Empirically Based Models for Effective Crisis Mitigation in the Schools:

The **Adolescent & Child Urgent Threat Evaluation**

R. Copeland, MD & D. Ashley © PAR (2005)

The **Psychosocial Evaluation & Threat Risk Assessment**

J. Schneller © PAR (2005)

Presented to the

**National Association of School Psychologists**

February 25, 2011

Jay Schneller, PhD, NCSP

Email: schneller@psych-insight.com
Website: www.psych-insight.com
Presentation Overview
Information, Tools, & Procedures to facilitate threat assessment in the schools

**Video:** Dr. Poland speaks to Congress about the need for threat assessment

- Online Resource: [www.psychological-insight.com](http://www.psychological-insight.com)
- Perpetrator statistics
- Introduction of key terms
- Types of threatening behavior/ threats of violence
- Threat level classification
- Threat risk indicators
- Overview of the ACUTE
- Threat examples

**Video:** *Bang Bang You’re Dead*

**Break**

- Review of FBI Four-Pronged Approach
- The PETRA: A norm-referenced re-organization of the FBI Model
- Targeted Intervention to mitigate threats of violence
- Tools & Templates
- Process Example: Broward County Public Schools, FL
- Threat assessment examples
Reducing the risk of school violence

The purpose of this web site is to provide clinically based school personnel with professional methodology to reduce school violence by examining threats to mitigate violence in schools. Topics addressed include structuring the threat assessment process to reduce school violence. The documents on the right are provided for your convenience, simply click to download.

The Threat Assessment Process. People seldom decide on the spur of the moment to solve a problem with violence. Rather, an act of violence is progressive with warning signs along the way; a threat of violence is one such observable behavior. Threatening behavior may reflect progress toward an approaching state of crisis. (more)

Threat Risk Assessment. Threats may be direct or indirect, specific and detailed or general, well thought out or impulsive and/or veiled, conditional, or implied. All express intent to harm and may be classified as low, medium, or high depending on the varying circumstances involved in the threatening behavior. (more)

Psychosocial Evaluation. Aggression. Depression. Alienation. Egocentricism. Coping with stress. Situations at home and school. A thorough threat assessment should include a study of these dynamic psychosocial characteristics as they serve as either protective or risk factors in most incidents of school violence. (more)

PETRA Response & Intervention. Effective administrative response to mitigate school violence must balance the need for appropriate discipline and the implementation of individualized interventions addressing the underlying issues that lead to the threatening behavior. (more)
Problem:
Historically poor methodology to determine the *degree* and *nature* of threat risk.

Purpose:
To guide immediate threat response to guide timely & effective follow-up intervention.

Significance:
Tendency to not address threat as a symptom of an underlying issue and thus limit threat response to disciplinary action.

“A clear, consistent, rational, and well-structured system for dealing with threats is vitally important in a school.” -FBI
The chronology of school violence

- Bethel, Alaska Feb 1997
- Pearl, Mississippi Oct 1997
- West Paducah, Kentucky Dec 1997
- Stamps, Arkansas Dec 1997
- Jonesboro, Arkansas Mar 1997
- Edinboro, Pennsylvania Apr 1998
- Fayetteville, Tennessee May 1998
- Richmond, Virginia Jun 1998
- Littleton, Colorado Apr 1999
- Conyers, Georgia May 1999
- Demming, New Mexico Nov 1999
- Fort Gibson, Oklahoma Dec 1999
- Mount Morris, Michigan Feb 2000
- Savannah, Georgia Mar 2000
- Lake Worth, Florida May 2000
- New Orleans, Louisiana Sep 2000
- Santee, California Mar 2001
- Williamsport, PA Mar 2001
- Granite Hills, California Mar 2001
- Gary, Indiana Mar 2001
- New York, New York Jan 2002
- New Orleans, Louisiana Apr 2002
- Red Lion, Pennsylvania Apr 2003
- Red Lake, Minnesota Apr 2003
- Jacksboro, Tennessee Nov 2005
- Cazenovia, Wisconsin Sep 2006
- Bailey, Colorado Oct 2006
- Blacksburg, Virginia Apr 2007
- Dover Delaware Sep 2007
- Cleveland, Ohio Oct 2007

As well as numerous thwarted plans, single victim homicides and suicides

“They just snapped.”

- There are many warning signs
  - Change in behavior, grades, social interaction
  - Practice behaviors
  - Threats

- In fact, targeted violence represents a pattern of thinking and behavior that is understandable and often discernable; likely preceded by a threat.

School Shooting Statistics:
Odds are one in 1 million that a student will die at school as a result of a violent act.

**Statistics**
- 95% were current students.
- 93% had behavior that caused others concern prior to attack.
- 93% planned out the attack in advance.
- 68% acquired the weapon used from home or from a relative.
- 63% had a known history of weapons use.
- 59% occurred during the school day.
- 37% exhibited interest in violence in writings, poems, essays, or journals.
- 27% exhibited interest in violent movies.

**Motives**
- 75% felt bullied/persecuted/threatened by others.
- 61% motivated by desire for revenge.
- 34% motivated by attempt to solve a problem.
- 27% motivated by suicide or desperation.
- 24% motivated by desire for attention or recognition.
- 54% had multiple motives.

http://info.publicintelligence.net/FBI_The_School_Shooter_A_Quick_Reference_Guide.pdf
Key Terms

- **Threat:** Any expression of intent to do harm.

- **Direct Threat:** Straightforward, clear, explicit.
  “I am going to place a bomb in the school’s gym.”

- **Indirect Threat:** Vague, unclear, ambiguous.
  “If I wanted to, I could kill everyone in this school.”

- **Veiled Threat:** Strong implication but not explicit.
  “We would be better off without you around anymore.”

- **Conditional Threat:** Typically seen in extortion cases.
  “If you don’t pay me, I will place a bomb in the school.”

Key Terms Continued


- **Profiling**: The arbitrary identification of individuals who may pose a threat.

- **Predisposing factors**: Characteristics that increase the likelihood of a threat being carried through.

- **Precipitating factors**: Suggests degree of progress toward a violent act.

- **Motive**: Underlying purpose for the threatening behavior.

---

Threat Assessment Process
using the FBI National Center for the Analysis of Violent crime (NCAVC) model

- **Step 1:** Receipt of the threat
- **Step 2:** Threat Assessment 
  *(using the ACUTE)*
- **Step 3:** Psychosocial Evaluation 
  *(using the PETRA)*
- **Step 4:** Evaluation and Response

Receipt of the Threat
cannot occur if students are not encouraged to report their concerns
## Threat Assessment Matrix

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>The threat is vague and/or indirect.</td>
<td>The threat is more direct and more concrete than a low level of threat.</td>
<td>The threat is direct, specific, and plausible.</td>
</tr>
<tr>
<td>The details of the threat are inconsistent, implausible, and/or lacking detail.</td>
<td>There is indication of possible place and time.</td>
<td>There is evidence that steps have been taken to carry out the threat.</td>
</tr>
<tr>
<td>The threat lacks realism.</td>
<td>There is indication of preparatory steps to carry out the threat.</td>
<td>Identification of the victim</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reason for the threat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Means, weapon, or method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date, time, or place</td>
</tr>
</tbody>
</table>

“The degree of detail may reflect the level of risk associated with the threat being carried out.” - FBI

Threat Risk Indicators

- Expression of lethally violent or suicidal behaviors.
- Identification of a particular victim other than self.
- Violent or suicidal behavior involving a note.
- Access to firearms or other lethal weapons.
- Evidence of an executable and likely lethal plan.
- Expressions of dire predictions (e.g., “being dead” or “stopping the pain”).
- Behavior reflecting “black & white” thinking (e.g., words like only, forever).
- Expressions of fantasies of death (e.g., “eternal sleep” or “reunion with family”).

