Guidelines and Forms for Assessing Student Threats

Updated Spring 2015



**Guidelines for Assessing Student Threats**

The goal of a threat assessment is not only to keep schools safe, but also to help potential offenders overcome the underlying sources of their anger or hopelessness. An effective threat assessment provides adults useful information about a student's risks and personal resources. In most cases students will not carry out their threat, but may still be crying out for help. The assessment process should incorporate a referral to an appropriate mental health and/or social services agency, as well as outline a system for following up on the effectiveness of interventions. Among other potential risks that can be identified and prevented are suicide, alcohol and drug use, physical abuse, dropping out, and criminal activity.[[1]](#footnote-2)

Although there is no way to guarantee eliminating school violence, a comprehensive interventions-based approach can greatly minimize the risk to both the potential victims and perpetrators. Threat assessment must be an integral part of a system that fosters a positive school environment; trust between students and adults; respect for others; intolerance for violence of any kind; collaboration between home, school, and community; and the belief that everyone can build toward their strengths given the appropriate support.[[2]](#footnote-3)

**"**All threats are not created equal." A threat is an expression of intent to do harm or act out violently against someone or something. It can be spoken, written or symbolic. But many students who make a threat will never carry it out and, conversely, others who pose a real threat never make one first. [[3]](#footnote-4)

Guidance and content contained herein was developed using recommendations published by the United States [Secret Service and the United States Department of Education in the Safe School Initiative](http://www.secretservice.gov/ntac/ntac_ssi_report.pdf) along with resources provided by the National Association of School Psychologists, the Michigan Department of Education, and a resolution made by the Michigan State Board of Education.

The threat assessment may not be used as a mechanism to suspend a student.

**Assessing the Type of Threat and Level of Risk**

* Exclusion from school (out of school suspension) is NOT required and sometimes is not advisable given the nature of the threat. A short term suspension maybe imposed as a result of student conduct. During the removal from school the team should organize a meeting to determine interventions, coordinate service agencies and develop a plan for the student to return to school. Teams are advised to schedule a team meeting within 24 hours of the incident. If the process requires that the student is removed during the assessment, this action is recorded in the student management system as a suspension.
* Evidence does not show that discipline practices that remove students from instruction—such as suspensions and expulsions—help to improve either student behavior or school climate.[[4]](#footnote-5)
* Suspensions are associated with negative student outcomes such as lower academic performance, higher rates of dropout, failures to graduate on time, decreased academic engagement, and future disciplinary exclusion.[[5]](#footnote-6)
* According to the [Civil Rights Data Collection](http://ocrdata.ed.gov/) in 2011-2012, black students are suspended and expelled at a rate three times greater than white students, while students with disabilities are twice as likely to receive an out-of-school suspension as their non-disabled peers.[[6]](#footnote-7)
* Evidence-based, multi-tiered behavioral frameworks, such as positive behavioral interventions and supports (PBIS), can help improve overall school climate and safety.[[7]](#footnote-8)
* Interventions, school-wide and individual, that use proactive, preventative approaches, address the underlying cause or purpose of the behavior, and reinforce positive behaviors, have been associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts.[[8]](#footnote-9)

**Process for Assessing Student Threats**

* School administrator completes Part 1; Sections A, B and C. Using information collected. The administrator documents a decision and action taken in Section D. Place a copy of the completed assessment in the student CA60.
* Notify the parent/guardian that their child has engaged in behavior that has prompted you to refer the student for a threat assessment. You might share the following:
  1. Briefly and factually describe the incident to the parent/guardian
  2. Describe the results of the assessment completed by the administrator
  3. Schedule a meeting with the parent and team to develop an intervention plan
* Administrators completing the assessment may experience some ambiguity when choosing the level of concern. In such cases, refer to your building social worker or school psychologist for further assessment.
* The building social worker or school psychologist will coordinate a team to conduct the Part 2 assessment.
* Complete Part 2 and place a copy of the completed assessment along with intervention plan in the student CA60.

**Assessing Student Threats**

Date Initiated: Click here to enter text.

Student Name: Click here to enter text.

