



School Behavioral Threat Assessments: An Introduction

Train-the-Educator

U.S. Department of Education
Office of Safe and Healthy Students
Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center





http://rems.ed.gov

SCHOOL BEHAVIORAL THREAT ASSESSMENTS: AN INTRODUCTION

A TRAIN-THE-EDUCATOR CURRICULUM

*Presented by the
Readiness and Emergency
Management for Schools (REMS)
Technical Assistance (TA) Center*



What is the REMS TA Center?



REMS
TECHNICAL ASSISTANCE CENTER

The REMS TA Center is a hub of information and services supporting the development of high-quality emergency operations plans (EOPs) and comprehensive emergency management planning efforts!

Phone: (855) 781-REMS [7367]
Email: info@remstacenter.org
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Whom does the TA Center serve?

- Schools, school districts, and local education agencies (including K-12, public, non-public, and private);
- Institutions of higher education (IHEs) (including community colleges, universities, and technical schools);
- State education agencies;
- Community partners (e.g., law enforcement and public safety, health and mental/behavioral health agencies);
- Current or former Office of Safe and Healthy Students (OSHS) grantees (e.g., ERCM, REMS, EMHE); and
- Other stakeholders in K-12 or IHE emergency management (e.g., families, nonprofit organizations).









Specialized Training Packages

- Large Event Planning
- Continuity of Operations Planning
- Responding to Bereavement and Loss
- Integrating the Needs of Students and Staff with Disabilities and Other Access and Functional Needs
- Overview of Emergency Management Resources for K-12 Stakeholders

EOP Interactive Tools

EOP ASSESS
Start assessing your understanding of fundamental concepts in emergency management planning.

EOP ASSIST
Start creating and revising your school EOP using the recommended Federal planning process.

EOP ASSIST Interactive Workbook
Start creating and revising your school EOP offline using the recommended Federal planning process.

EOP EVALUATE
Start evaluating your existing EOP against Federal recommendations in emergency management planning.

And much more...!

REQUEST TECHNICAL ASSISTANCE

REIMS TA Center staff are available via email or our toll-free phone line to respond to your direct requests for technical assistance on a variety of topics, from questions about registering for a webinar or scheduling a training event, to topical inquiries about new issues in emergency management.

How do I request Technical Assistance from the REIMS TA Center?

Please complete and submit our TA Request Form. We will respond within 2 business days of receipt.

Call our toll-free telephone number, 1-855-781-REIMS (72877). Our hours of operation are Monday to Friday, 9:00 a.m. to 5:00 p.m., EST. If you are prompted to leave a voice message, we will respond within two business days of receipt.

REIMS TA Center staff are available via email or our toll-free phone line to respond to your direct requests for technical assistance on a variety of topics, from questions about registering for a webinar or scheduling a training event, to topical inquiries about new issues in emergency management.

Sign up for our Mailing List!
If you would like to receive e-mail notifications regarding the availability of upcoming webinars, trainings, new information and other REIMS TA Center events, send a notification request. We will let you know when new resources become available.

Share your Feedback!
We always welcome your input on the resources available on our website, and suggestions for additional resources you would find helpful. Drop us a note to share your feedback, or to let us know about a high-quality plan or plan component, novel or innovative practice, or a story of lessons learned from an actual emergency you would like to contribute to the field.

Agenda and Training Overview



Agenda

Time	Agenda
30 mins	Introductions
30 mins	Module 1: Background Information
30 mins	Module 2: Introduction to Threat Assessments
15 mins	Break
30 mins	Module 3: Behavior and Communication
1 hour 15 mins	Module 4: Effective Elements of Threat Assessment Approaches
1 hour 15 mins	Module 5: Conducting a Threat Assessment
1 hour	Lunch
1 hour 15 mins	Tabletop Exercise
15 mins	Break
45 mins	Module 6: Summary



Participant Introductions



Training Goal

This training will familiarize you with the use of school threat assessments to reduce targeted violence at K-12 schools and how to form your own school or district threat assessment team.



Training Objectives

The aim of this training is to help you be able to

1. Describe some of the key findings of the Safe School Initiative (SSI);
2. Understand the purpose of a school threat assessment and the role of a Threat Assessment Team (TAT);
3. Recognize how threats can be made online and how to identify these threats;
4. List some effective elements of a school threat assessment; and
5. Identify the five stages of a school threat assessment.



Module 1

Introduction to School Safety, Security, Emergency Management and Preparedness and the Safe School Initiative (SSI)



Federal Agency Partners




FEMA









Five Preparedness Missions





Definition of Targeted Violence in School Settings

“School shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity.”

The Final Report and Findings of the Safe School Initiative
 U.S. Secret Service and U.S. Department of Education, p. 4.