Predisposing Characteristics
that influence carrying out a threat of violence

- History of arrests before age 15, aggression, verbal cruelty, violence, or antisocial behavior
- History of suicidal behavior with self-inflicted tissue injury
- History of sexual delinquency or sadism
- History of self-mutilation
- Soft neurological signs, coordination or language difficulties, or sub-average IQ
- Diagnosis of ADHD or Conduct Disorder
- Diagnosis of Paranoid Personality Disorder

*Related to Impulsivity

Predisposing Characteristics Continued

- Family history of mental illness or suicide
- Family history of violence or substance abuse
- Unstable home environment*
- Escalation of rage outbursts if present*
- Pattern of poor social relationships, few family ties, personal losses of peers, or problems in school*
- Acquisition of behavior and skills of a delinquent peer group
- Likelihood to support follow-up plan

*Related to Impulsivity

Early Precipitating Characteristics

signifying potential progress & increased risk of carrying out a threat of violence

- Expressions with certain death as the objective
- Identification of a particular victim(s)
- Expressions of dire predictions
- Violent or suicidal behavior involving a note
- Access to firearms or other lethal weapons
- Alcohol or drug abuse
- Perception of actual or perceived social tension
- Result of threat to self-esteem and/or humiliation
- Expected return to problematic situation or setting

Late Precipitating Characteristics
indicate an impending act of violence following a threat

- Black & white thinking (e.g., words like only, forever)
- Well developed (i.e., plausible) and lethal plan
- Fantasies of death, such as “eternal sleep” or “reunion with family”
- Symptoms of agitation or motor restlessness

Precipitating Factors Related to Impulsivity

that increase the risk following a threat of violence

- Presentation of agitation or motor restlessness
- Alcohol or drug abuse
- Actual or perceived social tensions
- Result of threat to self-esteem and/or humiliation

Adolescent & Child Urgent Treat Evaluation

R. Copeland, MD & D. Ashley © PAR (2005)

- **Format:** 27-item structured to identify risk for near-future violence (e.g., hours to days).
- **Standardization:** 542 children and adolescents ages 8-18 years in four study groups:
  (a) Non-Threat, (b) Suicide Threat, (c) Homicide Threat, and (d) Homicide-Suicide Threat
- **Internal consistency:** moderate to high for cluster scores, Total score alpha coefficients ranging from .70-.85.
- **Inter-rater reliability:** clusters ranging from .74-.99; Total score .94
- **Test-retest:** .71-.97 over a period of 24 to 48 hours.
- **Convergent and discriminant validity:** demonstrated via Clinical Assessment of Depression™ (CAD™), the Children's Depression Inventory (CDI), and the Suicide Ideation Questionnaire (SIQ).
- **Criterion-related validity:** demonstrated in age-matched psychiatric group (n = 70) who were not at risk for violence.
- **Professional Requirements:** school psychologist, guidance counselor, clinical social worker.
- **Test materials:** (20 minutes) Rating form, Professional manual.
### ACUTE Rating Form

**Name:** Clark Kent  
**Age:** 15  
**Today's Date:** 12/15/05  
**Reason for Evaluation:** Threat Assessment

**Rater's Name:** J. Schneiter  
**Gender:** M  
**Race/Ethnicity:** C

**Instructions**

It is important to become familiar with the scoring criteria found in chapter 2 of the ACUTE Professional Manual prior to completing this Rating Form. Please read each question carefully. Then mark the appropriate response by circling either YES or NO. Once you are finished, simply remove the perforated strip on the right-hand side of this page and follow the directions provided for scoring the Rating Form in chapter 2 of the ACUTE Professional Manual.

1. Does the person express violent or suicidal behaviors that have certain death as the objective?  
   - YES  
   - NO

2. Does the person express violent or suicidal behaviors that include an extensive plan which is available and likely lethal?  
   - YES  
   - NO

3. Does the person express violent or suicidal behaviors that identifies a particular victim or class of victim (other than himself/herself)?  
   - YES  
   - NO

4. Does the person express dire predictions, such as “being dead” and/or “stopping the pain”?  
   - YES  
   - NO

5. Does the person express fantasies of death, such as “eternal sleep” and/or “reunion with family”?  
   - YES  
   - NO

6. Does the person’s violent or suicidal behavior involve a note?  
   - YES  
   - NO

7. Does the person’s violent or suicidal behavior demonstrate “black or white” thinking by using words such as “only,” “forever,” or “only thing I can do”?  
   - YES  
   - NO

8. Does the person express violent or suicidal behavior and have access to firearms or other lethal methods?  
   - YES  
   - NO

9. Does the person’s violent or suicidal behavior involve alcohol or drug abuse?  
   - YES  
   - NO

10. Does the person’s violent or suicidal behavior involve actual or perceived tensions between himself/herself and another person(s)?  
    - YES  
    - NO

11. Does the person express violent or suicidal behavior and have symptoms of “agitation” or “motor restlessness”?  
    - YES  
    - NO

12. Does the person express violent or suicidal behavior as the result of a severe threat to self-esteem and/or humiliation?  
    - YES  
    - NO

13. Has the person expressed violent or suicidal behavior and is expected to return to the same situational or interpersonal environment where the violent or suicidal behavior was expressed?  
    - YES  
    - NO

14. Does the person have a history of suicidal behavior with self-inflicted tissue injury?  
    - YES  
    - NO

15. Does the person have a history of self-mutilation?  
    - YES  
    - NO

16. Is there a family history of psychiatric illness or suicide?  
    - YES  
    - NO

17. Does the person have a diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD) or Conduct Disorder?  
    - YES  
    - NO

18. Does the person have a diagnosis of Paranoid Personality Disorder?  
    - YES  
    - NO

19. Does the person have soft neurological signs, coordination or language difficulties, or below-average intelligence?  
    - YES  
    - NO

20. Does the person have a history of arrests before age 15, aggression, verbal cruelty, violence, or antisocial behavior?  
    - YES  
    - NO