Date of Birth: Click here to enter text.

Grade/School: Click here to enter text.

Date, time, and location of incident: Click here to enter text.

Administrator completing this initial assessment: Click here to enter text.

Is student currently eligible for special education? Yes No (If yes, notify Special Education Case Manager/Teacher)

**Part 1**

**A: Incident** *Briefly summarize/describe the incident or report that brought this student to your attention. Summarize the student of concern perspective of the incident. Be specific. Write exactly what was said in quotes when investigating a verbal threat. Identify (potential) victims and identify threat targets. Attach any documentation such as an incident report, drawings, written threats, etc.*

Click here to enter text.**Document below the immediate Action(s) taken**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Date Action Taken | Name of Individual Contacted | Staff Making Contact |
| Informed student of infraction | Click here to enter a date. | Click here to enter text. | Click here to enter text. |
| Notified student’s parents | Click here to enter a date. | Click here to enter text. | Click here to enter text. |
| Contacted Police (if necessary) | Click here to enter a date. | Click here to enter text. | Click here to enter text. |
| Notified special education staff (if necessary) | Click here to enter a date. | Click here to enter text. | Click here to enter text. |
| Notified victim(s) and parents (if necessary) | Click here to enter a date. | Click here to enter text. | Click here to enter text. |
| Referred for Assessment of Student Threat | Click here to enter a date. | Click here to enter text. | Click here to enter text. |
| Other | Click here to enter a date. | Click here to enter text. | Click here to enter text. |

**Potential Legal Issues** (if applicable):

Arson

Bomb Threat

Electronic threat (email, website violation, video)

Physical assault

Possession of a dangerous weapon on school property

Criminal Sexual Conduct

Sexual harassment

Stalking

Other illegal activities (examples; drugs, alcohol, theft, vandalism, etc.)

Please specify: Click here to enter text.

None**B: Assessment of Behavior**

* Check the type of threat below.
* Document the specific wording, actions or behaviors reported by informants.
* Do not use the informant’s name. Specifically identify the relationship to the student such as “math teacher”, “student”, “friend”, “hall monitor”, “counselor”, etc. More than one informant may appear in the column.

VERBAL Threats

|  |  |  |
| --- | --- | --- |
| Check the type of threat | Type of Threat | Identify Informant’s Relationship to Student |
|  | Direct: threatidentifies a specific act against a specific target delivered in a straightforward, clear, and explicit manner.  Description: Click here to enter text. | Click here to enter text. |
|  | Indirect: threat tends to be vague, unclear and ambiguous. Violence is implied, but threat is phrased tentatively, and suggests that a violent act could occur, not that it will occur.  Description: Click here to enter text. | Click here to enter text. |
|  | Veiled: threat strongly implies but does not explicitly threaten violence.  Description: Click here to enter text. | Click here to enter text. |
|  | Conditional: threat is often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met  Description: Click here to enter text. | Click here to enter text. |

NONVERBAL Threats

|  |  |  |
| --- | --- | --- |
| Check the type of threat | Type of Threat | Identify Informant’s Relationship to Student |
|  | Gesture(s)  Description: Click here to enter text. | Click here to enter text. |
|  | Physical contact (pushing, shoving, violation of personal space)  Description: Click here to enter text. | Click here to enter text. |
|  | Pictorial Threat (attach a copy)  Description: Click here to enter text. | Click here to enter text. |
|  | Property Damage  Description: Click here to enter text. | Click here to enter text. |
|  | Veiled threat  Description: Click here to enter text. | Click here to enter text. |
|  | Weapon, observed/reported  Description: Click here to enter text. | Click here to enter text. |
|  | Written threat (attach a copy)  Description: Click here to enter text. | Click here to enter text. |
|  | Other (describe): Click here to enter text. | Click here to enter text. |

Are the informants’ reports consistent? Yes  No (If inconsistencies occur, describe): Click here to enter text.