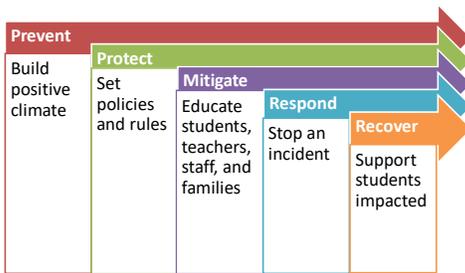
Why Focus on Targeted Violence in Schools?

Targeted violence:

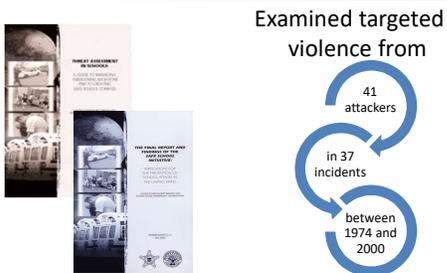
1. Affects schools, families, communities, states, regions, nations, and the world;
2. Interrupts the learning environment;
3. Causes fear over perceived threat;
4. Produces long-term effects; and
5. Can be prevented!



Preparedness and Targeted Violence



The Safe School Initiative (SSI)



SSI 10 Key Findings

1. Rarely sudden, impulsive acts
2. Usually others knew about attacker's idea/plan
3. Most did not threaten targets directly prior to attack
4. No accurate or useful profile of "school shooter"
5. Most had difficulties coping with loss/failure



SSI 10 Key Findings (cont.)

6. Most had concerned others prior to attack
7. Many felt bullied, persecuted, or injured by others prior to the attack
8. Prior to the attack, most had access to and had used weapons
9. In more than half the cases, other students were involved
10. Despite prompt law enforcement response, most incidents were stopped by someone other than law enforcement



Participant Activity: Personal Reflections

Write down two things you just learned and one thing that stands out to you.



Summary



During Module 1: Background Information, you learned

- How school threat assessment fits into school safety, security, emergency management, and preparedness;
- What targeted violence is in schools; and
- What key findings were made by the SSL.

In Module 2: Introduction to Threat Assessments, you will learn about

- What a school threat assessment is;
- The role of a threat assessment team; and
- The six principles of threat assessment.



Module 2

Introduction to School Threat Assessments



What is a Threat Assessment?

A fact-based investigative and analytical approach that

- *focuses on **what a particular student is doing and saying**; and*
- ***not on whether the student "looks like"** those who have attacked schools in the past.*

*Threat assessment emphasizes the importance of such behavior and communications for identifying, evaluating, and reducing the risk **posed** by a student who may be thinking about or planning for a school-based attack.*

The Final Report and Findings of the Safe School Initiative, p. 4



Purpose of School Threat Assessment

The primary purpose of a school threat assessment is to prevent targeted violence in schools by students.



Role of School Threat Assessment

Not intended to be solely punitive

Intervention to support target of threat and the individual making the threat



Participant Activity: Small-Group Discussion

Has your district or school established a threat assessment process and team? Describe the process and membership in place



Six Principles of Threat Assessment (1, 2)

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
2. Targeted violence stems from an interaction between the individual, the situation, the setting, and the target.



Six Principles of Threat Assessment (3, 4)

3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
4. Effective threat assessment is based upon facts, rather than characteristics or traits.



Six Principles of Threat Assessment (5, 6)

5. Threat assessment is guided by an integrated systems approach.
6. The central question in a threat assessment inquiry is whether a student *poses* a threat, not whether a student *made* a threat.



**Participant Activity:
Personal Reflection**

Write one or two sentences summarizing what you learned in this module



Summary



During Module 2: Introduction to School Threat Assessments, you learned

- What targeted violence and a school threat assessment is;
- The role of a school threat assessment team; and
- The six principles of school threat assessment.

In Module 3: Behavior and Communication, you will learn about

- Positive aspects and challenges of social media;
- How to identify and address threats made online; and
- Legal considerations.



