

**Best Practice in Threat Assessment I:
 What YOU Need to Know**

Webinar Workshop

Linda M. Kanan, Ph.D.

Washington State Association of School Psychologists
 February 2, 2018

Today's Objectives

This workshop is designed to help participants:

1. understand and Implement the essential elements of a threat assessment process in schools;
2. conduct the steps of a fair and sound threat assessment inquiry; and
3. design appropriate, effective, and safe action and support plans to meet the needs of all students following a threat assessment.

What Have We Learned?

- Threats of **ALL kinds** continue to affect schools and communities
- Challenges to school safety come from inside the school **AND** outside the school
- There is no "one size fits all solution"
- Many schools and communities have taken good steps to work together
- *Good threat assessment teams and processes work to keep schools safe!*

What is Threat Assessment?

- **ONE** type of prevention and intervention **TOOL**
- School guidance comes from federal, state, and professional literature
- Multidisciplinary team process of inquiry
 - Flexible approach to violence prevention
 - Allows a team to make reasoned judgments
- Seen as useful alternative to ineffective zero tolerance approaches or exclusion of students
- Not a psychological exam, based on facts and behavior
 Confronts and *manages* disruptive behavior

Guidance from Various Resources

Guide for Developing High-Quality School Emergency Operations Plans
 Developed by 6 Federal Agencies
 Summer, 2013

Descriptor	Purpose
<p>A school threat assessment analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat. These assessments must be based on fact, must comply with applicable privacy, civil rights, and other applicable laws, and are often conducted by multidisciplinary threat assessment teams. While a planning team may include the creation of a threat assessment team in its plan, the assessment team is a separate entity from the planning team and meets on its own regular schedule.</p>	<ul style="list-style-type: none"> • Students, staff, or other persons that may pose a threat are identified before a threat develops into an incident and are referred for services, if appropriate.

**Lessons Learned:
 Final Report & Findings of the Safe
 School Initiative, 2002**

1. There is no accurate or useful profile of students who engage in targeted school violence
2. Most did not threaten their target directly before attack
3. Incidents of violence were rarely sudden, impulsive acts
4. Other people knew about the attacker's idea & plan to attack
5. Most attackers engaged in some **behavior** that caused others concern or indicated a need for help

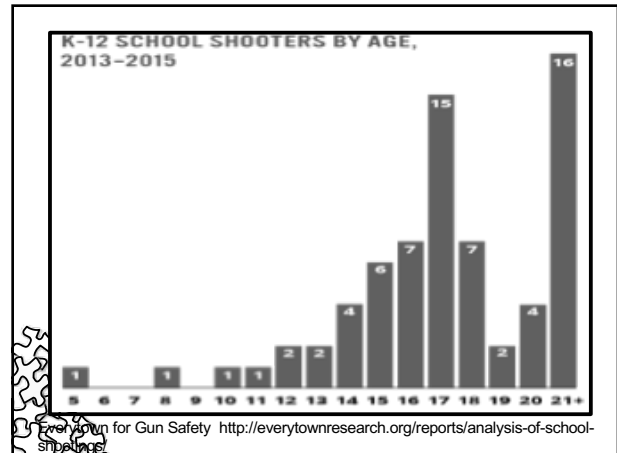
**Lessons Learned:
 Final Report & Findings of the Safe
 School Initiative, 2002**

6. Most attackers had difficulty coping with significant losses or personal failure
7. Many attackers felt bullied, persecuted or injured by others
8. Most had access to and had used weapons before the attack
9. In many cases, other students were involved in some capacity
10. Most attacks were stopped by means other than law enforcement

What the Kids Say

	US 2015
Carried a weapon on school property at least 1 day in past 30 days	4.1%
Carried a weapon at least 1 day in past 30 days	16.2%
Threatened or injured with weapon on school property (once or more in past 12 months)	6.0%
Did not go to school because they felt unsafe at school or on their way to or from school (at least 1 day in past 30)	5.6%

Centers for Disease Control and Prevention



Young Kids Making Threats

"I'm going to cut your brake lines."

- statement made to teacher by
5th grade student

**Indirect and Direct Verbal
 Statements**

"You know, it's people like you that make people like me want to bring guns to school."

"I should bring a gun to school and shoot you."