Specifics Surrounding threat and/or behavior

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Questions | Yes | No | Further Assessment Required | Description |
| Does the student have motives and goals surrounding the threat? |  |  |  | Click here to enter text. |
| Has the student shown inappropriate interest in school attacks, attackers, weapons, incidents of violence, etc.? |  |  |  | Click here to enter text. |
| Have there been any communications suggesting ideas or intent to attack? |  |  |  | Click here to enter text. |
| Has the student engaged in attack related behaviors such as developing a plan or making efforts to acquire weapons? |  |  |  | Click here to enter text. |
| Is the student’s conversation and “story” consistent with his/her actions? |  |  |  | Click here to enter text. |
| Does the student have a capacity to carry out an act of targeted violence? |  |  |  | Click here to enter text. |
| Is the student experiencing hopelessness, desperation, despair? |  |  |  | Click here to enter text. |
| Does the student lack trusting relationships with adults? |  |  |  | Click here to enter text. |
| Are other people concerned about the student’s potential risk for violence? |  |  |  | Click here to enter text. |
| Does the student see violence as an acceptable, desirable solution or way to solve problems? |  |  |  | Click here to enter text. |
| Does the student have motives and goals to harm themselves? If yes, contact the school social worker to complete the **Columbia Suicide Severity Rating Scale**-**Daily Shift Screen.**  Screener is found at: (<http://www.cssrs.columbia.edu/scales_practice_cssrs.html>)  Clinical Triage Guidance from CCRS to guide decision making is found at :  (<http://www.cssrs.columbia.edu/faqs_cssrs.html>)  Administrator should continue with Student Threat Assessment after collaboration with school social worker and review of Columbia Suicide Severity Rating Scale screening results to determine threat level.  Document results in “Description” column on the far right of this chart. |  |  |  | Click here to enter text. |

Circumstances possibly affecting the likelihood of acting on the threat?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Yes | No | Needs Further Assessment | Description |
| Student has a plan (when, where, who, how) |  |  |  | Click here to enter text. |
| Student has access to weapons, bombs, etc. |  |  |  | Click here to enter text. |
| Student intends to carry out plan (same day or near future) |  |  |  | Click here to enter text. |
| Student stalks threatened victim |  |  |  | Click here to enter text. |
| Student shows no remorse |  |  |  | Click here to enter text. |
| Student shows no concern about consequences |  |  |  | Click here to enter text. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Yes | No | Needs Further Assessment | Description |
| Student does not typically engage in attention seeking behavior |  |  |  | Click here to enter text. |
| Change in social relationship (example; romantic breakup or rebuff) |  |  |  | Click here to enter text. |
| Student has experienced a change of status in group membership |  |  |  | Click here to enter text. |
| Student appears disengaged with school staff |  |  |  | Click here to enter text. |
| Student has experienced real or perceived humiliation |  |  |  | Click here to enter text. |
| Student does not typically engage in impulsive behaviors or remarks |  |  |  | Click here to enter text. |
| Student reports he/she was joking/teasing but remarks are perceived real by others |  |  |  | Click here to enter text. |
| Student has the ability to understand and carry out threats |  |  |  | Click here to enter text. |
| Student has experienced other family or life stressors, (examples; divorce, death, move, etc.) |  |  |  | Click here to enter text. |
| Student has recent disciplinary action |  |  |  | Click here to enter text. |
| Student appears socially isolated from peers |  |  |  | Click here to enter text. |
| Student is the target of teasing or bullying |  |  |  | Click here to enter text. |
| Other (include a response in the Description box) |  |  |  | Click here to enter text. |

Other Student Factors to Consider

**Part C: Situational Context**

What was the antecedent to the incident (what happened immediately before the incident)? Ask informants. Consider provocation. Click here to enter text.

Are there factors that reduce your concerns? Yes No If yes, describe: Click here to enter text.

**Levels of Concern**

Based upon the data that you collected, check all that apply

Low Level of Threat

Poses a minimal risk to the victim and public safety

Is vague and indirect

Information is inconsistent, implausible or lacks detail

Lacks realism

Content suggests person is unlikely to carry out the threat

Medium Level of Threat

Could be carried out, although it may not appear entirely realistic

More direct and more concrete than a low level threat

Wording suggests the individual has given some thought to how the act will be carried out

Includes a general indication of place and time but still falls well short of a detailed plan

No strong indication that the individual has taken preparatory steps

Statements seek to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

High Level of Threat

Direct, specific, and plausible

Appears to pose imminent and serious danger to safety of others

Suggests concrete steps have been taken, i.e., stalking or acquisition of a weapon

Almost always requires bringing in law enforcement

Additional Comments: Click here to enter text.