Module 3

Behavior and Communication



Concerning Behaviors

Academic

Social & Emotional

Behavioral/
Mental Health

Concerning Communication

My Picture



Hobbies and Interests

- Planning
- Waiting
- Hating

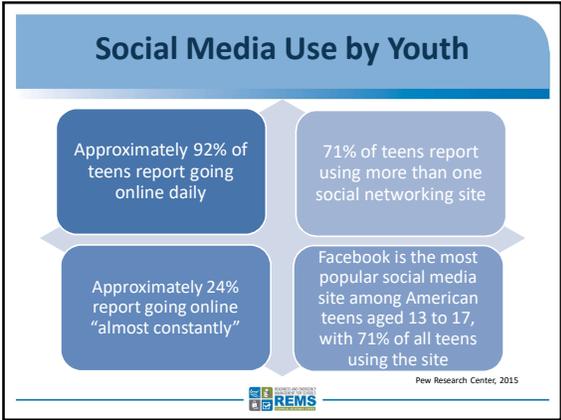


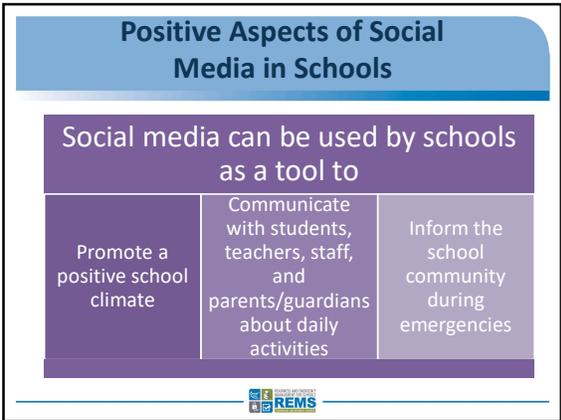
Social Media: A Tool and a Forum

Students use online and other electronic social media tools for learning and for sharing and creating content.









Challenges of Social Media in Schools

- Privacy and legality of monitoring students' online activity
- Social media can be used by students to express a desire to harm others or themselves



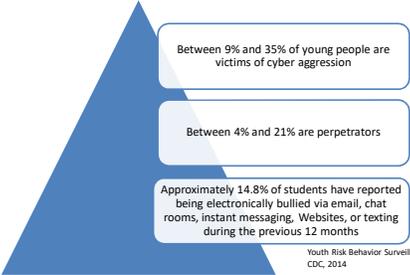
Types of Threats

An *actual* threat or *hoax* threat of targeted violence

- Cyber crime/hacking
- Bullying
- Radicalization
- Gang activity
- Bomb threats



Prevalence of Cyber Aggression



- Between 9% and 35% of young people are victims of cyber aggression
- Between 4% and 21% are perpetrators
- Approximately 14.8% of students have reported being electronically bullied via email, chat rooms, instant messaging, Websites, or texting during the previous 12 months

Youth Risk Behavior Surveillance, CDC 2014



Prior Online Behavior Before a School Shooting

The screenshot displays several social media posts with threatening and violent content:

- "Might As well Die Now" with multiple fire and explosion emojis.
- "I HATE you! You no longer my 'brother'!" with a red heart and explosion emojis.
- "Your gonna piss me off... And then some gonna go down and I don't think you'll like it..." with explosion emojis.
- "Alright, You got me... That broke me" with explosion emojis.
- "Your not gonna like what happens next !!" with a red heart and explosion emojis.
- "It breaks me... it actually does... I know it seems like I'm sweating it off... But I'm not... And I never will be able to..." with explosion emojis.
- "I hate that I can't live without you" with multiple explosion emojis.
- "It won't last... It'll never last..."

Suicide Concern

The screenshot displays several social media posts related to suicide:

- "My life may also be cut short considering I walk around everywhere with this (picture of knife)" dated Aug 6.
- "Things are slowly starting to spiral downhill again" dated Oct 15.
- "So today I found out my friend's friend killed himself the other day" dated Feb 6.
- "At this point I don't care whether I kill myself or not" dated Feb 8.
- "I don't think it's good that all I've been listening to are songs that have suicide as their main topic" dated Feb 15.
- "It's okay I'm used to getting lied to and abandoned" dated Feb 15.
- "He's lucky I don't bring my knife to school" dated 12m.

Identifying Online Threats

1. Encourage communication between students, teachers, staff, and parents or guardians
 - Create tip line (calls, texts)
 - Ensure caller/texter anonymity
2. Know which social media apps are popular with students
3. Understand current threat trends

Identifying Online Threats (cont.)

4. Monitor social media
 - General awareness
 - Open profiles
 - Tweets, posts, and videos
5. Collaborate with law enforcement
6. Use software that provides information from specific geographic areas



Legal Considerations

General Counsel can help contribute to district and school procedures and policies as they relate to:

- Information sharing;
- Student conduct and use of technology, such as computers and telephones; and
- Surveillance and monitoring.



Summary



During Module 3: Behavior and Communication, you learned about

- Positive aspects and challenges of social media;
- How to identify and address threats made online; and
- Legal considerations.

In Module 4: Effective Elements of a Threat Assessment, you will learn

- Eight effective elements of a school threat assessment; and
- How schools, districts, and communities have implemented some of these elements into their threat assessments.