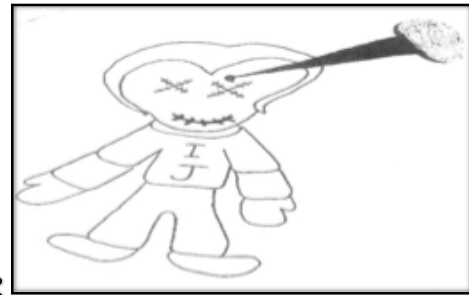
-Jeff, 11th grade

Writing in Classrooms or Journals

Well, since I am not welcome in Borora,
I should go on a shooting rampage.
By doing this I kill 713 members of my
school and also 21 of the staff members.
After this I decide my life is not worth living
so Borora should be destroyed.

-Written by Brian, 9th grade
as a response to a teacher assignment

Drawings



-drawing by Rick, 9th grade

Threats on the Internet, You Tube & Social Media

On April 20th, I will be following in the footsteps of Eric Harris and Dylan Klebold and will commit a massacre at my school equipped with a tec-9, M16, and 70 rounds of ammo for both weapons which I will conceal under a black trench coat and will later commit suicide after a 10 minute standoff with the police. I will finish off the job started by REB & VoDKa back in 1999 and will wear a black KoRn t-shirt on the day of the shooting which will later be dripping with my own bullie's blood.

From a posting on You Tube, reported to authorities

Essential Foundation Elements Colorado School Safety Resource Center 2010-2017

1. Establish authority and leadership to conduct an inquiry.
2. Develop a multidisciplinary threat assessment team that is based in the school or district and *provide ongoing training*.
3. Establish integrated and interagency systems relationships and partnerships to respond to public safety concerns.
4. Provide awareness training for staff, students, parents and community partners in warning signs of violence and reporting procedures.

Elements of a School Threat Assessment Process

1. Authority and leadership to conduct an inquiry
 - A formal policy and established procedures are recommended
 - District and building leadership must support the process and designate a team
 - Information sharing to establish a "vortex" of information must support the process
 - Are threat assessment duties part of your job description?

Are You Clear About Information Sharing?

(See FERPA Handout)

- Information must be obtained from a variety of sources during the threat assessment process
- FERPA has relevant exceptions that allow information to be shared
- May disclose information to appropriate parties when knowledge of the information is necessary **to protect the health and safety of a student or other individual**, if there is a significant and articulable threat to the health and safety of an individual

Understanding Limits to Confidentiality

- Information covered by FERPA can be disclosed to other school staff. For example, disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student or others **CAN** be disclosed to school staff who have legitimate interests in the behavior of that student. Sec 99.36(b)2
- Such information can be disclosed to staff of another school who have legitimate educational interests in the behavior of that student. Sec 99.36 (b)3

Education Records	Not Education Records
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary Records	Law Enforcement Unit Records
Standardized Test Results	Grades on peer-graded papers before they are collected and recorded by a teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual's attendance at the school
Records on services provided to students under the Individuals with Disabilities Education Act (IDEA)	Employee records that relate exclusively to an individual in that individual's capacity as an employee
Records on services and accommodations provided to students under Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA	Information obtained through school official's personal knowledge or observation and not from the student's education records

Other Important Considerations

- Ethical considerations for psychologists
- Assessor competence
- Use of risk factor checklists
 - Use as evidence of need for intervention services
- Threat assessment was **not** designed for assessing all interpersonal disputes
- Should also be embedded in a general approach that focuses on teaching student conflict management skills
- Should be part of **multiple prevention efforts**

(Griffiths, A., Sharkey, J., & Furlong, M., 2008)

Additional Legal & Ethical Issues in Threat Assessment (Jacob, Decker & Hartshorne, 2011)

- Procedures should ensure that:
 - The intended victim is warned.
 - If threats are made against a minor child, the parents of the threatened child must be notified.
 - Parents of a potentially assaultive student must be informed of the situation.
 - ✓ The potentially violent student should be supervised in the school setting and at home, and steps should be taken to ensure there is no access to weapons.
 - ✓ Mental health practitioners should be prepared to refer the family to a community mental health agency.