Action taken as a result of this assessment: Choose an item.

|  |  |  |
| --- | --- | --- |
| Administrator Completing Assessment: Click here to enter text. | Title: Click here to enter text. | Date: Click here to enter a date. |

**D: Threat Level Recommendations**

* Exclusion from school, out of school suspension, is **NOT** required and sometimes is not advisable given the nature of the threat. The purpose of removal from school is to give the team time to organize a meeting to determine interventions, coordinate service agencies and develop a plan for the student to return to school. Teams are advised to schedule a team meeting within 24 hours of the incident. Districts should refer to district policies regarding length of suspensions and due process.
* Below are recommendations based upon the level of concern. Additional recommendations are located in Appendix A.

Low Level of Threat

* Contact School Counselor (General Education Student)
* Contact Case Manager (Special Education Student)
* Coordinate a team meeting to include the parent for the purposes of developing an intervention or safety plan of support and action plan. See Appendix A

Medium Level of Threat

* Develop an intervention plan of support and action plan
* Provide parent/guardian a list of community mental health resources
* Offer consultation with outside agencies or medical agencies; obtain parent signature on a consent to release educational records; place a copy in student CA60

High Level of Threat

* Refer for a mental health evaluation

**and/or**

* Notify law enforcement

**and/or**

* Child Protective Services
* Consult with district Superintendent
* Contact Case Manager (Special Education Student)
* Coordinate a team meeting to include the parent for the purposes of developing an intervention plan of support and action plan
* Provide parent/guardian a list of community mental health resources
* Offer consultation with outside agencies or medical agencies; obtain parent signature on a consent to release educational records; place a copy in student CA60

**Part 2: Further Assessment of Personality, School, Social and Family Dynamics**

***Complete Part 2 section if Moderate to High Level was identified in Part 1***

* Share the results of the administrator assessment with the parent and indicate that the outcome is a recommendation for further assessment. See Appendix B for a sample letter. When communicating with the parent/guardian you might say the following:

*“Today we were made aware of a threat (or dangerous behavior) exhibited by your child. It is our district practice to take all threats and aggressive behavior seriously. My initial inquiry into the situation warrants further assessment. A team of school personnel will be completing the assessment of the situation. This may include individual interviews with you, your child and others involved in the incident.”*

* Ask if the parent/guardian has any questions or concerns.
* Explain that school personnel will call the parent to arrange for interviews.
* Provide a contact name and phone number for the parent.
* Express your attitude and expectation about the situation. You may wish to say the following*:*

*“Your support and cooperation in addressing this serious matter will be appreciated.*

1. The student’s or building’s social worker or school psychologist will coordinate a team to complete Part 2 of the assessment. See Appendix A for Staff Input form.
2. Staff participating in Part 2 of the assessment will meet and review the information. Team members will integrate findings, including Part 1 Sections A, B and C with information collected in Part 2 to make a hypothesis regarding motivation (Section H) and will conclude with a final Level of Concern in Section I.
3. Complete Part 2 within 2 days.

Date team received referral: Click here to enter a date.

|  |  |
| --- | --- |
| Team Members | Title |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |

**D. Student Perspective of Incident** *–* Ask the student to describe the incident.

Click here to enter text.

**E. Parent Perspective of Incident** – Ask the parent to describe their understanding of the incident.

Click here to enter text.

**F. Consider all factors shaping the student’s decision-making and behavior**

Threat assessments completed correctly entail a deliberate and focused process for examining all relevant information, such as the student’s personal history, relationships at home and school, recent life events, resiliency and coping style, etc. It is important to remember that you probably know less about the potential offender than you think and to try to view information through the student’s eyes. The FBI has proposed a*Four-Pronged Assessment Model [[9]](#footnote-10)*that examines the student’s personality, school dynamics, social dynamics, and family dynamics.