Module 4

Effective Elements of a School Threat Assessment



Identification of Elements

Elements are based on the following:

1. A comprehensive literature review of
 - Findings from the SSI;
 - Existing school threat assessment approaches and their impacts on school climate and school violence; and
 - Lessons learned from recent research and incidents.
2. Work with state and local practitioners



Common Elements (1-4)

1. Integrated into a K-12 school safety, security, emergency management and preparedness framework
2. Supported by mandates, laws, and partners
3. Defined with clear purpose, policies and procedures, and roles and responsibilities
4. Conducted with a collaborative process



Common Elements (5-8)

- 5. Performed by a trained multidisciplinary team
- 6. Conducted along a continuum
- 7. Supportive of the student(s) posing the threat and target(s)
- 8. Continually evaluated and adjusted, if needed



Common Element 1

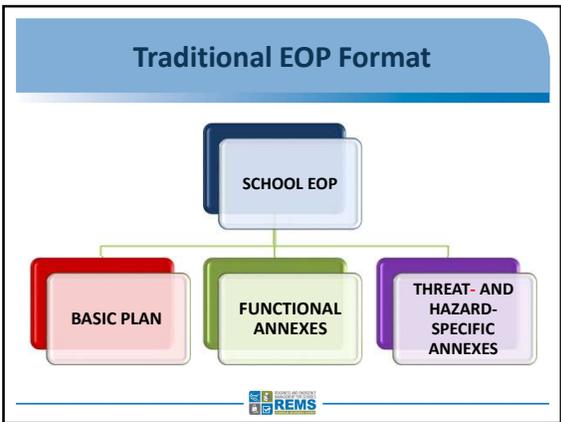
Integrated into K-12 school safety, security, emergency management and preparedness framework

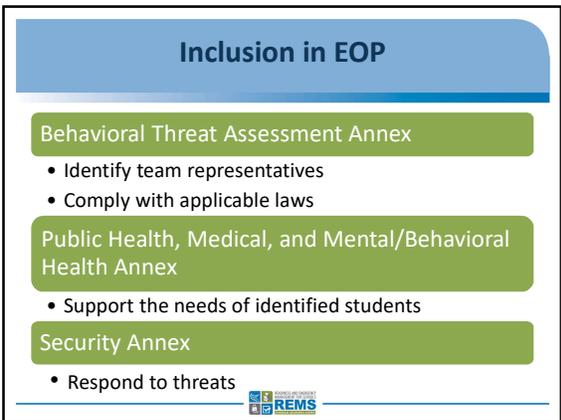
<p>May be one tool to help improve school climate</p>	<p>Included in an EOP</p>
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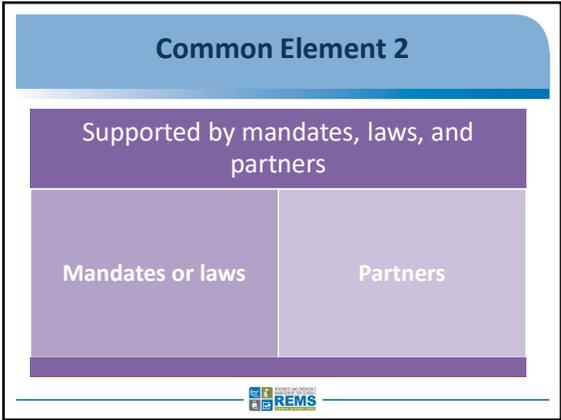


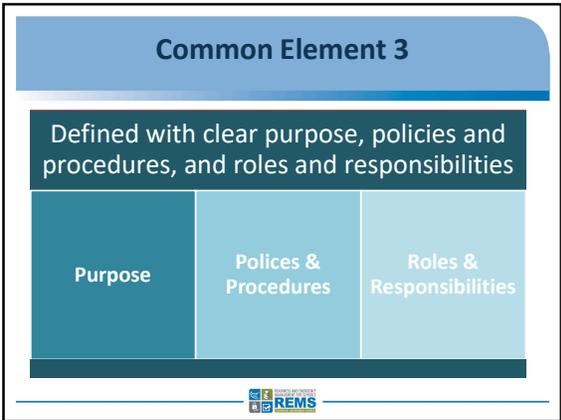












Purpose

- Type of threat(s) addressed:
 - Prevention of targeted violence in schools by students; or also
 - prevention of additional threats such as bullying and fighting?
- Population addressed:
 - Focus only on threats by students; or
 - address threats posed by adults too?



Policies and Procedures

Aspects such as

- reporting a threat;
- authority to conduct an assessment;
- starting an inquiry;
- information gathering; and
- information sharing.



Roles & Responsibilities

- Who is in charge of the team;
- Who is the point of contact;
- Guidance and training to the school community;
- How the school team complements role of law enforcement;
- Who has authority to make decisions; and
- How are decisions made?