22

Elements of a School Threat Assessment Process

2. Ongoing planning to develop and train a multi-disciplinary threat assessment team that is based in the school or school district

- Existing teams may already exist
- Roles and responsibilities should be clearly defined
- Leadership should be established
- Train your team members together!


Use experiential exercises and tabletops like for other drills and practice

Colorado School Safety Resource Center

Primary Roles of the School Team

No unilateral assessment!

- To guide the assessment inquiry
- To participate in gathering and evaluation of information
- Provide management of the situation of concern at the school level
- Provide ongoing monitoring
- To develop interventions to reduce risk
 - (Action, Monitoring, and Support Plans)
- Documentation



Suggested Membership of a Team

- Three members are recommended
 - Phone consultation may also be used if a small school
1. Administrator **who has been trained**
 - May be chair or designate the chairperson
 2. School disciplinary or safety personnel
 3. Mental health professional, such as school psychologist, social worker, or counselor *with training in threat assessment*

Colorado School Safety Resource Center

Other Possible Members of the Team – Who Knows the Student?

- School Resource Officer or Local Law Enforcement
- Teachers, coaches who know the student well
- Nurse
- Representative of IEP Team (if threat assessment of special education student)
- Transportation bus drivers
- Custodial and cafeteria staff



Other Possible Members of the Team

- Community members may also have relevant information and/or can provide needed services:
 - Probation Officers
 - Department of Human Services case workers
 - Those providing services or who have relevant knowledge of the student (i.e. therapists, etc.)

Note: Suicide Assessments must be conducted by trained professionals – Prior planning is required

Other Possible Members of the Team

- Community members may also have relevant information and/or can provide needed services:
 - Probation Officers
 - Department of Human Services case workers
 - Those providing services or who have relevant knowledge of the student (i.e. therapists, etc.)

Note: Suicide Assessments must be conducted by trained professionals – Prior planning is required

The Importance of Multi-Agency Communication

3. Integrated systems relationships and partnerships established to respond to public safety concerns
- Do you have any additional state statutes that support multi-agency information sharing of information related to youth?
 - There is a value to written agreements
 - Can help identify the types of concerns that will be shared

Elements of a School Threat Assessment Process (See Handout on Prevention)

4. Awareness training for staff, students, parents and community partners in the warning signs of violence and other dangerous behaviors
- What should they report?
 - Whom should they tell?
 - Timely information is IMPORTANT!

Colorado School Safety Resource Center

Basics of Awareness Training for Staff

- Reporting procedures must be clear and use a common language
- Are these procedures clear to your staff?
 - Bullying
 - Harassment
 - Violence or danger concerns
 - Child abuse and neglect
 - Suicide risk
 - Substance use or abuse
 - Sexual Assault



Basics of Awareness Training for Students

- *Multiple means for student reporting* are encouraged
 - Tell a trusted adult, use tip lines, calling, texting
- Tattling v. telling discussions
- **Telling keeps people safe** – for all dangerous behavior
- Some cautions
 - How are reports monitored?



Six Principles of Threat Assessment

1. Targeted violence is the end result of an understandable process of thinking & behavior.
2. Targeted violence stems from an interaction between the individual, the situation, the setting, & the target.
3. **An investigative, skeptical, inquisitive mindset is needed.**
4. Effective threat assessment is based on facts, rather than characteristics or "traits."
5. An "integrated systems approach" is best.
6. **Investigate whether or not a student poses a threat, not whether a student has made a threat.**

(US Secret Service & US Department of Education, 2002)

Understanding Threats

- Direct Threat
 - statement of clear intent to harm
- Indirect Threat
 - violence is implied - threat is phrased tentatively
- Conditional Threat
 - made contingent on set of circumstances, "if" or "or" statements
- Veiled Threat
 - vague & subject to interpretation

Some Triggering Events for a Threat Assessment

- Student directly or indirectly threatens to harm person, group, and/or entire school
- Artistic, written, or symbolic expression with disturbing and/or violent content
- Report that someone may possess a weapon on campus
- Student demonstrates concerning warning signs & behaviors
- Student makes threat to harm or kill self (along with threats to others, or additional factors)
- Student has escalating pattern of behavior that has been resistive to intervention at school

A Model for Understanding & Responding to Threats: Key Concepts



- Watching for AVENGERS
- PRACTICE sessions
- Establishing a VORTEX of information
- TREES of intervention



Nicoletti, J. (2007, 2010). Managing threats in schools.
Nicoletti, J. (2013). Detection, Disruption & Threat Assessment in Schools.