21. If rage outbursts are present, are they more violent than past rage behaviors?  
    - YES  
    - NO

22. Does the person have a history of sexual delinquency or sadism?  
    - YES  
    - NO

23. Has the person acquired the behavior and skills of a delinquent peer group?  
    - YES  
    - NO

24. Does the person’s family have a history of violence or substance abuse?  
    - YES  
    - NO

25. Does the person have an unstable home environment?  
    - YES  
    - NO

26. Is the person unlikely to support treatment and a follow-up plan?  
    - YES  
    - NO

27. Does the person have a pattern of poor social relationships, few family ties, personal losses of peers, or problems in school?  
    - YES  
    - NO

---

### ACUTE Scoring Sheet

**Name:** Clark Kent  
**Age:** 15  
**Today's Date:** 12/15/05  
**Reason for Evaluation:** Threat Assessment

**Rater's Name:** J. Schneiter  
**Gender:** M  
**Race/Ethnicity:** C

<table>
<thead>
<tr>
<th>Item</th>
<th>Threat cluster</th>
<th>Precipitating Factors cluster</th>
<th>Early Precipitating Factors cluster</th>
<th>Late Precipitating Factors cluster</th>
<th>Predisposing Factors cluster</th>
<th>Impulsivity cluster</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>3.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>4.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>5.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>6.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>7.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>8.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>9.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>10.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>11.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>12.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>13.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>14.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>15.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>16.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>17.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>18.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>19.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>20.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>21.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>22.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>23.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>24.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>25.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>26.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>27.</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>
# ACUTE Domains

**Adolescent & Child Urgent Threat Evaluation Interpretation:**

<table>
<thead>
<tr>
<th>Threat cluster classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precipitating characteristics</td>
</tr>
<tr>
<td>Predisposing characteristics</td>
</tr>
<tr>
<td>Impulsivity indicators</td>
</tr>
</tbody>
</table>

## Total ACUTE Raw Score

### Quantitative interpretation

| Extreme Clinical risk | >95% |
| High Clinical risk | 75-94 |
| Moderate clinical risk | 34-74 |
| Low clinical risk | <33% |
Threat video clip

Bang Bang You're Dead
FBI Threat Assessment Methodology: A four-pronged approach

- Prong one: Personality Traits & Behavior
- Prong two: Family Dynamics
- Prong three: School Dynamics
- Prong four: Social dynamics

"This model provides a framework for evaluating a student to determine if they have the motivation, intention, ability, & means to carry out a proclaimed threat." - FBI

FBI Four-Pronged Assessment Approach:

Prong one: Personality Traits & Behavior

- Inappropriate, macabre, insulting, belittling, or mean humor
- Exaggerated sense of entitlement & need for attention
- Behavior appears relevant to carrying out a threat
- Fascination or interest in sensational violence
- Rationalization of violent ideology & behavior
- Lack of empathy, dehumanization of others
- “Injustice collector” - externalizes blame
- Intolerance, hatred, and/or prejudice
- Anger management problems
- Low tolerance for frustration
- Failed love relationship
- Rigid and opinionated
- Attitude of superiority
- Negative role models
- Poor coping skills
- Lack of resiliency
- Lack of trust
- Manipulation of others
- Changes in behavior
- Closed social group
- Signs of depression
- Narcissism
- Alienation
- Leakage

FBI Four-Pronged Assessment Approach:

Prong two: Family Dynamics

- No limits or monitoring of TV and internet
- Turbulent parent-child relationships
- Acceptance of pathological behavior
- Student “rules the roost”
- Access to weapons
- Lack of intimacy

FBI Four-Pronged Assessment Approach: Prong three: School Dynamics

- Student’s attachment & involvement in school
- Inflexible culture & impersonal environment
- Tolerance for disrespectful behavior
- Pecking order among students
- Perception of inequitable discipline
- Racial or class divisions
- Poor trust between staff and students
- Unsupervised computer access
- Code of silence
- Culture of bullying, victimization, & bystanders

“It is important to understand, from the student’s perspective, why he would target his own school.” - FBI

FBI Four-Pronged Assessment Approach:
Prong four: Social Dynamics

- Unmonitored access to media & entertainment
- The Copycat Effect after violence in the news
- Outside interests can mitigate school violence
- Use or change in use of drugs or alcohol
- Peer groups of similarly-minded students

“How does a student come to of feeling that shooting others at school was in some way an answer to his problems? Were there signs along the way—not a catalogue of traits identifying him as a predicted killer, but clues that could have indicated a need for help?” -FBI
Alienation increases the risk associated with threats of violence

- Does the student feel they belong?
- What is the quality of the student’s social life?
- Does the student have friends?
- Does the student feel liked by peers?
- Is the student accepted by classmates?

Characteristics of Aggression

contribute to the escalation from threat to act of violence.

- Is there easy access to guns?
- Does the student ever carry a weapon?
- Does the student think about hurting people?
- Does the student get mad easily?
- Is the student destructive?
- Does the student like to fight?
- Is there a fascination with violence?
- Is the student conflict-oriented?
Depressed Mood

is frequently associated with violence following a threat

• What is the student’s mood?

• Does the student feel sad or depressed most of the time?

• Are there feelings of anhedonia?

• What is the estimated risk of suicide?
  No history? Previous attempt? Current thoughts?
Egocentrism

often marks characteristics that may precipitate an act of violence

- Does the student exhibit feelings of grandiosity?
- Does the student demonstrate empathy?
- Is the student attention-seeking?
- Does the student brag about themselves?
- Does the student feel that they are better than their peers?

The Home Environment
provides protective qualities, but can also represent a source of risk

• How is the relationship between the student and their parents?

• Does the student follow rules at home?

• Are the parents good role models?

• Is there an open line of communication at home?

• Do the parents keep track of what the student does with their friends?

The School Environment

is important to consider when evaluating threats of violence

• Is the student an active part of the school community?
• Does the student like the school?
• Are the teachers perceived as fair?
• Are drugs a problem on campus?
• How is the security?
• Does the student feel he or she could sneak a weapon into school?
Stress
reduces resilience and is commonly associated with acts of violence

- Has the student been picked on or bullied at school?
- Is lack of money or resources causing stress?
- Is the student sad or depressed most of the time?
- Is there a recent loss of a loved one?
- Is the student alienated?
- Has the student been abused?
- Is the student involved in the school community?
- Is the student experiencing thoughts of death?
- How is the student’s health?
- Are family matters a source of stress?
- Is school the source of stress?

Victimization can take several forms

- physical
- sexual
- emotional
- peer

Peer victimization, also known as bullying, refers to repeated, unprovoked, harmful physical or psychological actions by one or more individuals against another. Bullying includes:

- hitting
- kicking
- pushing
- making threats
- peer rejection and exclusion
- Cyber-bullying
- intimidating
- name-calling
- teasing
- taunting
Coping
or the lack thereof is important to take into consideration

- Is the threatening student open to remediation?
- Are they optimistic or pessimistic?
- Will they ask for help?
- Is the student impulsive?
- Does the student use drugs?
- Are there issues related to poor locus of control?
Critical Items
mark areas in need of immediate attention

- Perception of poor school security.
- Report or history of being picked on or bullied at school.
- Acknowledgment of desire to hurt others.
- Suicidal ideation.
- Use or possession of a weapon.
- Easy access to guns.
- History of abuse.