Common Element 4

Conducted with a collaborative process with information coming from various sources

Internally	Externally
------------	------------



Common Element 5

Performed by a trained, multidisciplinary team

Team structure	Training
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REMS

Team Structure

Chaired by school administrator and includes

1. Another member of school administration;
2. Investigator, such as school resource officer;
3. Mental/behavioral health professional; and
4. Others, such as coaches, educators, school psychologists, and counselors.

REMS

Training

Training for

- TAT members in threat assessment, threat management, and availability of resources.

Also for

- Teachers, administrators, and other staff;
- Students; and
- Community groups.

REMS

Common Element 6

Conducted along a continuum

School Inquiry Law Enforcement Investigation

Case Study: Inquiry > Investigation

- A tip was made to high school administrators in California, who then informed law enforcement.
- Part of the police investigation involved “Internet surveillance” of two teenagers as they discussed their plans.
- Two teenagers were then arrested for plotting a mass school shooting.

Common Element 7

Supportive of the student(s) posing the threat and target(s)

Student(s) posing threat	Target(s) of threat
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Common Element 8

Continually evaluated and adjusted,
if needed

Evaluation	Adjustment
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**Participant Activity:
Small-Group Discussion**

Out of the eight common elements we've just discussed, which one(s) do you think are most important? Why?



Summary



During Module 4: Effective Elements of a School Threat Assessment, you learned

- Eight effective elements of a school threat assessment; and
- How schools, districts, and communities have implemented some of these elements into their threat assessments.

In Module 5: Conducting a School Threat Assessment, you will learn about

- The five stages of a school threat assessment; and
- What bystanders and leakage are and how they can help prevent an incident from occurring.



Module 5

Conducting a School Threat Assessment



Five Stages of a School Threat Assessment





Stage 1: Initiate Threat Assessment

Threat assessment is initiated once a possible threat is posed through

- Actual threat; and/or
- Student behavior that indicates a potential threat.





Leakage and Bystanders

“Leakage” occurs when a student intentionally or unintentionally reveals clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act. These clues can take the form of subtle threats, boasts, innuendos, predictions, or ultimatums.

*The School Shooter:
A Threat Assessment Perspective, FBI, p. 16*

REMS

Case Study: Leakage

sinking into bed
 homicidal thoughts filling my head
 suicidal thoughts not gone, but fleeing
 because it's other people's death I'm seeing

 suicide or homicide
 homicide or suicide

 Into sleep I'm sinking
 Why me I'm thinking?
 Homicidal and suicidal thoughts interesting
 I know my life's not worth living

REMS

Bystanders

“Prior Knowledge of Potential School-Based Violence”



Bystander Research

Topics covered in interviews:

1. What existing knowledge did bystanders share and/or withhold?
2. Why did some come forward? Or not?
3. Any differences between the groups?
4. What factors may encourage an individual to come forward?



Bystander Findings (1, 2)

1. Relationships between bystanders and attackers varied.
 - When and how bystanders received information about the planned attacks varied, too.
2. Bystanders shared information related to a threat along a continuum that ranged from those who took no action to those who actively conveyed the information.



Bystander Findings (3, 4)

- 3. School climate affected whether bystanders came forward with information related to the threats.
- 4. Some bystanders disbelieved that the attacks would occur; consequently, bystanders did not report them.



Bystander Findings (5, 6)

- 5. Bystanders often misjudged the likelihood and immediacy of the planned attack.
- 6. In some situations, parents and parental figures influenced whether the bystander reported the information related to the potential attack to school staff or other adults in positions of authority.



Case Study: Bystander 1



Case Study: Bystander 2



- In West Virginia, students were overheard talking about a mass shooting at a middle school.
- Schools were closed for the remainder of the week, and three students continued their education at another location.
- After a police investigation, the three students were charged with making terrorist threats, conspiracy to commit murder, and solicitation to commit murder.



Reporting a Threat

- To encourage reporting a possible threat, schools can
- Provide a positive school climate;
 - Foster positive relationships between students and at least one adult teacher/staff member;
 - Ensure a Central Point of Contact (POC) to report a concern;
 - Allow reports to be made via several media;
 - Provide anonymity; and
 - Ensure students know their information will be taken seriously and addressed appropriately.



Participant Activity: Small-Group Discussion

Discuss how students can report a concern or threat at your school or district. Are there any other reporting systems you could (realistically) implement?



Stage 2: Collect Information

Inquiry

- Information gathering, typically by school authorities.
- The student can be referred to support services if found to pose a threat.

Investigation

- Information gathering by law enforcement.

Information Sought in an Inquiry

1. What drew attention?
2. Student information
3. Attack-related behaviors
4. Motives
5. Target selection

Sources of Information

**Participant Activity:
Small-Group Discussion**

If your district or school began an inquiry, where else could you get information from?