Watching for Avengers


1. Perceived injustice
2. Feeling victimized
3. Externalization of responsibility
 - Development of a grudge
 - Obsessed with Avenging
 - Avenging Action

- Language reveals a lot!
- Watch for the word "because"
- They will broadcast it

Nicoletti, J. (2013)

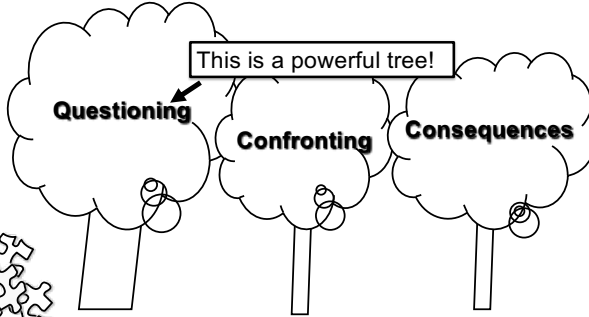
Practicing Violence: The Importance of Trees



- Avengers have a progression...a series of behavioral changes
- There will always be practice sessions
- Practice sessions involve pushing the edge of the envelope – pushing boundaries
- Practice can be writing, drawing, comments, actions
- Practice sessions will increase when there are no "trees"
- When a tree is placed after a practice session, the person will either back off, go around it, or go over it... **YOU MUST MONITOR!**


Nicoletti, J. (2010)

Some Immediate Types of Trees



Nicoletti, J. (2007, 2010). Managing threats in schools.

A Vortex of Information is Essential (It's Your Team!)



- A communication vortex is the knowledge base
- Centralizes information
- No unilateral threat assessment
- Incidents and responses can be tracked over time
- Helps determine *patterns of behavior*
- Procedure for reporting concerns to the team must be clear
- Must be formalized
- Must *act* on the data

Nicoletti, J. (2007, 2010, 2013)

Examining Student Behavior

1. Normal Behaviors
 - Establishing normal
2. Boundary Probing Behaviors
 - Pushing the rules & tolerance levels
3. Social & Psychological Disruption
 - Actions that interfere with functioning of organization and/or cause people to feel intimidated, harassed, fearful, etc.

Nicoletti, J. (2013).

Examining Student Behavior


4. Attack Related Behaviors
 - Desensitization
 - Dehumanization
 - Skill set or armament building
 - Planning
5. Attack Behaviors (proactive or reactive)
 - People
 - Property

Nicoletti, J. (2013).

The Threat Assessment Cycle


Full Document Available:
<https://www.colorado.gov/cssrc>

- Threat Assessment is NOT a one time process
- Must be supported by awareness training and timely reporting



*Law Enforcement should be contacted ANY time information suggests the need for immediate law enforcement assistance
**Suicide Assessment should include a trained professional, prior planning is required

1. The Process Begins




What is your threshold??
Does everyone know what signals a concern for a threat assessment?

- Warning signs reported
- Concerning behaviors observed
- Indirect or direct threat occurs
- Signals a public safety concern or concern for the safety or welfare of the school or community

2. Report of Concern is Made

- Reported to school
- Reported in an anonymous reporting method
- Reported to Law Enforcement




3. Action and Notification Occurs

The School:

- Secures safety
- Notifies Law enforcement as indicated
- Assembles the school threat assessment team and conducts threat assessment inquiry

4. School Evaluates Level of Concern

- Use a team and Threat Assessment Inquiry Steps
- Use multiple data sources
- **Consider the "Eleven Key Questions" from US Secret Service**
- Determine level of concern



*Reminder Note: Law Enforcement should be contacted ANY time information suggests the need for immediate law enforcement assistance

5. Determine Level of Concern

- Take appropriate action equal to the level of concern
 - **Low concern** at this time based on available information
 - **Medium** or lingering concern
 - **High concern** requiring law enforcement assistance or mental health hold and evaluation

Monitoring is provided for all levels of concern

O'Toole, M.E. (2000). The school shooter: A threat assessment perspective.
Quaranta, J.A. National Center for the Analysis of Violent Crime, Federal Bureau of Investigation.