Psychosocial Evaluation & Threat Risk Assessment (PETRA)

- **Appropriate Population:** students ages 11-18 who have made a threat of violence.
- **Format:** 60 Item Self Report @ 3rd grade level with validity scales and normative ratings
- **Standardization:** 1770 adolescents ages 11-18 years, normed by age and gender.
- **Internal consistency:** moderate to high:  
  Age (.66-.82) Race (.65-.84) Gender (.70-.81) Total (.84-.90)
- **Test-retest:** cluster correlations .79 to .85 over a period of 7 to 10 days
- **Convergent and discriminant validity:** demonstrated via expected correlation to Achenbach CBCL, BASC2, CAD, & RADS2 among others.
- **Criterion-related validity:** demonstrated validity among:
  (a) Out patient psychiatric group (n = 29) to demographically-matched sample
  (b) Full time SED (n = 60) and their general education peers.
- **Professional Requirements:** School psychologist, guidance counselor, clinical social worker.
- **Test materials:** (20 minutes) Rating form, Professional manual, profile/score forms.

PETRA Self Report Form

Instructions: Read each statement carefully and circle the response that best describes how much you agree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have been picked on or bullied at school.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. I am the greatest.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. I would have no problem sneaking weapons into my school.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Lack of money creates problems for me.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. People who show their feelings are weak.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. I like to fight.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. My parents do not really know me.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. I sometimes carry a weapon.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. I feel like I do not belong.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. I do not have much control over what happens in my life.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. I do anything to get attention.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. I get mad quickly.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. Video game and movie violence is cool.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. If everyone were honest, they would have to admit I was better than them.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. I never ask for help, even if I need it.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. I have never met a person I did not like.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. I sometimes think about hurting other people.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. I get upset or worried when I think about my family.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. I recently lost a loved one (relative, friend, or pet).</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. I have never been sick.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. I do not trust other people.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. I have easy access to guns.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. When I get mad, I break things.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. I feel sad or depressed most of the time.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. I have never told a lie.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. My classmates make me feel like an outsider.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. I make my own rules at home.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. Nothing is very much fun anymore.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29. I am quick to make a decision.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30. I have never felt like cursing.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructions: Read each statement carefully and circle the response that best describes how much you agree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. I do not like conflict.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32. It would be hard for me to get drugs.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. I have thought about killing myself.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34. I have never put anything off until later.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35. I have many friends.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36. I can talk to my parents about almost anything.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37. Teachers try to be fair with everybody.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38. I have been abused.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>39. I am happy most of the time.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>40. I like going to this school.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>41. I try to accept other people's ideas.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>42. When faced with a problem, I try to make the best of it.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>43. I like to help people.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>44. School causes me stress (grades, homework, tests, teachers, etc.).</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>45. I get invited to parties.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>46. I seldom think of hurting other people.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>47. I never get angry.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>48. I do not drink or use drugs to relax.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>49. I like going to school events (dances, football games, etc.).</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>50. My parents are good role models.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>51. I am sick much of the time.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>52. The security in this school is good.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>53. Many people care about me.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>54. People seem to like me.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>55. I take my time to make a decision.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>56. My parents know about my friends and what we do.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>57. I have not eaten in a week.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>58. I have never been abused.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>59. I do not like violent video games or movies.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>60. I don't usually brag about myself.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
PETRA Carbonless Score Form

PETRA Scoring Sheet

Name: Michelle Smith  Gender: F  Age: 13  Grade: 8th
Date of Birth: 5/16/92  Today's Date: 10/5/05

[Diagram of scoring sheet with numbers and symbols]
PETRA Score Summary Forms

**Score Summary**

- **Today's Date:** 10/5/05
- **Name:** Michelle Smith
- **Gender:** F
- **Age:** 13
- **Grade:** 8th
- **Date of Birth:** 5/16/92

**PETRA Domain Score Summary Table**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Raw Score</th>
<th>T Score</th>
<th>99% CI</th>
<th>Qualitative Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Domain (PD)</td>
<td>25</td>
<td>55</td>
<td>69-62</td>
<td>NR</td>
</tr>
<tr>
<td>Ecological Domain (ED)</td>
<td>23</td>
<td>67</td>
<td>86-75</td>
<td>MCR</td>
</tr>
<tr>
<td>Resiliency Problems Domain (RD)</td>
<td>31</td>
<td>65</td>
<td>91-77</td>
<td>MCR</td>
</tr>
<tr>
<td>Total Domain (TD)</td>
<td>72</td>
<td>63</td>
<td>86-68</td>
<td>MCR</td>
</tr>
</tbody>
</table>

**Domain T-Score Qualitative Classification Table**

<table>
<thead>
<tr>
<th>T-Score Range</th>
<th>Qualitative Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 59</td>
<td>Normal range (NR)</td>
</tr>
<tr>
<td>60-69</td>
<td>Mild clinical risk (MCR)</td>
</tr>
<tr>
<td>70-79</td>
<td>Significant clinical risk (SCR)</td>
</tr>
<tr>
<td>≥ 80</td>
<td>Very significant clinical risk (VSCR)</td>
</tr>
</tbody>
</table>

**PETRA Cluster Score Summary Table**

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Raw Score</th>
<th>Qualitative Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depressed Mood (DM)</td>
<td>7</td>
<td>High</td>
</tr>
<tr>
<td>Alienation (AL)</td>
<td>9</td>
<td>High</td>
</tr>
<tr>
<td>Egocentricity (ECO)</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>Aggression (AGG)</td>
<td>8</td>
<td>Average</td>
</tr>
<tr>
<td>Family/Home (FH)</td>
<td>10</td>
<td>Very high</td>
</tr>
<tr>
<td>School (SCH)</td>
<td>10</td>
<td>Very high</td>
</tr>
<tr>
<td>Stress (STRESS)</td>
<td>21</td>
<td>High</td>
</tr>
<tr>
<td>Coping Problems (CP)</td>
<td>10</td>
<td>Very high</td>
</tr>
</tbody>
</table>

**Inconsistency Scale**

- For each item pair, transfer the item score for each item (marked 1 is the margin of the scoring sheet) to the appropriate item pair box. Be sure to review the item scores recorded. Subtract the lower number from the greater number and record the result in the Difference column. Sum the numbers in the Difference column to obtain the Inconsistency Raw score. Transfer the score to the RSI Summary.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Item</th>
<th>Score</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>0</td>
<td>31.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>2</td>
<td>47.</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>0</td>
<td>46.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24.</td>
<td>2</td>
<td>39.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>29.</td>
<td>1</td>
<td>55.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>38.</td>
<td>0</td>
<td>58.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Inconsistency (N) Raw Score:** -5

**Response Style Indicator (RSI Summary)**

- **Response Style:**
  - **Raw Score:**
  - **Qualitative Classification:**
  - **Social Declarative (SD)**: 1 (Typical)
  - **Inconsistency (IN)**: 5 (Typical)

*Transfer 1D Raw score from Scoring Sheet
Compute 3N Raw score above

**Critical Items**

1. I have been picked on or bullied at school.
2. I would have no problem sneaking weapons into my school.
3. I sometimes carry a weapon.
4. I occasionally think about hurting other people.
5. I recently lost a loved one (relative, friend, or pet).
6. I have easy access to guns.
7. I have thought about killing myself.
8. I have been abused.