Stage 3: Organize and Analyze Information
Information is organized and analyzed for evidence of behavior and conditions that suggest the student is possibly planning and preparing an attack.

Analysis of this information should answer

1. Is the behavior of the student consistent with movement on a pathway toward attack?
2. Do the student's current situation and setting incline him or her toward or away from targeted violence?

Answers to these can be guided by 11 Key Questions



Key Questions (1-3)

1. What are the student's motive(s) and goals?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has the subject shown inappropriate interest in any of the following?
 - School attacks or attackers
 - Weapons (including recent acquisition of any)
 - Incidents of mass violence (e.g., terrorism, workplace violence)



Key Questions (4-7)

4. Has the student engaged in attack-related behaviors?
5. Does the student have the means to carry out an act of targeted violence?
6. Is the student experiencing hopelessness, desperation, and/or despair?
7. Does the student have a trusting relationship with at least one responsible adult?



Key Questions (8-11)

8. Does the student see violence as an acceptable, desirable, or the only way to solve problems?
9. Is the student's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the student's potential for violence?
11. What circumstances might affect the likelihood of an attack?





Stage 4: Determine Whether Student Poses a Threat

- If, at any time, there is an immediate threat to a student, school, or community, the school should call 9-1-1.
- The TAT may conclude that—with the available information obtained in their inquiry—a student poses:
 1. no discernable threat; or
 2. a level of threat.



Stage 5: Manage Risk

- Helps the student posing the threat
- Addresses emotional and educational intervention:
 - Emotional support internally, such as school psychologist, or externally, through community resources
 - Educational support through, for example, continued education in an alternative location and reintegration/return to the school

Tabletop Exercise

Summary

During Module 5: Conducting a School Threat Assessment, you learned

- The five stages of a school threat assessment; and
- What bystanders and leakage are, and how they can help prevent an incident from occurring.

In Module 6: Summary and Next Steps, we will recap today's training.

Module 6

Summary and Next Steps



Summary of Modules

- Module 1: Introduction to School Safety, Security, Emergency Management and Preparedness and the Safe School Initiative (SSI)
- Module 2: Introduction to School Threat Assessments
- Module 3: Behavior and Communication
- Module 4: Effective Elements of a School Threat Assessment
- Module 5: Conducting a School Threat Assessment



Training Objectives

You should now be able to

1. Describe some of the key findings of the SSI.
2. Understand the purpose of a school threat assessment and the role of a TAT.
3. Recognize how threats can be made online and how to identify these threats.
4. List some effective elements of a school threat assessment.
5. Identify the five stages of a school threat assessment.



Group Participation

What changes would you like to make at your school or district, based on what you've learned today about threat assessments?



TA Center Threat Assessment Resources

1. Webinars and accompanying resource lists on
 - Forming a School Behavioral Threat Assessment Team
 - Use of Social Media in School Behavioral Threat Assessments
2. Reports referenced in this training:
 - *The Final Report and Findings of the Safe School Initiative (SSI): Implications for the Prevention of School Attacks in the United States*
 - *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*
 - *Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack*



Questions?



Additional TA Center Resources



Phone: (855) 781-7367 (REMS)
Email: info@remstacenter.org

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Thank You!

Thank you for all you do each day to assist your students and your peers!



School Behavioral Threat Assessments: An Introduction

Training by Request

Tabletop Exercise: Situation Manual

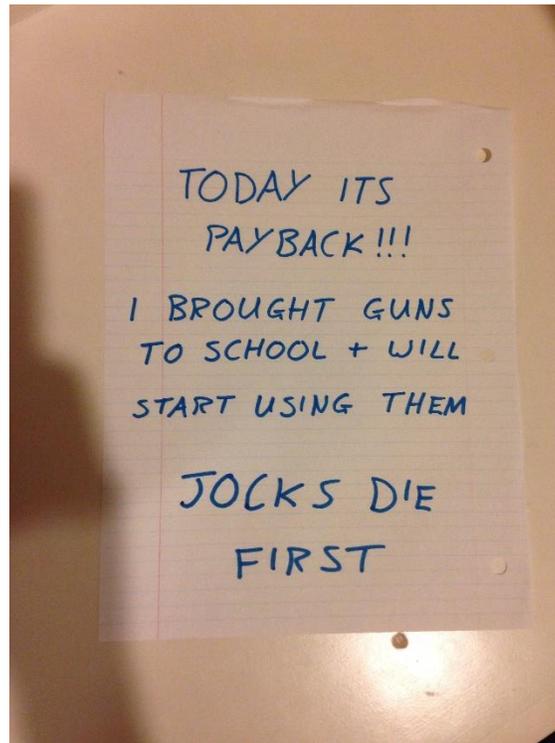
School Behavioral Threat Assessments: An Introduction

Tabletop Exercise: Situation Manual

Stage 1: Initiate Threat Assessment

Below is the scenario for the tabletop exercises:

You are an administrator at Valley High School in Largetown, USA. A student reports to the School Resource Officer (SRO), who has a good relationship with many students, that he found a threatening message in the gym locker room. The SRO immediately goes to the locker room and takes a picture of the note:



The message says,

TODAY ITS PAYBACK!!!