6. Concern is Stabilized: Now Develop an Action and Support Plan

- Based on the level of concern
- Plan for re-entry of the student after discipline or evaluation
- Student monitoring continues
- Use an interagency or collaborative team, in addition to the school team, as needed
- **Know and use** your community resources

7. Document the Behavior of Concern

Document:

- The behavior or reason for concern
- The inquiry participants
- The Action and Support Plan



Questions for Your Team:

- Where are the records of threat assessments kept?
- Is there a central record at your district?
- Can you find out about previous concerns?
- How are records passed to new school or level?

8. Reassess the Plan

- Provide ongoing monitoring
- Determine a review date for the plan
- The student's **response** to the plan **is important!**
- **Are the interventions working??**



9. Evaluate Your System Process

Sample questions for the team to ask:

- How did your system work?
 - Did the team work effectively?
 - Did the appropriate information get gathered and evaluated?
 - Did communication channels get used effectively?
 - Did re-entry and action planning get completed?
- Adjust as necessary

10. Re-engage the Process as Needed

- Build in periodic reviews of the student's progress
- Evaluate the response to the Action and Support Plan
- Continue monitoring and adjust plan as needed



Threat Assessment Inquiry Steps

What Is *Your* Threshold?
How Much Time Do You Have?



Practice Scenario



- Monday morning, the attendance secretary receives phone call from a parent.
- Keeping son (Josh) home because of "concerns". He was hospitalized over weekend.
- Threatened to kill himself and was taken to hospital.
- Administrator is told of situation and calls the parent to gather more information.
- Finds out Josh threatened to kill himself AND 2 other boys who have been bullying him all year

Practice Scenario

- Josh's mother is concerned and wants to know what the school is going to do
- Administrator tells parent more time is needed to inquire into the situation to ensure the safety of all boys
- Josh will return to school on Wednesday morning.
The administrator calls you...
- What do you need to do?*
- What information needs to be gathered before Wednesday?*

Use Your Team

Are your teams clearly established?
 May be your established intervention teams
 Does everyone know their role?

<ul style="list-style-type: none"> • Administrator • Dean/Discipline • School Psychologist • Counselor • Social Worker • Nurse 	<ul style="list-style-type: none"> • Special Education Representative • School Resource Officer • Teacher • Other knowledgeable parties
--	---

What Information Should be Sought?

- Does immediate search of student, locker, car, room, or home need to happen?
- The facts that drew attention to the student, the situation, and the targets
- Information about the student
- Information about "attack related" behaviors
- Potential motives
- Potential targets


(US Secret Service & US Department of Education, 2002)

Use Multiple Sources of Information

- Collect behavioral data – what exactly happened, what exactly was said
- ✓ **Check and save VIRTUAL data !!**
- Review past and present school records: academic, behavioral & discipline
 - If student is new to school, call previous school – who is best to call?
- Law enforcement records
- Contact with involved community agencies


Use Multiple Sources of Information

- Examine available written and artistic materials
- Get facts: Focus the discussion on "behaviors of concern"
- Interview the student
- Interview the parent
- Interviews with staff, witnesses, and classmates
 - Concerns, reports?
- Interview with targeted individual(s)



Care and Treatment of Students

- Allegations may be unfounded
- Provide supervision until concern is stabilized
- Is a search needed?
- Is the student in a mental health crisis?



Interviewing the Student of Concern

- Purpose is to learn about student's thinking, behavior and possible motives
- Two people teaming can help with observations
- Safety should be maintained
- Review other available information beforehand
- Keep tone professional, neutral, non-confrontational
- **Ask open-ended questions**



Interviewing the Student of Concern

- Interview sends a message that behavior is of concern and is **noticed**
- Express your and others' concern
- Watch for non-verbal messages that do not match verbal: ask about them!
- Listen carefully
- Use what you have or know (i.e. writing, drawing)
- Ask directly about intention
(what did they mean by...?)
- What about when the need for more psychological assessment is indicated?