**Response**

- Agree a little
- Disagree a little
- Agree a lot
- Disagree a lot

**PETRA Threat Assessment Matrix (TAM)**

- **Low**
  - The threat is vague and/or indirect.
  - The details of the threat are inconsistent, implausible, and/or lacking detail.
  - The threat lacks realism.

- **Medium**
  - The threat is more direct and more concrete than a low level threat.
  - There is indication of possible place and time.
  - The threat lacks realism.

- **High**
  - The threat is direct, specific, and plausible.
  - There is evidence that steps have been taken to carry out the threat.
  - There is indication of preparatory steps to carry out the threat.
# PETRA Scoring Template

## Computerized scoring

1. Administer the PETRA Scoring Form to the threatening student.
2. Enter student's name, gender (M or F), and age (11 to 13).
3. Transcribe all responses from completed the CST.
4. Normative scores & classifications will be automatically computed based on the students age and gender.
5. Save and print form.
6. Manually complete & Interpet the PETRA Threat Assessment Matrix based on the details of the students threatening behavior.
8. Interpret the PETRA Domain, Cluster, & Critical item responses.
9. Conduct a follow-up interview in order to elicit further responses.
10. Interpret the PETRA Scores in light of other data.

**Notes:** Ion marks elevated domain, cluster, & item responses. PETRA/CST Items 3, 16, 42, 44 & 49 are paraphrased. Use the PETRA Manual for additional interpretative guidance.

**Qualification for use of this form:** Use of the PETRA Computer Scoring Form is limited to qualified individuals who have purchased a licensed copy of the PETRA and only after full review of the PETRA Professional Manual. Please see manual for details.

## Domain-level classifications

**PETRA Domain Scores Summary Table**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Domain (PD)</td>
<td>55</td>
<td>Normal range</td>
</tr>
<tr>
<td>Ecological Domain (ED)</td>
<td>57</td>
<td>Mild clinical risk</td>
</tr>
<tr>
<td>Resiliency Domain (RD)</td>
<td>65</td>
<td>Mild clinical risk</td>
</tr>
<tr>
<td>Total Domain (TD)</td>
<td>63</td>
<td>Mild clinical risk</td>
</tr>
</tbody>
</table>

## Critical item markers

**PETRA Cluster Scores Summary Table**

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Raw Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depressive Mood (DM)</td>
<td>7</td>
<td>High</td>
</tr>
<tr>
<td>Alienation (AL)</td>
<td>4</td>
<td>Low</td>
</tr>
<tr>
<td>Aggressor (AG)</td>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td>Family History (FH)</td>
<td>10</td>
<td>Very high</td>
</tr>
<tr>
<td>School (SD)</td>
<td>13</td>
<td>Very high</td>
</tr>
<tr>
<td>Stress (ST)</td>
<td>21</td>
<td>High</td>
</tr>
<tr>
<td>Coping Problems (CP)</td>
<td>16</td>
<td>Very high</td>
</tr>
</tbody>
</table>

**Response Style Indicator (RSI) Summary**

<table>
<thead>
<tr>
<th>Response Style</th>
<th>Raw Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Desirability (SD)</td>
<td>5</td>
<td>Typical</td>
</tr>
</tbody>
</table>

**PETRA Critical Items**

- My parents do not really know me. Agreed a little
- I make my own rules at home. Disagreed a lot
- I can talk to my parents about almost anything. Disagreed a lot
- My parents are good role models. Disagreed a lot
- My parents know about my friends and what I do. Disagreed a lot

**Critical Cluster**

- No problem speaking weapons into my school. Disagreed a lot
- It would be hard for me to get drugs. Disagreed a lot
- Teacher is the best friend of everybody. Disagreed a lot
- I just go to school. Disagreed a lot
- I like to do drugs. Disagreed a lot
- The security in this school is good. Disagreed a lot

**Elevated item markers**

**PETRA Threat Assessment Matrix (TAM) guidelines**

<table>
<thead>
<tr>
<th>Threat level</th>
<th>T</th>
<th>M</th>
<th>H</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The PETRA is available for purchase online. Additional PETRA resources are also available.
Inconsistency Indicators help to identify inconsistency among PETRA self-report responses

| Conflict:          | I do not like conflict. |
|                   | I like to fight.        |
| Sadness:          | I am happy most of the time. |
|                   | I feel sad or depressed most of the time. |
| Coping:           | I take my time to make a decision. |
|                   | I am quick to make a decision. |
| Stress:           | I have never been abused. |
|                   | I have been abused.     |
| Anger mgt.:       | I get mad quickly.      |
|                   | I never get angry.      |
| Aggression:       | I sometimes think of hurting others. |
|                   | I seldom think of hurting others. |
PETRA Lie & Social Desirability Indicators

- I have never met a person I did not like.
- I have never put anything off until later.
- I have never felt like cursing.
- I have not eaten in a week.
- I have never been sick.
- I have never told a lie.
- I never get angry.

Threat Risk Assessment Checklist (TRAC)

The TRAC should be completed by the Level 1 Team. The following characteristics have been found to be associated with adolescents who commit acts of violence in school. The 33 questions of the TRAC are organized into 10 categories to assist educators in evaluating threat-related behaviors. The individual items and broader assessment areas endorsed for the at-risk student, may be used to provide a framework for developing specific interventions.

Student: ___________________  School: ___________________  Date: ___________________
Student #: ___________________  Case Manager: ___________________

Items endorsed as Need More Information (NMI) should be completed as part of Level 2 Assessment.

**Aggression**
1. Does the student lose his/her temper easily or display unwarranted anger?
2. Does the student have a history of, a plan for, or a current record of violent behavior?
3. Has the student engaged in severe property destruction or aggression toward animals?
4. Has the student exhibited a lack of concern for the safety of others?

**Depression**
5. Does the student display any signs of depression (hopelessness, lethargy)?
6. Does the student display, have a history of, or a plan for, self-injurious behavior?
7. Is the student irritable, overly emotional, or anxious?

**Alienation**
8. Does the student have few (3 or less), or no close friends?
9. Is there a lack of participation in extracurricular or community activities?
10. Is the student a member of a generally outcast or alienated group of peers?

**Narcissism**
11. Does the student react to criticism with hostility, anger, or hurt feelings?
12. Does the student display a high number of attention-seeking behaviors?
13. Does the student seem to believe that he or she is superior to other students?

**Family**
14. Is there a history of caregiver rejection or lack of parental involvement?
15. Does the student have access to weapons?
16. Are parental expectations and discipline reasonable and consistent?