1. Personality of the Student

|  |  |  |  |
| --- | --- | --- | --- |
| Behavioral Characteristics | Yes | No | Describe |
| Lacks capacity to cope with stress and conflicts resulting in tantrums, outbursts or aggression |  |  | Click here to enter text. |
| Anger, humiliation, sadness or disappointment results in violent threats or aggression |  |  | Click here to enter text. |
| Demonstrates poor resiliency related to failure, criticism or other negative experiences |  |  | Click here to enter text. |
| Negatively responds to rules and authority |  |  | Click here to enter text. |
| Demonstrates a need for control |  |  | Click here to enter text. |
| Lacks capacity for emotional empathy or respect for others |  |  | Click here to enter text. |
| Student engages in cruelty to animals |  |  | Click here to enter text. |
| Student engages in fire setting |  |  | Click here to enter text. |
| Demonstrates a sense of self-importance compared to others (superiority/others are viewed as inferior) |  |  | Click here to enter text. |

Personality of the Student continued

|  |  |  |  |
| --- | --- | --- | --- |
| Personality Traits | Yes | No | Describe |
| Demonstrates a low tolerance for frustration |  |  | Click here to enter text. |
| Demonstrates ineffective coping skills |  |  | Click here to enter text. |
| Focuses on perceived injustices |  |  | Click here to enter text. |
| Shows signs of depression/other mental illness; mood swings |  |  | Click here to enter text. |
| Student engages in self-injurious behavior |  |  | Click here to enter text. |
| Student has a previous suicide attempt |  |  | Click here to enter text. |
| Demonstrates a poor sense of self compared to others (views self as inferior or a victim) |  |  | Click here to enter text. |
| Demonstrates attention seeking behaviors |  |  | Click here to enter text. |
| Focuses on blame (internalizes/externalizes), hold grudges, or keeps lists |  |  | Click here to enter text. |
| Student is preoccupied with violent music, movies and/or video games |  |  | Click here to enter text. |
| Student is preoccupied with weapons and/or military |  |  | Click here to enter text. |

1. School Dynamics

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Describe |
| Lacks attachment to school or has a poor attitude toward school |  |  | Click here to enter text. |
| Demonstrates low or limited tolerance for disrespectful behavior |  |  | Click here to enter text. |
| Focuses on equitable discipline; feels discipline is arbitrary |  |  | Click here to enter text. |
| Lacks tolerance/inclusiveness of diverse cultures |  |  | Click here to enter text. |
| Pecking order among his/her peers is evident (high or low) |  |  | Click here to enter text. |
| Student follows a code of silence |  |  | Click here to enter text. |
| Student violates school technology policy |  |  | Click here to enter text. |

1. Social Dynamics

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Describe |
| Lacks an identifiable peer group; socially isolated |  |  | Click here to enter text. |
| Identifies with a negative peer group; gang association |  |  | Click here to enter text. |
| History of using drugs and or alcohol |  |  | Click here to enter text. |
| Level and focus of outside interests (interests are not varied, preoccupation, or obsession) |  |  | Click here to enter text. |
| Current incident is potentially a copycat of past incidences |  |  | Click here to enter text. |

iv) Family Dynamics

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Describe |
| Student indicates turbulent parent-child relationship |  |  | Click here to enter text. |
| Student’s behavior reflects cultural/family norms |  |  | Click here to enter text. |
| Student has access to weapons or uses weapons for recreational purposes |  |  | Click here to enter text. |
| Student demonstrates a lack of connectedness to the family |  |  | Click here to enter text. |
| Student demonstrates a poor attitude toward enforcement of parental authority |  |  | Click here to enter text. |
| Student is exposed to aggressive role models |  |  | Click here to enter text. |
| Student has limited monitoring/supervision of TV, video games, or Internet in the home environment |  |  | Click here to enter text. |
| Parents are unaware of student’s activities/friends |  |  | Click here to enter text. |