Threat Assessment Tools: Guidelines for Responding to Student Threats of Violence (Cornell & Sheras)

- Uses holistic approach
- *Can provide some basic interview guidance – supplement with more questions*
- Advocates teaming
- Uses US Secret Service recommendations
- Seven step decision tree



Cornell, D.G. & Sheras, P.L. (2006). Guidelines for responding to student threats of violence. Longmont, CO: Sopris West.

Assessing Written or Artistic Material

- Understand the **context** of the writing or drawing
- Is it outside the **norm** for that assignment, student's peers, age group, etc.?
- Think of written and artistic material as attempts to practice violence
- *Express concern*



Assessing Written or Artistic Material

- Keep questions open-ended
- Ask in detail about the material (numbers, weapons, knowledge, etc.)
- Look for themes
- Be persistent and specific with questions – look more for answers!
- Assess access to or knowledge of weapons
- Watch for non-verbal cues
- Monitor past & future materials

What would you ask about?

Well, since I am not welcome in Borora, I should go on a shooting rampage. By doing this I kill 713 members of my school and also 21 of the staff members. After this I decide my life is not worth living so Borora should be destroyed. So I picked up the detonator and the bomb goes off destroying everyone and everything in Borora.

Brian

Well, since I am not welcome in Borora,
 I should go on a shooting rampage.
 By doing this I kill 713 members of my
 school and also 21 of the staff members.
 After this I decide my life is not worth living
 so Borora should be destroyed.
 So I picked up the detonator
 and the bomb goes off destroying everyone
 and everything in Borora.

Brian

I have become acquainted with guns
 I have used everything from a 9mm to a 12 gauge
 I have hit the smallest target quite accurately.

I have quickly set up an AK-47
 I have killed the smallest, most innocent rabbit
 and never stopped to think about it.

I have blown away the dumbest deer
 and let its body be carried away,
 It will never again see the light of day.

But, I don't know what I will kill next
 I have the urge to kill many things
 But some things are off limits to kill.

I will blow away whatever runs.
 I have become acquainted with guns.

Rick

I have become acquainted with guns
 I have used everything from a 9mm to a 12 gauge
 I have hit the smallest target quite accurately.

I have quickly set up an AK-47
 I have killed the smallest, most innocent rabbit
 and never stopped to think about it.

I have blown away the dumbest deer
 and let its body be carried away,
 It will never again see the light of day.

But, I don't know what I will kill next
 I have the urge to kill many things
 But some things are off limits to kill.

I will blow away whatever runs.
 I have become acquainted with guns.

Rick

Parents as Partners

- Interview the parent without child
- Be aware of their fears, embarrassment
- Express concern for their child, as well as others
- **Purpose of this process is to help their child and protect the safety of everyone**
- Seek their help in understanding the child's actions and interests
- Parents may or may not know about the child's activities

Conducting Parent Interviews

- Make early contact with parents & maintain contact
- Focus on student's behavior and communication
 - ✓ **Internet, cell phone, social networking and gaming sites**
 - ✓ **Will parents check?**
- Triangulate your data –Check what you have heard
 - ✓ **Explore students' interest, knowledge, training & access to firearms and other weapons**

Asking Parents about Access to Firearms & Other Weapons

- Asking about access to firearms & other weapons.
 - ✓ Are they aware?
 - ✓ Are they concerned?
 - ✓ Are they afraid?
 - ✓ Do they monitor child and activities?
 - ✓ Will they check?
 - ✓ Do you need to have someone check?
- Ask about training
- Who is the best person to have this conversation with parents?

Use your law enforcement partners, as needed

Analyze the Available Information

- Is the student on a **current path toward violence**?
- Does the student need more of a suicide risk assessment?
- **USE the eleven key questions in considering the information you have obtained**
(US Secret Service)



Using the 11 Key Questions See Handout

1. What are the student's motives 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, incidents of mass violence?
4. Has the student engaged in attack related behaviors?
5. Does the student have the capacity to carry out the act?
6. Is the student experiencing hopelessness, desperation or despair?

(US Secret Service & US Department of Education, 2002)

Using the 11 Key Questions



6. Does the student have a trusting relationship with at least one responsible adult?
7. Does the student see violence as an acceptable or desirable way to solve problems?
8. Is the student's conversation and "story" consistent with his or her actions?
9. Are other people concerned about the student's potential for violence?
10. What circumstances might affect the likelihood of violence?