**School**
17. Does student perceive an attitude of adult acceptance toward bullying or fighting?
18. Does the student believe that fellow students shouldn’t report one another?

**Social**
19. Is the student a member of a clique or gang that reinforces antisocial behavior?
20. Does the student exhibit significantly poor social skills or peer relations?
21. Are there indicators that the student has engaged in, or been the victim of bullying?

**Personal**
22. Does the student have a known fascination with weaponry or violence?
23. Has the student been found with violent drawings or writings created by self or others?
24. Does the student appear to be defensive, paranoid, or suspicious of other people?
25. Does the student seem to be intolerant of the opinions of other people?

**Coping**
26. Does the student overreact to minor frustrations or have impulse control difficulties?
27. Does the student tend to externalize blame?
28. Are the student’s problem-solving skills ineffective?
29. Are there known signs the student has been involved in drinking alcohol or using drugs?

**Stress**
30. Has the student experienced the loss of a relative, peer, or pet in the last 12 months?
31. Has the student experienced significant rejection or humiliation in the last 12 months?
32. Has the student experienced any other significant stressors (at home, school, or elsewhere) in the last 12 months?
33. Has the student displayed recent and/or sudden changes in behavior?

**Notes related to NMI Follow Up:**

---

Threat Risk Assessment Checklist

“I deal for use with children who won’t cooperate with interview.”

Aggression

Depression

Alienation

Narcissism

Family

School

Social

Personal

Coping

Stress

Broward County Public Schools
Targeted Intervention
is important to specifically address the issue(s) that led to the threat

Psychosocial Interventions
- Community-Based
  - Youth groups
  - Religious community
  - Sports & recreation
  - Law enforcement
  - Community mental health
- School-based
  - CST & IEP
  - Guidance / MH
  - Supervision
  - Extra-curricular
  - Mentor programs

Ecological Interventions
- Home: Parenting workshops
- School: Improve school culture
  - Anti-bullying programs
  - Safe listening zones
  - Student Safety Plan*

Targeted Interventions
- Coping
- Stress

- Alienation
- Depression
- Aggression
- Egocentricism

PETRA
Threat Assessment Documentation

Issues to consider:

- Where are records to be kept?
- How will those involved in the threat be notified?
- How responsive and effective is the process?

Forms:

- Procedural template for schools
- Misc. data collection forms (BCPS)
- Student Safety Plan
- No Harm Contract
- PETRA Report Template

“A well-structured system for dealing with threats is vitally important in a school.” - FBI
### The Threat Assessment Process

#### Receipt of the threat
- Gathering information
- Interview those involved
- Identify the details of the threat

#### Psychosocial Evaluation
- Helps guide threat assessment
- Helps guide targeted interventions
- Estimate suicide risk

#### Threat Assessment
- Estimate the overall threat level

#### Action Taken
- Immediate & follow-up strategies to prevent violent act

#### Document Collaboration
- Document action taken & those involved in response

#### Plan Review
- Follow-up & monitoring

---

*This form is available online*
Initial statement guide

Threat-Related Initial Statement Interview Guide

STUDENT NAME: ____________________________ GRADE: ____________
SCHOOL: ________________________________ ADMINISTRATOR TAKING STATEMENT: ______________________
STATEMENT DATE: _______________________

NOTE: The following items are presented as a guide for gathering needed information. The actual language used during the interview should be modified based on the child’s maturity level.

1. It has been reported that you have threatened to harm __________________. I need to find out the specifics of this situation from your point of view. Give me your description of what happened, who is involved, and what you said or did (i.e., specific, plausible details including intended victim(s), time, & approach).

2. What steps have you taken or plans have you made toward carrying out the threat?

3. Do you have access to the ___________________ (gun, knife, bomb materials, etc. that student threatened to use in response to question 1) that you would need to do this?

4. What happened just before this reported incident (student’s perception of precipitating event)?

5. Can you think of any problems in your life that might have led up to this threat/incident (seek to determine motivation and purpose of the student’s actions)?

6. Who else have you talked with about your thoughts/plans? How did he/she react?

**ANY THREAT SHOWN BY THIS INTERVIEW TO BE REALISTIC, WELL-PLANNED, AND POTENTIALLY LETHAL SHOULD BE CONSIDERED VIABLE. LAW ENFORCEMENT SHOULD BE CONTACTED IMMEDIATELY.

Assessing Level of Threat Checklist

NAME: ________________________________ BIRTHDATE: ________________
SCHOOL: ________________________________ ADMINISTRATOR: ________________
GRADE: ________________________________ DATE: ________________

All threats should be assessed and managed in a timely manner. A threat assessment seeks to make an informed judgment about two questions: (1) CONTENT: how credible and serious is the threat itself? and (2) CONTEXT: to what extent does the person making the threat appear to have the resources, intent, and motivation to carry out the threat? The National Center for the Analysis of Violent Crime (NCAC) experience in analyzing a wide range of threats suggests that, in general, the more direct and detailed a threat is, the more serious the risk. A threat that is assessed at high level will almost always require immediate law enforcement intervention. Please remember that, although the content of the communication may lead one to believe that the threat is serious, one must also accept the context in which the threat occurred. Regardless of whether the threat is rated low, medium or high, if the context suggests a history of conflict and related violent behavior warning signs, Level 1 Screening should be continued.

1. Low Level of Threat
   - Threat is vague and indirect
   - Information contained within the threat is insufficient, implausible or lacks detail
   - Threat lacks realism
   - Content of threat suggests that person is unlikely to carry it out
   - Content of threat suggests person is unlikely to have access to resources, lacks interest and motivation, and does not present with a history of conflict or related violent behaviors

2. Medium Level of Threat
   - Threat is more direct, detailed, and concrete than low level threat
   - Wording in the threat suggests that the violent student has given some thought to how the act will be carried out
   - There may be indications of a possible place and time (through these signs still fall well short of detailed plan)
   - There is no clear indication that the violent student has taken preparatory steps, although there may be some indirect reference or ambiguous or inconsistent evidence pointing to that possibility — an allegiance to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
   - There may be a specific statement seeking to convey that the threat is not empty; “I’m serious!” or “I really mean this!”
   - Content of threat suggests person may have access to resources, indicates possible intent and motivation, and does not present with a history of conflict or related violent behaviors

3. High Level of Threat
   - Threat is direct, specific, and plausible
   - Threat suggests concrete steps have been taken toward carrying it out
   - Examples include statements indicating acquisition of practice with a weapon and/or being the victim(s) under surveillance
   - Content of the threat suggests student has secured resources, has definite interest and motivation, and/or there is a strong history of conflict and previous high-risk behaviors

Recommendations:
- Monitor Situation. Monitoring to be supervised by ____________________________
- Initiate Level 1 Screening process (for medium and high level of threat).
- Contact Law Enforcement
- Other

Parent Notification Checklist

Level 1
Threat Assessment Screening Protocol

Note: This protocol is only to be used by staff who have been trained through District Assessment Inservices.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB:</td>
<td>Student #:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Age:</td>
</tr>
<tr>
<td>Date of Level I Assessment Meeting:</td>
<td></td>
</tr>
</tbody>
</table>

**PARENT NOTIFICATION CHECKLIST**

Parent/Guardian Name: ___________________ Home #: __________ Work #: __________

- The parent/guardian has been notified of the incident and that this threat screening is being conducted by school personnel and law enforcement, at necessary. Person (Parent/Guardian) contacted: __________ By whom: __________

Parents’ response __________

- Attempt to notify parent(s) was not successful because: __________

Date/Time Contact attempt made by (list each attempt made): __________

- Was the incident reported to local law enforcement authorities? YES or NO. Person contacted: __________ By whom: __________

Outcome: __________

This report is not to be included in the student’s cumulative folder. A designated administrator should maintain a separate threat assessment file.