Additional behavioral considerations

|  |  |  |  |
| --- | --- | --- | --- |
| Behavior | Yes | No | Describe |
| History of personal failures and or disappointments |  |  | Click here to enter text. |
| Previous legal involvement |  |  | Click here to enter text. |
| Student has documented medical diagnosis other than mental health such as brain injury, seizure disorder, or asthma |  |  | Click here to enter text. |
| Other |  |  | Click here to enter text. |

Additional family considerations

|  |  |  |  |
| --- | --- | --- | --- |
| Considerations | Yes | No | Describe |
| People living in the home |  |  | Click here to enter text. |
| Change(s) of residence |  |  | Click here to enter text. |
| Discipline strategies used in the home |  |  | Click here to enter text. |
| Turbulent parent-child relationship |  |  | Click here to enter text. |
| Significant family conflict |  |  | Click here to enter text. |
| Incarceration of family member |  |  | Click here to enter text. |
| Substance abuse in the home |  |  | Click here to enter text. |
| Recent divorce, separation, re-marriage or death in the family |  |  | Click here to enter text. |
| Change in financial circumstances |  |  | Click here to enter text. |
| Child Protective Services Involvement |  |  | Click here to enter text. |
| Other |  |  | Click here to enter text. |

**G. Positive Supports –** Consider all and briefly describe. Consider these elements for intervention if they are not present

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Describe |
| Student is employed |  |  | Click here to enter text. |
| Student is perceived as a good student and or accepted socially |  |  | Click here to enter text. |
| Student participates in school activities (sports, clubs, or plays) |  |  | Click here to enter text. |
| Student participates in recreational or community activities (club sports, scouts, church, library) |  |  | Click here to enter text. |
| Student has supportive friends |  |  | Click here to enter text. |
| Student has supportive family members |  |  | Click here to enter text. |
| Family/student is accessing supports outside of the school environment |  |  | Click here to enter text. |
| Student has an identified adult mentor |  |  | Click here to enter text. |
| Other |  |  | Click here to enter text. |

**H. Summary of Findings**

Based on all interviews and administrator concerns noted in “Specifics surrounding threat and/or behavior” and “Other factors to consider”, mark below the team hypothesis regarding the conduct resulting in further assessment. It is recommended that you use this hypothesis to guide intervention planning.

Attempting to solve a problem seen as otherwise unbearable

Escape or avoid person, situation, place, activity, etc.

Peer approval, following the lead of others

Revenge for a perceived grievance or injury

Seeking attention, recognition or notoriety

Self-defense

Wanting to die or be killed

**I: Levels of Concern**

Low Level of Threat

Poses a minimal risk to the victim and public safety

Is vague and indirect

Information is inconsistent, implausible or lacks detail

Lacks realism

Content suggests person is unlikely to carry out the threat

Medium Level of Threat

Could be carried out, although it may not appear entirely realistic

More direct and more concrete than a low level threat

Wording suggests the individual has given some thought to how the act will be carried out

Includes a general indication of place and time but still falls well short of a detailed plan

No strong indication that the individual has taken preparatory steps

Statements seek to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

High Level of Threat

Direct, specific, and plausible

Appears to pose imminent and serious danger to safety of others

Suggests concrete steps have been taken, i.e., stalking or acquisition of a weapon

Almost always requires bringing in law enforcement

Action taken as a result of this assessment: Choose an item.

**Team Member’s Signatures**

|  |  |
| --- | --- |
| Name | Title |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |

**Appendix A: Intervention Suggestions**

Student Interventions

Refer for further assessment by the social worker or school psychologist using Part 2 of the Student Threat Assessment

Refer for further assessment by a mental health agency

Provide student/parent/guardian with contact information for community resources (physical health, mental

health including substance abuse and domestic violence)

Report to Child Protective Services

Review and have student sign the “violence-free” agreement (See Appendix A)

Increase supervision (Specify when, where, how and who)

Schedule change for academic support (appropriate classes for ability)

Schedule change for behavior support (supervision, separation from target peers or staff)

Early dismissal between classes (Specify the amount of time)

Late dismissal between classes (Specify the amount of time)

Escort between school environments such as between classes, lunch, recess, bus, etc.