(US Secret Service & US Department of Education, 2002)

Determining the Level of Concern

- Severity and scope of the threat
- Details and practice of the plan
- Ability and means to carry out the plan
- Engaging in attack-related or attack behaviors
- Other factors to consider:
 - warning signs, behavioral risk factors, **and protective or mitigating factors**

Critically Evaluate the Information

- **Consider warning signs and behavior**
 - The threat, target, plan, weapon, ability, history, motive, and practicing behavior.
- **Consider risk factors**
 - Special needs, past discipline, depression or suicide, legal concerns, family issues, unusual interests, victimization, coping style, etc.
- **Consider protective factors**
 - Seeks help, adults monitor, peer/adult support, self-monitoring or self-regulation abilities, previous interventions (trees) that were successful, etc.

(Adapted from Cherry Creek School District, 2008; Kanan & Lee)

Conclusions from the Inquiry

1. **Low Concern:**
Continue monitoring student and consider the development of plan.
 2. **Medium Concern:**
Action & Support planning should be developed, set review & monitor
 3. **High Concern:**
Refer to law enforcement for investigation or to mental health for evaluation and hold
- Includes planning of support services & monitoring in community and/or upon return to school system

Developing Effective Action and Support Plans

- Threat intervention is a continuum
- There is no "one size fits all"
- What interventions might lessen the concern?
- Make a plan and implement it
- Timelines for review of progress can be short, if needed
- Should be developed if behavior indicates and for all medium level concerns. Also upon re-entry of any student of high concern

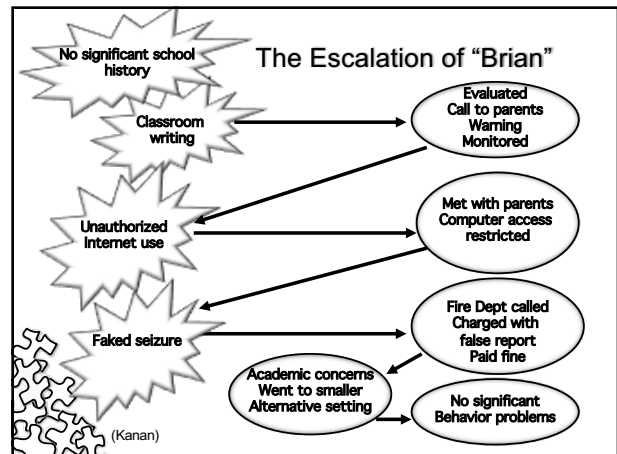
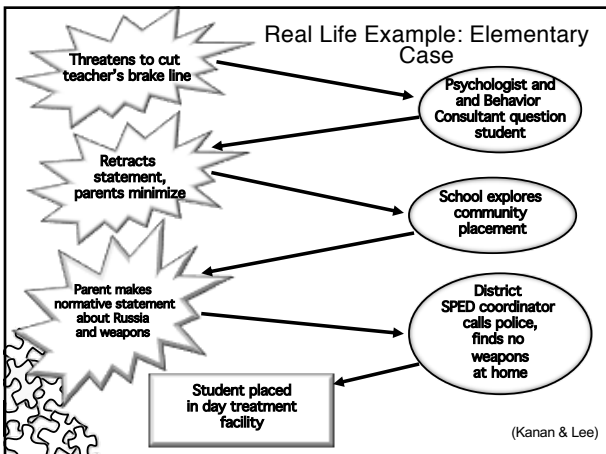
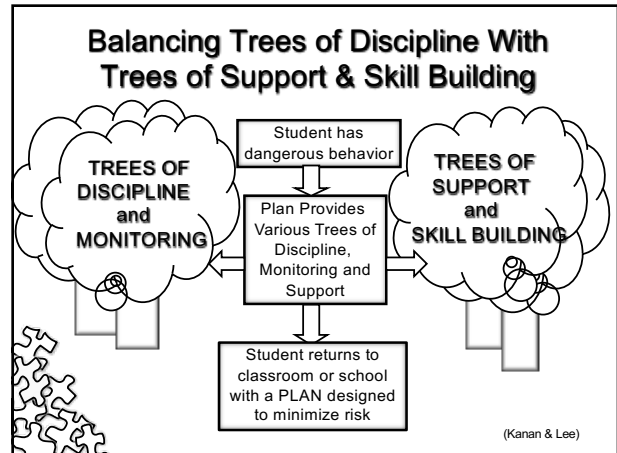
May need updated information on any student who has been in an alternative placement (Reeves, Kanan, Plog, 2010)