---

**Threat screening & data collection**

Level 1
Threat Screening Protocol
Data Collection Sheet

The following data should be collected PRIOR to the meeting at which the Level I Threat Risk Assessment Checklist is completed. Possible information sources include review of student cumulative records and L. panels. The person responsible for collecting data in each of the following areas must initial next to the data area.

<table>
<thead>
<tr>
<th>Student:</th>
<th>School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #:</td>
<td>School:</td>
<td>Case Manager:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initials of Data Collector</th>
<th>Data Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check the box next to each item that applies to this student)</td>
<td></td>
</tr>
<tr>
<td>Student has prior or current involvement with DJJ</td>
<td>☐</td>
</tr>
<tr>
<td>Student has prior or current involvement with DCF</td>
<td>☐</td>
</tr>
<tr>
<td>Student has record with STU</td>
<td>☐</td>
</tr>
<tr>
<td>School records indicate history of aggressive and/or disruptive classroom behavior</td>
<td>☐</td>
</tr>
<tr>
<td>Student has history of school suspensions</td>
<td>☐</td>
</tr>
<tr>
<td>How many? Date of most recent? Reason:</td>
<td></td>
</tr>
<tr>
<td>Student has history of expulsion</td>
<td>Reason:</td>
</tr>
<tr>
<td>Student has history of poor school achievement</td>
<td>☐</td>
</tr>
<tr>
<td>Student has history of poor school attendance</td>
<td>☐</td>
</tr>
<tr>
<td>Student has had prior placement in alternative school</td>
<td>☐</td>
</tr>
<tr>
<td>Student has had prior placement in EHE cluster or SED Center</td>
<td>☐</td>
</tr>
<tr>
<td>When _______ Duration _______</td>
<td></td>
</tr>
<tr>
<td>Is student currently in an ESE program?</td>
<td>☐</td>
</tr>
<tr>
<td>Program:</td>
<td></td>
</tr>
<tr>
<td>Student has been dismissed from an ESE program</td>
<td>☐</td>
</tr>
<tr>
<td>Program:</td>
<td></td>
</tr>
<tr>
<td>Has there been significant recent media coverage of a school/youth violence event?</td>
<td>☐</td>
</tr>
<tr>
<td>Has student made a direct and/or veiled verbal and/or nonverbal threat?</td>
<td>☐</td>
</tr>
<tr>
<td>Describe threat incident(s):</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These forms available online
Teacher Information Form

"It is important to gather information from various sources."

disruptive in class
aggression & depression
decaying productivity
poor social skills
I am afraid of the student
frequently mad
seems sad
impulsive
seems to get picked on a lot
easily frustrated
I have concerns
Student Supervision Plan

Use the Student Supervision Plan to address concerns identified through screening.

Student: ___________________________ School: ___________________________

Student #: ___________________________ Case Manager: ___________________________

Check all interventions selected by team:

☐ Referred for Level 2 Assessment - convene Level 2 meeting ASAP
☐ Immediate Notification Per Report submitted to SIU and Area Superintendent’s Office (mandatory)
☐ Suicide assessment initiated on ________ (date)
☐ Student to sign a “violence-free” agreement that includes acceptable and unacceptable school behavior with specified consequences for misconduct (see appendix of manual)
☐ Increase supervision in the following settings:
☐ Late arrival □ and/or early dismissal □
☐ Altering staff and teachers on a need to know basis
☐ No longer allowed to bring backpack
☐ Monitoring meeting with staff member once daily □ weekly basis □ (staff member: ___________________________)
☐ Identify aggravating circumstances/prompting factors and employ strategies to help cope with stress/tension (strategies: ___________________________)
☐ Peer mediation to decrease level of conflict
☐ Behavioral Modification Plan (attach copy to this report)
☐ Participation in school-based anger management □ social skills □ or other counseling group □
☐ Modifications in daily schedule:
☐ Drug/alcohol intervention with ___________________________
☐ Psychosocial referral by school social worker
☐ Referral to Child Study Team/IAF to determine intervention and psychological evaluation needs
☐ Review of counseling and community interventions with parents (see appendix of manual)
☐ If SIUI student, review goals and placement options
☐ Assigned team member will meet with parent on ___________________________ (date/time)
☐ Supervision plan will be reviewed with student’s teachers that did not participate on the Threat Assessment Site Team
☐ Disciplinary actions to be taken:
  ☐ Begin expulsion procedures
  ☐ Signed Alternative Probationary Contract (attach a copy)
  ☐ Suspension duration: ________ days, student returns on ___________________________ (date)
  ☐ Alternative school considered
☐ Other: ___________________________

☐ Parents will provide the following supervision/intervention: ___________________________

Team will convene to review plan and complete Student Supervision Plan Review Form on ________ (Date)

SIGNATURES OF PARTICIPATING TEAM MEMBERS

______________________________  ______________________________  __________________
Administrator/Case Manager      Mental Health Professional      Date:

______________________________  ______________________________
Teacher                        SIUSRO:                           Date:

______________________________  ______________________________
Title:                        Date:                           Title:                           Date:

Level 1 team member(s) have reviewed this plan with the parent on ___________________________(date).
Parent agrees to provide the supervision and interventions detailed above. YES or NO
If no, the reason parent does not agree: ___________________________

______________________________  ______________________________
Parent Signature:              Date:                           ___________________________

**adapted from Mid-Valley (Oregon) Student Threat Assessment Procedures**
Name: Student Name              School: School Name              Date: 1/18/08

Reason for Plan: Enter reason for plan (see attached PETRA* Report Form)
Disciplinary action(s) taken: Document disciplinary action
Student return date: Date of return    Administrative plan review date: Date of review
Intended victims warned: Explain how intended victims were warned (i.e., Referred to SRO)
No Harm Contract: Date of Contract & reason (see attached)
Behavior Intervention Plan: Updated 12/13/06 via interim IEP meeting (see attached)

School Based Interventions

- Daily and random check of person, backpack (clear backpack if allowed at all), and locker for any items of concern related to the threat.

- Are scheduling changes needed? Is the student to return to the situation in which the threat occurred?

