stress (teachers & parents)

STUDENTS

- Bullying/Harassment
- STOP IT- Tip Line
- Suicide Awareness
- Child Abuse
- Anxiety/Stress
- Self-Care
- Mentor program for all Freshman

Lessons Learned: Relationships are KEY

Violent threats are typically planned, and attackers usually **disclose their plan** to a trusted individual- *a peer*.

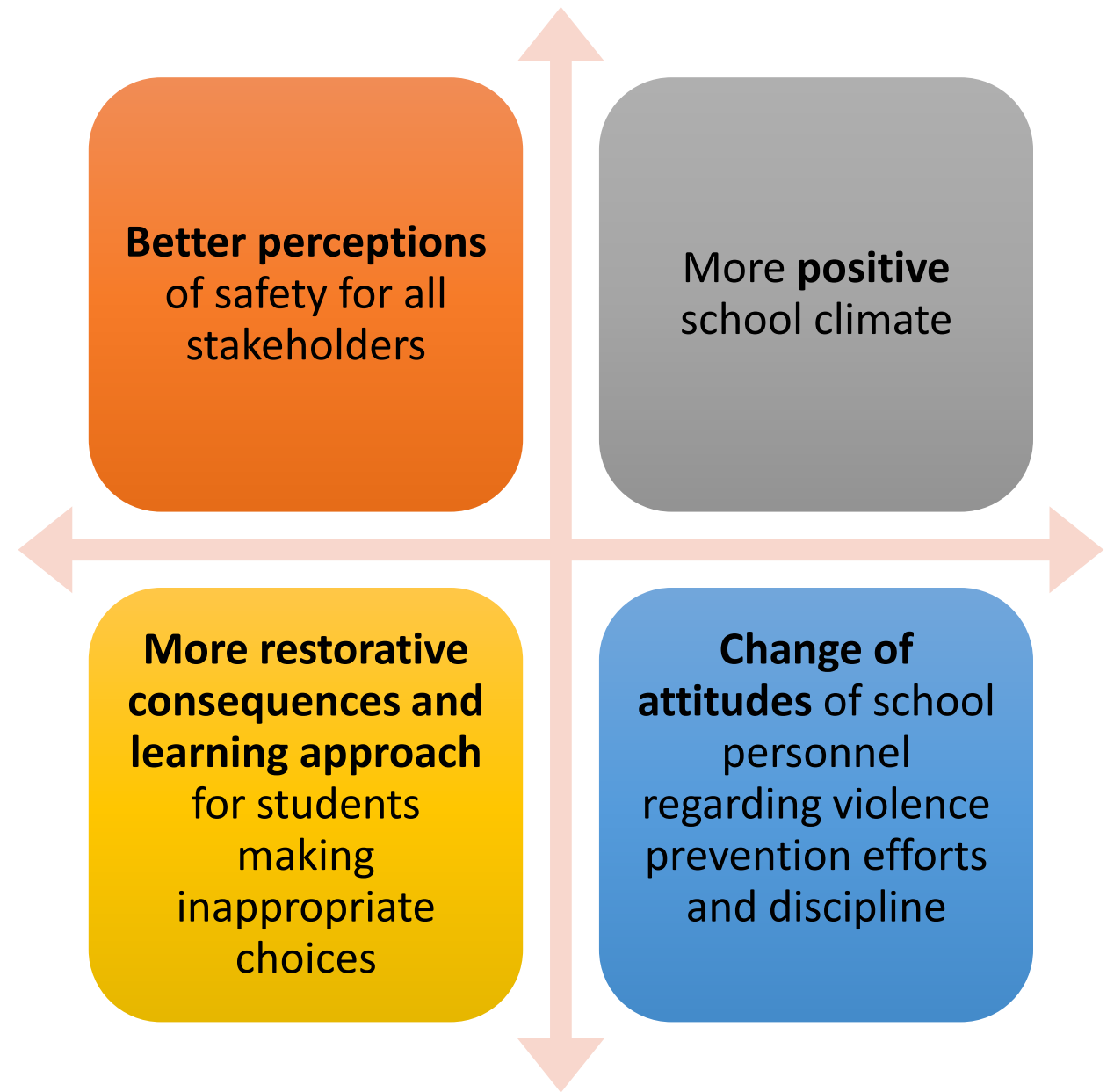
- What does that tell us??
- If you build it, they will tell
...**RELATIONSHIPS**



We are still learning

- We need a TA policy
- We need consistency among schools and administrators
- We need more training for staff
- We are still battling mental health stigma with parents/caregivers
- We are researching ways to provide support to students who have expressed threats

Using a Threat Assessment approach in schools



Lessons Learned: TA Team Approach is Needed

“Although the risk of an actual shooting incident at any one school is very low, threats of violence are potentially a problem at any school. Once a threat is made, having a fair, rational, and standardized method of evaluating and responding to threats is critically important.” FBI

Contact Information



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Resources

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- Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis City Schools: A descriptive report. *Behavioral Disorders*, 34, 42-54.
- <https://curry.virginia.edu/threat-assessment-research>
- <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/threat-assessment-at-school/threat-assessment-for-school-administrators-and-crisis-teams>
- <http://theconversation.com/threat-assessments-crucial-to-prevent-school-shootings-93636>
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- The *Tarasoff* duty is derived from *Tarasoff v. Regents of the University of California*, 551 P.2d 334 (Cal. 1976).
- https://www.redorbit.com/news/education/357058/threats_of_violence_by_students_in_special_education/
- <https://www.campussafetymagazine.com/safety/u-s-school-shooting-statistics-us/>