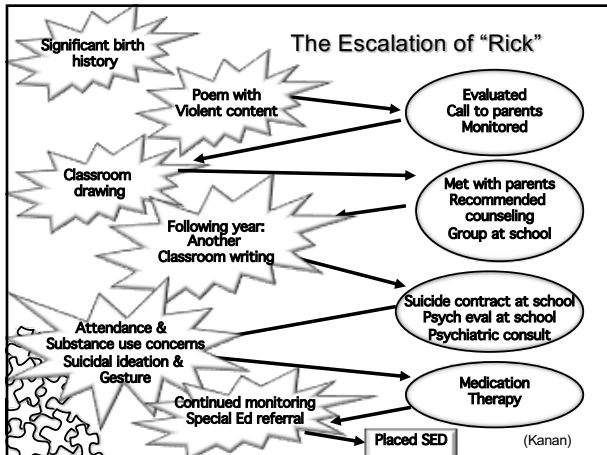
Developing Effective Action and Support Plans

- Interventions should be equal to the weight of concern
- Include steps for student and family
- Include a date for formal review of plan – *schedule follow up!*
- Provide ongoing monitoring of ALL students
 - Daily or weekly check-ins, etc.
 - Follow up on recommendations
- Designate a point of contact for plan, etc.
- Best practice suggestion for **ALL** schools
 - Use of a district level review team

Developing Effective Action and Support Plans

- Consider different types of intervention planning (countermeasures)
 - Trees
 - Treatment
 - Monitoring
 - Protection
- Should include more than just discipline and consequences!
- Consider skill building and support
- If student is special education: FBA should be done and BIP created or updated
- Maximize use of community resources





Action and Support Plan for "Jeff"

- ✓ Consequences:
 - Suspension from school, ticketed, court
- ✓ Monitoring:
 - Check-in daily with Dean & school psych, phone contact with mother & therapist, weapons safety contract, video & computer restrictions
- ✓ Skill Building:
 - Regular sessions with school psych & community therapist AND communication
- ✓ Relationship Building:
 - Encouraged martial arts interest & working part-time

(Kanan & Lee)

Workshop Scenario: Developing an Action and Support Plan

- The hospital determined that Josh was not suicidal
- There had been a family argument between Josh and stepdad that precipitated the comments about suicide
- Josh had not told anyone about the bullying until the hospital interview
- He still remains very angry at the other boys

Does Josh pose a threat? What else would you want to know?

What would you include in the action and support plan?

What Threat Assessments CAN and Should Provide

See Threat Assessment Handout Recommendations for All Schools

- A **prevention** tool to reduce risk
- Fact and behavior based assessment
- A teaming process to obtain relevant information
- Descriptive information
- Common language for school personnel
- Documentation of concern – a look over time
- An opportunity for intervention planning and monitoring of progress

The Limitations of Threat Assessments

- *Not a substitute for a suicide assessment*
 – **ask directly about suicidal/homicidal ideation**
- *Not a prediction of future behavior*

You MUST MONITOR future behavior!

Effective School Safety

- Starts with prevention and awareness of concerns with timely reporting;
- integrates physical safety and security and psychological safety;
- provides for students' mental health, early detection, and early and effective intervention; and
- engages schools, families, law enforcement, community treatment providers & other community agencies as partners.

Best Practices in Threat Assessment I:
What YOU Need to Know
Webinar Workshop
Washington State Association of School Psychologists 2018

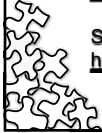
Linda M. Kanan, Ph.D.
School Psychologist
School Safety and Education Consultant
lmkanan@comcast.net

Additional Helpful Websites:
Colorado School Safety Resource Center
<https://www.colorado.gov/cssrc>



US Department of Education, Readiness & Emergency
Management for Schools
<http://rems.ed.gov/default.aspx>

Sandy Hook Promise
<http://www.sandyhookpromise.org>



Linda M. Kanan, Ph.D.
lmkanan@comcast.net
Use with permission only