

School Threat Assessment Evaluation

(Confidential)

Name: _____ Date of Report: ____/____/____
DOB: ____/____/____ Date of Assessment: ____/____/____
Age: _____ Assessment Team: _____
Gender: _____
Ethnicity: _____
Location: _____

Section I: Identifying Information and Reason for Threat Assessment

A. Incident Facts

- (1) Date learned of threat:
- (2) Date threat occurred:
- (3) Type of threat:
- (4) Who reported threat:
- (5) Location of threat:
- (6) Content of threat and context of threat¹

B. Student Who Made Threat

- ☐ Yes / ☐ No Had or sought accomplices (name the accomplices)
- ☐ Yes / ☐ No Reported threat as a specific plan (a note, text, social-media post, verbal)
- ☐ Yes / ☐ No Identified a specific target (person/building/agency)
- ☐ Yes / ☐ No Wrote plans or a list (a more specific plan in writing or target list in writing)
- ☐ Yes / ☐ No Repeated the threat over time (the same or a similar threat has been made more than once)
- ☐ Yes / ☐ No Mentioned weapon in the threat (Any weapon other than human force)
- ☐ Yes / ☐ No Had prior conflict with target (within 24 hours of threat)
- ☐ Yes / ☐ No Student previously bullied the target (specify documented or undocumented)
- ☐ Yes / ☐ No Student reported or known to have been bullied previously (specify documented or undocumented)

C. Victim/Target of Threat

- (1) Number of victims:

(2) Primary target:

- Role of target: [former friend, bully, dating partner, neighbor, etc.]
- Grade:
- Gender:
- Race:
- ☐ Yes / ☐ No Target witnessed the threat

Section II: Evaluation Interviews and Records Review

The evaluation consisted of the following:

- Clinical interviews of:
- Collateral interviews with:
- Review of records including:

Section III: Limits of Confidentiality & Informed Parental Consent

- ☐ Yes / ☐ No Prior to the beginning of the evaluation, <Student/Parent> were advised verbally and in writing of the purpose of the evaluation and the limits of confidentiality.

Section IV: Psychosocial Background

A. Family History

- (1) Born/raised:
- (2) Childhood trauma:
- (3) Status of parents' relationship:
- (4) Perceptions of and feelings toward parents:
- (5) Primary attachment figure:
- (6) Perceptions of and feelings toward siblings:
- (7) Home discipline/parenting style:
- (8) Ever run away from home? Why?
- (9) Peers/girls and boys:
- (10) Dating/Partners:
- (11) Use of free time after school and on weekends:
- (12) Hobbies & Interests:
- (13) Sports:
- (14) Favorite Internet sites
 - Review/report of Facebook:
 - Review/report of YouTube:
 - Review/report of Instagram/SnapChat:

Review/report of texting:

Review/report of other social media:

B. Child Abuse and Domestic Violence Victimization

- (1) Physical:
- (2) Sexual:
- (3) Neglect:
- (4) Domestic violence exposure:
- (5) DCF involvement/foster care placement:

C. Education

- (1) Current grade:
- (2) Academic performance:
- (3) Perceptions of elementary school:
- (4) Perceptions of middle school:
- (5) Perceptions of high school:
- (6) Perceptions of current teachers:
- (7) History of disciplinary actions?
 - Elementary school:
 - Middle school (number of disciplinary referrals by sixth grade²):
 - High school:
- (8) Problem areas:
- (9) Enemies:
- (10) Friends:
- (11) Bullying
 - Bully:
 - Victim:
 - Bully-victim:

D. Substance Use

- (1) Alcohol:
- (2) Ecstasy/MDMA:
- (3) Marijuana:
- (4) Synthetic marijuana:
- (5) Cocaine/crack:
- (6) Hallucinogens:
- (7) PCP:
- (8) Benzodiazepines:

- (9) Amphetamines:
- (10) Opioids:
- (11) Other prescription medication:
- (12) Inhalants:

E. Juvenile Arrest History

- (1) New charges:
- (2) Adjudicated charges:
- (3) Probation/probation officer:

F. Medical/Mental Health History

- (1) Medical History
 - Medical conditions/injuries/hospital admission:
 - RX:
- (2) Mental Health History
 - Mental Health
 - Family mental illness:
 - Psychiatric medication:

Section V: Clinical Findings

A. Behavioral Observations and Mental Status

- (1) Appearance/behavior/relatedness:
- (2) Mood/affect:
- (3) Speech:
- (4) Thought and perceptions (auditory-visual hallucinations, paranoid thinking, unusual thoughts, powers, etc.):

B. Intellectual Functioning (Historical Test Data)

C. Academic Functioning (Historical Test Data)

D. Psychological Testing (as needed)

(1) Structured Assessment of Violence Risk in Youth (SAVRY)

SAVRY is a structured professional judgment violence risk assessment instrument. SAVRY assesses four main domains: historical, social/contextual, individual/clinical, and protective factors. It is not designed to be a formal test used for prediction, but rather to be used with additional evaluation data. SAVRY results produce three categories for risk: low, moderate, and high.

Historical

In the historical domain, <Name> presented with _____ risk due to factors such as reporting:

Social/Contextual

In the social/contextual domain, <Name> presented with _____ risk factors. The greatest concerns in this domain were:

Individual/Clinical

In the individual/clinical domain, <Name>'s results fell in the _____ range. The greatest concerns in this domain were:

Protective Factors

In the protective factors domain, <Name>:

SAVRY Summary

Overall, the clinical findings place <Name> in the _____ risk category with the scores of __/24 for low, __/24 for moderate, and __/24 for high with respect to violence.

(2) Personality Assessment Inventory-Adolescent Version (PAI-A)

PAI-A is a 264-item self-report inventory that measures personality and psychopathology from a large normative sample of adolescents. Additional clinical norms are available for reference group comparisons. The instrument consists of 4 validity scales, 11 clinical scales, 5 treatment consideration scales, and 2 interpersonal scales. Additional subscales have been developed for additional interpretation.

Section VI: Violence Risk

A. Describe the content of any texts, social media posts, or handwritten diaries³

B. Typology Risk Factors⁴

- (1) Trauma (physical abuse, sexual abuse, parental substance abuse, etc.):
- (2) Psychotic features (primary paranoia, etc.):
- (3) Psychopathic features (remorseless, etc.):
- (4) Management of anger and other negative feelings:

C. Threat Assessment Interview Questions⁵

- (1) If you had to name people at school who have blocked your progress or made it hard for you, who would they be?
- (2) Have you ever thought or daydreamed about how you could get even with the people at school who have done you wrong? You know, like put a tack on their chair?
- (3) Have you shared with a good friend your thoughts about how you would like to deal with nasty people and situations at school? If so, what advice did they give you?
- (4) Are you the kind of person who will let someone know you are angry or resentful of them, or do you prefer to keep it to yourself?
- (5) Would you describe yourself as an average student, or do you think you stand out as different and/or a troublemaker?
- (6) How would you describe your schedule over the last several days? What have you bought shopping? What have you been watching on TV? Have you written any poems? Have you created any drawings? Posted anything online?
- (7) Have you been feeling discouraged and let down lately? Did it cross your mind to end it all or hurt yourself?

- (8) What failure did you have in school that really hit you hard? Why do you think it hit you so hard?
- (9) Which students have really bothered you when it comes to making smart remarks, trying to push you around, or just bothering you by what they say?
- (10) If this country were under attack and you were in a situation in which you had to get your hands on a gun quickly to defend yourself, how would you do that or where would you go to get a weapon?
- (11) If you were in a tight spot, what friend would you like to have with you? Why that friend?

D. Mass Murder Related Inquiries^{6,7}

- (1) What motivated the student to make statements or take action that brought attention to them?
- (2) How organized and capable is the student of carrying out a threat plan?
- (3) Has there been a personal loss, loss of status, or feelings of despair in recent hours, days, or weeks?
- (4) Does the student see violence as acceptable, desirable, or the only way to solve problems?
- (5) Corroboration: Are the student's statements consistent with their threat related behaviors?
- (6) Do others have concerns about the student? Who? What kind of concerns?