I BROUGHT GUNS TO SCHOOL + WILL START USING THEM

JOCKS DIE FIRST

QUESTION: What are your initial steps?

Stage 2: Collect Information

You are moving into stage 2 of the threat assessment: “Collect Information.”

Exercise Inject:

You receive two separate tips from the school district’s anonymous tip line that a high schooler by the name of John Rogers had been overheard talking about how he had taken his father’s handgun and was intending to “teach those jocks a lesson.” John was also overheard admitting to writing the note found in the locker room. One of the callers was male and the other was female. The information provided in each tip corroborates the information provided in the other. You call a meeting of the school’s threat assessment team, which comprises you, another school administrator, the school’s SRO, and the school psychologist. You share the information you have received, including John’s name.

Answer the following three questions:

1. “Where could you go for more information on John?”
2. “What could the threat assessment team’s next steps be?”
3. “What steps would you take while the group gathers information?”

Exercise Inject:

As a team you decide that you will gather more information about John's recent behavior and communications. The team decides that John should be interviewed, but before doing so, one of the team members tries contacting his legal guardians to interview them and to ask if they would like to be present when their son is interviewed.

After repeated attempts, you are unable to speak to either of John's guardians. You pull John out of class and ask to talk to him in the school psychologist's office. You interview him in the presence of the school psychologist.

The school psychologist also gathers more information from John's files and talks privately to two of his closest friends.

The other administrator on the team speaks to John's English teacher, whom he has confided in previously.

Your group receives the following four pieces of information:

1: Information from the school psychologist

The school psychologist reports that she spoke to two of John's close friends.

One student reported that John has access to his father's handgun. The student reports that John and he sometimes go to an old quarry to shoot the handgun.

The second student reports that John has been feeling really down lately. John recently broke up with his girlfriend, and because of this, his grades have suffered. John told this student that he doesn't really have anything to look forward to in life. While the student doesn't feel as though John would injure anybody else, he is fearful that John may hurt himself.

John's records indicate that he has previously been disciplined for fighting with another student.

2: Information from the English teacher

The English teacher reports that John hasn't said anything to her of concern. However, John has indicated an interest in terrorist groups around the world and has sometimes written reports on specific groups and their activities.

3: Information from John's guardians

No contact is made with John's guardians, even after repeated attempts. Voicemail is left on both their cell phones, asking them to contact the school.

4: Information from an interview with John

When you interview John, he readily admits that he wrote the message, but he denies wanting to kill anybody. He says the message was just intended to "shake a few people up."

Stage 3: Organize and Analyze Information

You are moving into stage 3 of the threat assessment: “Organize and Analyze Information.”

Question: How would you organize and analyze this information?

Stage 4: Determine Whether Student Poses a Threat

You are moving into stage 4 of the threat assessment: “Determine Whether Student Poses a Threat.”

Group discussion: Based on the information you have obtained thus far, determine whether or not your group thinks John poses a threat.

For the purposes of this tabletop exercise, the scenario unfolds as follows:

Exercise Inject:

The school psychologist on the team states that in her professional opinion, John does pose a threat, but he is more likely to cause harm to himself than others.

The SRO on the team agrees with the school psychologist.

As a group, the threat assessment team comes to the consensus that John does pose a threat. The team agrees that he is unlikely to harm others, but he may be at risk for self-harm.

Stage 5: Manage Risk

You are moving into stage 5 of the threat assessment: “Manage Risk.”

Question: Based on the group’s consensus that John likely poses a threat, he is unlikely to harm others, but he may harm himself—what would the next steps would be?

Exercise Debrief

Questions:

- “What did you learn from the tabletop exercise?”
- “What did your groups do well?”
- “What would you do differently if you were to go through the process again?”

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Resource List

Threat Assessment Reports and Guides

Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack. U.S. Secret Service (USSS) and U.S. Department of Education (ED)
Findings from research that explored what steps students with prior knowledge of school-based attacks took, if any, after learning the information are provided in this document. The study describes six key findings, such as bystanders often misjudged the likelihood and immediacy of the planned attack, and implications for encouraging students to share information about school-based violence with an adult(s).

https://rems.ed.gov/docs/DOE_BystanderStudy.pdf

The Final Report and Findings of the Safe School Initiative (SSI): Implications for the Prevention of School Attacks in the United States. USSS and ED

This publication describes the Safe School Initiative (SSI) study, defines targeted school violence, and discusses the prevalence of school violence in U.S. schools. The study's methodology, findings, and implications are described following an in-depth examination of 37 incidents of targeted school shootings and school attacks in the U.S. from 1974 through June 2000. The report also discusses the use of a threat assessment to help prevent school violence.

