

## Threat Assessment Procedure

1. Administrator/counselor has received information on a threat made by student(s), and has written down *verbatim* what the student threatened.
2. Have you isolated the student with adequate supervision?
3. Have you confiscated any written or drawn materials and/or threat paraphernalia?
4. Have you interviewed the student regarding his or her motives and state of mind?
5. Have you interviewed any adult who witnessed the incident or found the materials?
6. Have you interviewed any other student involved or who witnessed the incident?
7. Have you adequately determined between a suicidal or homicidal threat?
  - a. Some suicidal indicators:
    - i. Drawings that depict harm to oneself or are out of the context of what was assigned for the class and appears violent to self
    - ii. Writing that has content related to self-harm
    - iii. Talk of harm to oneself, any talk or overhearing discussion regarding harm to oneself
    - iv. Threats of harming self/actual malicious physical harm to self
8. Is suicide the primary concern? If yes, then follow your established protocol.
9. Is homicide the primary concern? If yes, the follow the Virginia Model of threat determination.
  - a. Refer to the *11 Key Questions* (page 2) to help determine threat level
10. Is threat substantive? If yes, then call your Social Worker.
11. If your ACES Social Worker is unavailable and you would like to speak to someone immediately, call any of the below numbers and ask to have a member of the School Based Mental Health Team return your call. Someone on the SBMH team will return your call shortly.

**\*\* If you are unsure about any step you can always call your ACES team for help.\*\***

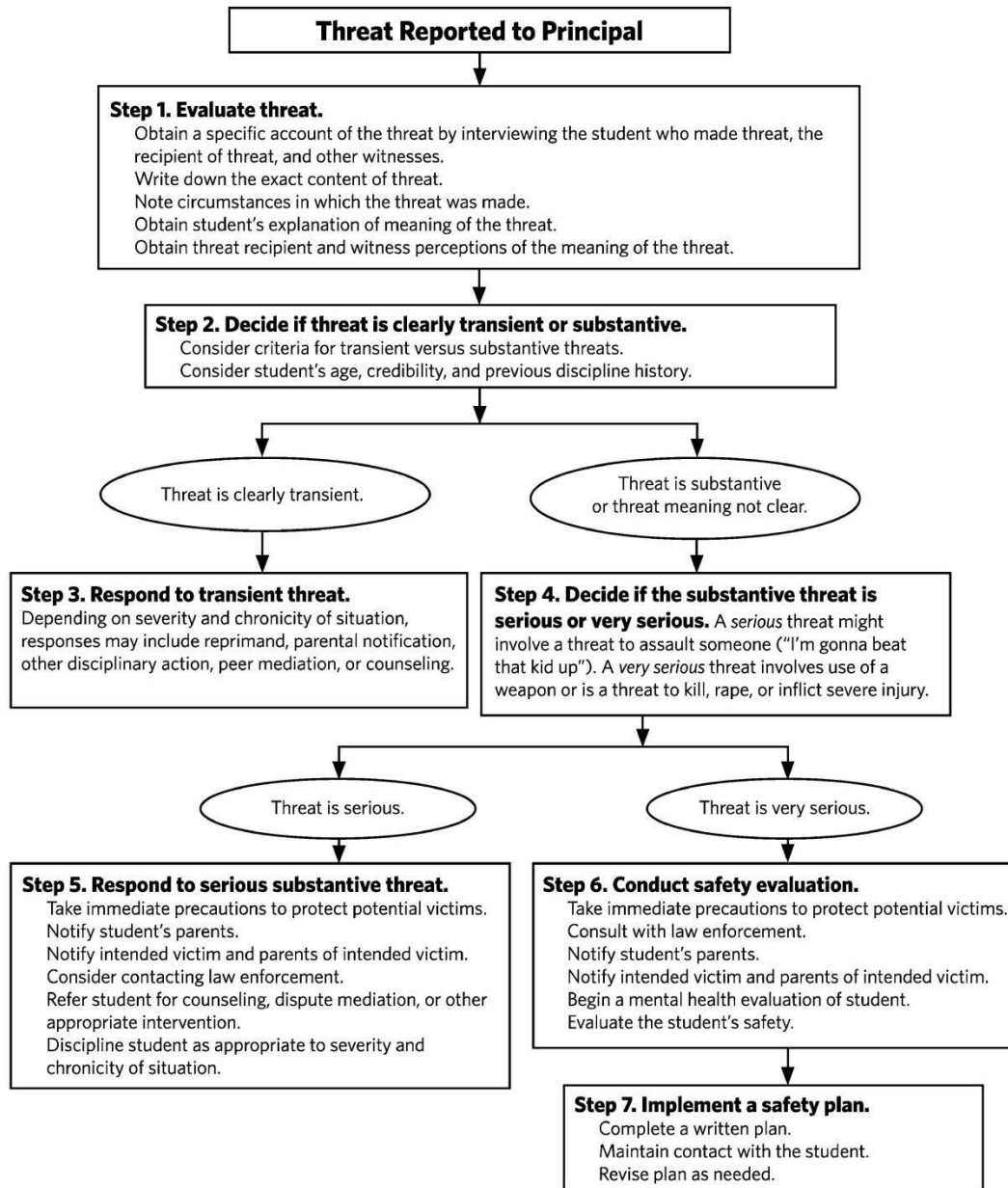
### Relevant Phone Numbers:

Crisis Hotline Number: 888-279-8188

Child Abuse and Neglect Hotline: 800-392-3738

Cindy Naber, ACES Director: 660-254-6134

Jeff Sturdivan, ACES Social Worker: 660-254-6136 or 660-254-2569



11 Key Questions to Help Evaluate Threat:

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| <ol style="list-style-type: none"> <li>1. What are the student's motives or goals?</li> <li>2. Any communications of intent to attack?</li> <li>3. Any inappropriate interest in other attacks, weapons, or mass violence?</li> <li>4. Any attack-related behaviors? Making a plan, acquiring weapons, using surveillance on potential sites, etc...)</li> <li>5. Does student have the capacity to attack?</li> </ol> | <ol style="list-style-type: none"> <li>6. Is there hopelessness or despair?</li> <li>7. Any trusting relationship with an adult?</li> <li>8. Is violence regarded as a way to solve a problem? Any peer influences?</li> <li>9. Are student's words consistent with actions?</li> <li>10. Are others concerned about the student?</li> <li>11. What circumstances might trigger violence?</li> </ol> |
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*Transient*

vs.

*Substantive*

Often are rhetorical remarks, not genuine expressions of intent to harm

At worst, express temporary feelings of anger or frustration.

Usually can be resolved on the scene or in the office.

After resolution, the threat no longer exists.

Usually ends with an apology or clarification.

Express intent to physically injure someone beyond the immediate situation.

There is at least some risk the student will carry out the threat.

Require that you take protective action, including warning the intended victims and parents.

May be legal violations and require law enforcement consultation.