E. Typology of Warning Behaviors⁸ --update on new research

- (1) Pathway warning behavior*:
- (2) Fixation of warning behavior*:
- (3) Identification of warning behavior*:
- (4) Leakage**:
- (5) Novel aggression warning behavior:
- (6) Energy burst warning behavior:
- (7) Last resort warning behavior:
- (8) Direct threat**:

*Greater incidence by school shooters

**Greater incidence by "other students of concern"

F. Social Media and Sexting

- (1) Aggravated or Experimental:⁹

G. School Shooter Factors (if relevant)¹⁰

Prong One: Personality Traits and Behavior

- ☐ Yes / ☐ No Leakage
- ☐ Yes / ☐ No Low tolerance for frustration
- ☐ Yes / ☐ No Poor coping skills
- ☐ Yes / ☐ No Lack of resiliency
- ☐ Yes / ☐ No Failed love relationship
- ☐ Yes / ☐ No "Injustice collector"
- ☐ Yes / ☐ No Signs of depression

- ☐ Yes / ☐ No Narcissism
- ☐ Yes / ☐ No Alienation
- ☐ Yes / ☐ No Dehumanizes others
- ☐ Yes / ☐ No Lack of empathy
- ☐ Yes / ☐ No Exaggerated sense of entitlement
- ☐ Yes / ☐ No Attitude of superiority
- ☐ Yes / ☐ No Exaggerated or pathological need for attention
- ☐ Yes / ☐ No Externalizes blame
- ☐ Yes / ☐ No Masks low self-esteem
- ☐ Yes / ☐ No Anger management problems
- ☐ Yes / ☐ No Intolerance
- ☐ Yes / ☐ No Inappropriate humor
- ☐ Yes / ☐ No Seeks to manipulate others
- ☐ Yes / ☐ No Lack of trust
- ☐ Yes / ☐ No Closed social group
- ☐ Yes / ☐ No Change of behavior
- ☐ Yes / ☐ No Rigid and opinionated
- ☐ Yes / ☐ No Unusual interest in sexual violence
- ☐ Yes / ☐ No Fascination with violence-filled entertainment
- ☐ Yes / ☐ No Negative role models
- ☐ Yes / ☐ No Behavior appears relevant to carrying out a threat

Prong Two: Family Dynamics

- ☐ Yes / ☐ No Turbulent parent-child relationship
- ☐ Yes / ☐ No Acceptance of pathological behavior
- ☐ Yes / ☐ No Access to weapons
- ☐ Yes / ☐ No Lack of intimacy
- ☐ Yes / ☐ No Student “rules the roost”
- ☐ Yes / ☐ No No limits on or monitoring of TV and Internet

Prong Three: School Dynamics

- ☐ Yes / ☐ No Student’s attachment to school
- ☐ Yes / ☐ No Tolerance for disrespectful behavior
- ☐ Yes / ☐ No Inequitable discipline
- ☐ Yes / ☐ No Inflexible culture
- ☐ Yes / ☐ No Pecking order among students
- ☐ Yes / ☐ No Code of silence
- ☐ Yes / ☐ No Unsupervised computer access

Prong Four: Social Dynamics

- ☐ Yes / ☐ No Media, entertainment, and technology
- ☐ Yes / ☐ No Peer groups
- ☐ Yes / ☐ No Drugs and alcohol
- ☐ Yes / ☐ No Outside interests
- ☐ Yes / ☐ No The copycat effect

H. Exposure to Violence¹¹

- (1) List events of violence exposure:
- (2) List events in which violence was used in the past:
- (3) Describe your views about violence:

I. Weapon Access and Use

- (1) Access to any weapons:
- (2) Ever use a weapon:
 - Gun:
 - Knife:
 - Explosive:
 - Gasoline:
 - Other:
- (3) Do you ever wonder what it would be like to watch people be scared of dying?
- (4) If you had the chance to fire a gun/use a weapon, would you try it if it was in a safe place?
- (5) Have you ever made any explosives and detonated them?

Section VII: Suicide Risk

A. Self-Harm Suicidal vs. Self-Harm Nonsuicidal Behavior

A positive endorsement of “yes” is associated with increased risk of self-harm and suicidal behavior.