<http://rems.ed.gov/docs/FinalReportandFindingsofSafeSchoolInitiative.pdf>

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates. USSS and ED

This guide provides a process for identifying, assessing, and managing students who may or may not pose a threat to themselves or others, including targeted violence in schools. The guide discusses topics such as the key findings of the SSI study, how to implement and conduct a school threat assessment process, and how to manage threatening situations.

<http://rems.ed.gov/docs/ThreatAssessmentinSchools.pdf>

Threat Assessment and Related Webinars

Active Shooter Situations Webinar. Describing Unique Challenges Involved in Preparing for, Responding to and Recovering from a School-Based or Postsecondary Institution Shooting. REMS TA Center

This one-hour archived webinar provides information to help schools and institutions of higher education (IHEs) enhance the development and implementation of emergency operations plans

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(EOPs) in active shooter situations. The webinar describes some of the unique challenges involved in preparing for, responding to, and recovering from an active shooter incident.

<http://rems.ed.gov/ActiveShooterSituations.aspx>

Forming a School Behavioral Threat Assessment Team Webinar

The REMS TA Center hosted this archived webinar discussing the eight common elements of an effective threat assessment that schools and districts may want to consider as they create or maintain their own threat assessment team. The webinar included a Question and Answer session following the presentation.

<http://rems.ed.gov/ThreatAssessmentTeam2016Webinar.aspx>

Use of Social Media in Behavioral Threat Assessments Webinar

This REMS TA Center archived webinar discusses how recent technologies can be leveraged to assist with the threat assessment process and create additional considerations for threat assessments. Topics covered include online threats and how they can be identified and addressed. The webinar included a Question and Answer session following the presentation.

<http://rems.ed.gov/SocialMediaThreatAssessment2016Webinar.aspx>

School Climate and Bullying Resources

Creating a Safe and Respectful Environment in Our Nation's Classrooms Web Page. ED and the National Center on Safe Supportive Learning Environments (NCSSE)

This training toolkit is designed for trainers to assist teachers in creating a positive school environment and meaningful relationships with students. Two modules of instruction are provided with accompanying resources such as a trainer's guide, PowerPoint and handouts.

<https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit>

ED School Climate Surveys Web Page. ED

This Web page provides the adaptable ED School Climate Surveys (EDSCLS) and associated web-based platform. EDSCLS allows states, local districts, and schools to collect and act on school climate data. Information is provided on measures, administration, data reports, data interpretation, and a national benchmark study.

<https://safesupportivelearning.ed.gov/edscls>

School Climate and Emergencies. REMS TA Center

On this Web page, factors that contribute to a positive school climate are discussed. In addition, suggestions are given on how to conduct a comprehensive needs assessment, use multi-tiered

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interventions and support, and promote social and emotional competencies. Additional related resources are also provided.

<http://rems.ed.gov/K12SchoolClimateAndEmerg.aspx>

StopBullying.gov Website

This Website provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how to help prevent and respond to bullying. Resources and information is provided in both English and Spanish.

<http://www.stopbullying.gov/>

Federal Laws and Regulations

Family Educational Rights and Privacy Act (FERPA): A Guide for First Responders and Law Enforcement. Federal Bureau of Investigation (FBI) and ED

This two-page document describes what FERPA is, information that schools can provide to law enforcement, and the conditions under which schools can non-consensually disclose information.

<https://www.fbi.gov/file-repository/ferpa-guide.pdf/view>

Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule: A Guide for Law Enforcement. HHS and FBI

This short guide details what the HIPAA Privacy Rule is, who must comply with the HIPAA Privacy Rule and who is not required to. In addition, the resource discusses the circumstances under which a HIPAA covered entity may disclose protected health information (PHI) to law enforcement.

<https://www.fbi.gov/file-repository/hipaa-guide.pdf/view>

Additional Resource

Guide for Developing High-Quality School Emergency Operations Plans

This guide is aimed at the K-12 community and was created by the U.S. Departments of Education (ED); Justice (DOJ), led by the FBI; Homeland Security (DHS), led by the Federal Emergency Management Agency (FEMA); and Health and Human Services (HHS). The resource describes principles of emergency management planning, and a process for developing, implementing, and continually refining an EOP.

<http://rems.ed.gov/K12GuideForDevelHQSchoo.aspx>

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