Check in, Check out meeting (specify how often and who)

In-school suspension with support to complete school work and problem solve

Encourage participation in extra-curricular activities (sports, clubs)

Offer in-school psych-educational group to address anger management, stress management, etc.

Planned discussions: scheduled times for problem-solving with trained staff

Family Interventions

Assist with obtaining Michigan family health care

Parent/guardian to have daily conversations with the student about his/her concerns, problems and fears

Reduce exposure to violence and pornography (movies, video games, internet access, magazines)

Provide information regarding local community agencies

Provide information regarding parenting education programs

Parents monitor student behavior related to curfew, homework and school attendance

Provide regularly scheduled meetings with the student’s family

Request removal of weapons and other dangerous material from home

Request parent check student belongings (backpack, pockets, coat, etc.,) before the student leaves for school

School Interventions

Establish staff/peer supports for target student.

Consider/evaluate school anti-bullying program

Comprehensive special education evaluation

Develop functional behavior assessment and behavior intervention plan

Encourage extracurricular activities

Modify student’s schedule to ensure safety of target peers, target student or staff.

Provide behavior monitoring.

Provide meaningful work on school campus.

Assign a staff member to mentor student.

Provide an escort. Specify when the escort is needed and who will provide the escort

Explore alternative education setting

Refer student to the building conflict resolution/peer mediation program

Assign a peer mentor

Provide social skills instruction

Utilize a behavior contract

**Appendix A continued: Intervention Suggestions**

Community Interventions

Provide information regarding support through law enforcement such as a personal protection order

Initiate/increase communication between school, home, therapist, community agency, probation officer, etc.

Provide family with community education, community recreation activities or volunteer opportunities

**Appendix A continued: Sample Violence-Free contract**

Student Name: Click here to enter text. Building: Click here to enter text.

Grade: Click here to enter text. Date: Click here to enter text.

School Personnel: Click here to enter text.

I, Click here to enter text.**,** agree to abide by the following rules for school behavior (check all that apply):

I promise not to harm myself or others.

I promise not to bring a weapon on school property.

I promise not to use alcohol or other harmful drugs.

I promise to express my anger in ways that will not be harmful to myself/others.

I promise to seek out the assistance of an adult when a conflict starts with a peer.

I promise that I will actively participate in any counseling activities that are made available to me by the

school or my parents.

I promise to attend all scheduled monitoring meetings with Click here to enter text.

I promise to Click here to enter text.

If I am having thoughts of harming myself or others, I will do the following until I receive help:

At school I will go to Click here to enter text. and notify them of my feelings.

Get assistance from an adult, such as Click here to enter text. or Click here to enter text..

Tell my parent/guardian how I am feeling.

Other: Click here to enter text.

I understand the contract that I am signing and agree to abide by it.



**Appendix B: Example of Parent Contact Regarding Further Assessment**

To: Click here to enter text.

From: Click here to enter text.

Date: Click here to enter a date.

Re: Threatening and Dangerous Behavior Assessment

Today we were made aware of a threat (or dangerous behavior) exhibited by your child, Click here to enter text.. It is our district practice to take all threats and aggressive behavior seriously. My initial inquiry into the situation warrants further assessment. A team of school personnel will be completing the assessment of the situation. This may include individual interviews with you, your child and others involved in the incident.

If you have any questions or concerns, please contact me at Click here to enter text.. Thank you for your support in addressing this serious matter.

Sincerely,

Click here to enter text.

CC: Click here to enter text.

**Appendix C: Staff Input**

Click here to enter text. has been referred for an assessment regarding a recent incident.

(Student Name)

Staff Member: Click here to enter text.

Relationship to Student (math teacher, counselor, etc.): Click here to enter text.

Your input is critically important to our understanding this student. We appreciate your comments.

Please return this form toClick here to enter text. By: Click here to enter a date.

Please identify the student’s strengths: Click here to enter text.