- ☐ Yes / ☐ No Adolescent girl
- ☐ Yes / ☐ No Later age of onset for self-harm behavior
- ☐ Yes / ☐ No Self-poisoning as means of self-harm

B. Suicidal Behavior Risk Factors¹²

A positive endorsement of “yes” is associated with increased risk of suicidal behavior.

Females

- ☐ Yes / ☐ No Carrying a weapon
- ☐ Yes / ☐ No Getting into fights in the community
- ☐ Yes / ☐ No Feeling unsafe in school

Males and Females

- ☐ Yes / ☐ No Carrying a weapon
- ☐ Yes / ☐ No Being threatened at school
- ☐ Yes / ☐ No Being injured at school
- ☐ Yes / ☐ No Having property stolen at school
- ☐ Yes / ☐ No Damaging school property
- ☐ Yes / ☐ No Getting in a fight

C. General Suicide Risk Questions

- (1) History of self-injurious behavior:
- (2) Prior suicidal ideation:
- (3) Prior suicide attempts:
- (4) Prior hospital admission due to suicidal ideation/behavior:
- (5) Current suicidal ideation or behavior:
- (6) History of suicide in the family:

Section VIII: Threat Assessment Summary

A. Identification of Risk Factors

B. Identification of Protective Factors

C. Classification of Threat

Section IX: Threat Management Recommendations

A. Mental Health Interventions

B. Family-Based Interventions

C. School-Based Interventions

D. Community-Based Interventions

Notes

¹ Kaplan, S. G., & Cornell, D. G. (2005). Threats of violence by students in special education. *Behavioral Disorders, 31*(1), 107–119.

² Burns, M. K., Dean, V. J., & Jacob-Timm, S. (2001). Assessment of violence potential among school children: Beyond profiling. *Psychology in the Schools, 38*(3), 239–247.

³ Patton, J. D. (2011). Community organizations' involvement in school safety planning: Does it make a difference in school violence? *School Social Work Journal, 35*(2), 15–33.

⁴ Langman, P. (2009). Rampage school shooters: A typology. *Aggression and Violent Behavior, 14*(1), 79–86.

⁵ Patrasso, C. J. (2005). Questions in the evaluation for threat assessment in schools. *The Forensic Examiner, 14*(4), 6–12.

⁶ Meloy, J. R., Hempel, A. G., Gray, B. T., Mohandie, K., Shiva, A., & Richards, T. C. (2004). A comparative analysis of North American adolescent and adult mass murderers. *Behavioral Sciences and the Law, 22*(3), 291–309.

⁷ Fein, R. A. (2013, November). *Preventing Targeted Violence*. Presented at the meeting of Psychologists in Public Service, Division 18, American Psychological Association, West Hartford, Connecticut.

⁸ Meloy, J. R., Hoffmann, J., Guldemann, A., & James, D. (2012). The role of warning behaviors in threat assessment: An exploration and suggested typology. *Behavioral Sciences and the Law, 30*(3), 256–279. Meloy, J.R., Hoffmann, J., Roshki, K., Guldemann, A. (2017). Some Warning Behaviors Discriminate Between School Shooters and Other Students of Concern. *Journal of Threat Assessment and Management, 1* (3) 203-211.

⁹ Judge, A. M. (2012). “Sexting” among U.S. adolescents: Psychological and legal perspectives. *Harvard Review of Psychiatry, 20*(2), 86–96.

¹⁰ Federal Bureau of Investigation, Critical Incident Response Group, National Center for the Analysis of Violent Crime. (2000). *The school shooter: A threat assessment perspective*. Retrieved from <http://www.fbi.gov/stats-services/publications/school-shooter>

¹¹ Gellman, R. A., & DeLucia-Waack, J. L. (2006). Predicting school violence: A comparison of violent and nonviolent male students on attitudes toward violence, exposure level to violence, and PTSD symptomatology. *Psychology in the Schools, 43*(5), 591–598. doi:10.1002/pits.20172

¹² Nickerson, A. B., & Slater, E. D. (2009). School and community violence and victimization as predictors of adolescent suicidal behavior. *School Psychology Review, 38*(2), 218–232.