Please review and respond to the following items.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Describe |
| Struggles academically |  |  | Click here to enter text. |
| Poor attendance/tardiness |  |  | Click here to enter text. |
| Low Frustration Tolerance |  |  | Click here to enter text. |
| Impulsive behavior |  |  | Click here to enter text. |
| Poor attention span |  |  | Click here to enter text. |
| Excessive motor behavior (has trouble sitting still) |  |  | Click here to enter text. |
| Low motivation |  |  | Click here to enter text. |
| Lacks self confidence |  |  | Click here to enter text. |
| Defiant/oppositional attitude |  |  | Click here to enter text. |
| Irritates classmates |  |  | Click here to enter text. |
| Socially isolated |  |  | Click here to enter text. |
| Bullies others (goes beyond teasing) |  |  | Click here to enter text. |
| Victimized by others |  |  | Click here to enter text. |
| Recent change in appearance |  |  | Click here to enter text. |
| Recent change in quality of work |  |  | Click here to enter text. |
| Other concerns |  |  | Click here to enter text. |

Would you like to meet with a representative from the assessment team to discuss your concerns?

Yes No

What day(s) or and/or time(s) are best for meeting with you? Click here to enter text.

**THREAT ASSESSMENT Guidance**

*If imminent danger is evident, contact Law Enforcement or Emergency Medical Personnel*

Threat of Violence Toward

Self or Others

Administrator Completes

Part 1 of the Student Threat

Assessment Tool

Low Level Threat

Contact parent

Contact counselor

Contact Case Manager (Students receiving special education)

Schedule meeting to develop intervention plan (complete a FBA/BIP for students receiving special education programs)

Set a follow up meeting to review effectiveness of plan

Place documents in student CA60

Medium Level Threat

Contact parent

Contact counselor

Contact Case Manager (Students receiving special education)

Contact social worker or school psychologist for further assessment using Part 2 of the Student Threat Assessment

Schedule a meeting to develop an intervention plan (complete a FBA/BIP for students receiving special education programs)

Provide parent/guardian with community mental health resources

Set follow up meeting to review Part 2 assessment results

Set follow up date to review effectiveness of intervention plan

Place documents in CA60

High Level Threat

Contact parent

Contact Counselor

Contact Case Manager (Students receiving special education)

Refer student for a mental health evaluation and provide parent with community mental health resources

*and/or* Notify Law Enforcement

*or* Notify building MET for further assessment using Part 2 of the Student Threat Assessment

Set a meeting to review results of mental health evaluation or Part 2 of the Student Threat Assessment results

Schedule a meeting to develop an intervention plan (complete a FBA/BIP for students receiving special education programs)

Set follow up meeting to review effectiveness of Student Supervision and Intervention Plan

Place documents in student CA60

1. <http://www.nasponline.org/resources/factsheets/threatassess_fs.aspx> [↑](#footnote-ref-2)
2. <http://www.nasponline.org/resources/factsheets/threatassess_fs.aspx> [↑](#footnote-ref-3)
3. <http://www.nasponline.org/resources/factsheets/threatassess_fs.aspx> [↑](#footnote-ref-4)
4. Skiba, Shure, Middelberg & Baker, 2011 [↑](#footnote-ref-5)
5. Achilles, McLaughlin, Croninger,2007; Arcia, 2006; Christle, Jolivette, & Nelson, 2005; Costenbader & Markson, 1998; Lee, Cornell, Gregory, & Fan, 2011; Raffaele-Mendez, 2003; Rodney et al., 1999; Skiba & Peterson, 1999 [↑](#footnote-ref-6)
6. http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf [↑](#footnote-ref-7)
7. Bradshaw, C., Koth, C.W., Thornton, L.A., & Leaf, P.J., 2009 [↑](#footnote-ref-8)
8. American Psychological Association, 2008; Christle, Jolivette, & Nelson, 2005; Crone & Hawken, 2010; Liaupsin, Umbreit, Ferro, Urso, & Upreti, 2006; Luiselli, Putnam, Handler, & Feinberg, 2005; Putnam, Horner, & Algozzine, 2006; Skiba & Sprague, 2008; Theriot, Craun, & Dupper, 2010 [↑](#footnote-ref-9)
9. http://www.nasponline.org/resources/factsheets/threatassess\_fs.aspx [↑](#footnote-ref-10)