Behavioral & Therapeutic Interventions

- A Functional Behavioral Assessment, Behavior Intervention Plan, and/or behavior contract has been developed and is in force until expiration of this safety plan (see attached)

Relationship Building Interventions

- Identify an adult at home and school that the student agrees to confide in and go to as needed to help address difficulties the student may be having as a mentor (see No harm contract).

- Encourage and/or facilitate participation in community-based programs (e.g., church groups, mentoring, Boys and Girls Club of America, volunteer work, etc) to foster social connectedness.

Home & Community Based Interventions

- Parents have been provided community mental health contact information and have agreed to pursue mental health intervention in the community.
No Harm Contract

\[
\text{No Harm Agreement}
\]

<table>
<thead>
<tr>
<th>Name: (\text{Student's Name})</th>
<th>School: (\text{School Name})</th>
<th>Date: (\text{date})</th>
</tr>
</thead>
</table>

Many people including Name and Name care about me and are concerned about whatever behavior is. I agree to do my best to follow this contract prior to hurting myself or others. I agree to meet with name of counselor or administrator on date to review this agreement.

\[\text{Student's Initials:}\]

\[\text{________ I agree not to make threatening statements or act in a threatening manner.}\]
\[\text{________ I agree not to bring a weapon on school property.}\]
\[\text{________ I agree not to use alcohol or other harmful drugs.}\]
\[\text{________ I agree to try to express my anger or frustration in ways that will not be harmful to me or other people.}\]
\[\text{________ I agree not to cut with other people or show anyone else how to do it.}\]
\[\text{________ I agree not to share cutting items with other people.}\]

\[\text{I agree to notify name at location/ph number if I am having any problems at home or school.}\]

\[\text{If I am having thoughts of cutting myself, killing myself, or harming others, I agree to try each item below first:}\]

\[\text{________ I agree to try a calming strategy (exercise, diaphragmatic breathing) for 5 minutes before hurting myself.}\]
\[\text{________ I agree to try a cutting substitute before cutting myself (e.g., snapping rubber band on arm for 5 minutes).}\]
\[\text{________ I agree to try a less harmful method (e.g., red marker) instead of cutting myself.}\]
\[\text{________ At school, I will go to name or name to talk before attempting to hurt myself or others.}\]
\[\text{________ At home, I will go to name & ph number or name & ph number before attempting to hurt myself or others}\]
\[\text{________ If I still want to hurt/cut/kill myself, I agree to call the hotline & ph number and/or 911 first.}\]

I understand the contract that by signing it I am agreeing to do my best to follow it and contact those people who care about me so they can have a chance to help me.

\[\text{Student Signature Date Parent Signature Date}\]
\[\text{School Official Signature Date Other Date}\]
\[\text{Other Date}\]

\[\text{v3.12.11}\]

\[\text{This form is available online}\]
**Reason for Referral**
Example: Student was referred for psychosocial evaluation and threat risk assessment due to recent threatening behavior.

**Evaluation Techniques**
Example of suggested minimum
- Review of School Records
- Parent, Teacher, & Student Interview
- Psychosocial Evaluation & Threat Risk Assessment (PETRA)
- Adolescent & Child Urgent Threat Evaluation (ACUTE)

**Background Information**
- Brief relevant family history (i.e., living situation, supervision at home, parent concerns etc).
- Brief relevant legal history (i.e., history of arrests, disciplinary history at school attendance)
- Brief relevant academic history (i.e., retentions, grades, class placement, previous psychoeducational testing, IDEA eligibilities and services, IEP related social, emotional, and behavioral goals, note of any behavior plans or contracts).
- Parent and/or teacher anecdotal evidence to illustrate presenting problem.

**Facts Relating to the Incident(s) in Question**
- Describe the events preceding and related to the threatening behavior as they are understood.
- Describe the threatening behavior (attach documents if appropriate, e.g. threatening note or artwork).

**Observations & Anecdotal**
- Describe observations made while interviewing the student, particularly those that related to level of cooperation and insight into own behavior and its ramifications.

**Assessment Results & Interpretations**
- Discuss the characteristics of the threat with regard to specificity and planning, evidence of precipitating and predisposing factors to come to determination of near term risk.
- Discuss any relevant psychosocial factors that may be contributing the threatening behavior. Special attention should be paid to assessing for narcissistic tendencies, depression, aggression, suicidal ideation, alienation, victimization and/or having been bullied, stress, coping, drug use, and environmental perceptions of the students home and school.

**Suggestions & Recommendations for Intervention**
- Suggest specific interventions based on the nature and estimated risk associated with the threat to develop an individualized student safety plan to mitigate progress toward future acts of violence.

---

**Report Template**

<table>
<thead>
<tr>
<th>Referral Reason</th>
<th>Evaluation Techniques</th>
<th>Background Information</th>
<th>Incident Facts</th>
<th>Observations &amp; Anecdotal</th>
<th>Assessment Results &amp; Interpretation</th>
<th>Suggestions &amp; Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form is available online.
Student John Jones sends another student an e-mail message saying: "You are a dead man."

**Step 1: Receipt of Threat:** Parents & student report email to the school administrators.

**Step 2: Threat Assessment:** low-level threat
(1) Threat is vague and indirect;
(2) Threat lacks detail; no specific information about motive or intent, means, time or place

**Step 3: Psychosocial evaluation:** MDT interviews
Student is characterized as somewhat immature and prone to losing his temper, but report no seriously troubling traits or changes in behavior; no access to weapons, no preparations or intention to follow through

**Step 4: Evaluation and Response:** Low-level threat
administrative action at LEA discretion

Tom Murphy, a ninth-grader, makes a video tape for one of his classes. The tape shows student actors shooting at other students on the school grounds, using long-barreled guns that appear real. On the videotape, the actor-students are heard yelling at other students, laughing, and making off-color remarks, while aiming their weapons at others. Murphy’s teacher receives the tape and becomes concerned.

**Step 1: Receipt of the threat:** Teacher turns in tape.

**Step 2: Threat Assessment:** (tentatively medium)
- The threat is specific
- Murphy & others posing as shooters
- Comments are explicitly threatening
- Motive and intent of video are unclear
- Unclear if joking or serious
- Guns may or may not be real
- “Script” suggests thought of place & time

**Step 3: Psychosocial Evaluation:** MDT interviews found guns not real, no access to weapons, no other risks identified

**Step 4: Evaluation & Response:** Based on all info, threat is reclassified as low level.

A high school principal receives an anonymous phone call at 7:30 a.m. The caller says: "There is a pipe bomb scheduled to go off in the gym at noon today. I placed the bomb in the locker of one of the seniors. Don't worry, it's not my locker. I just placed it there because I can see it from where I will be sitting -- and will know if someone goes to check on it."

**Step 1: Receipt of Threat:** Immediate law police involvement and emergency response

**Step 2: Threat Assessment:** High level of threat
- The threat is direct and specific
- The caller identifies a weapon & location
- Concrete steps to carry out the threat
- The identity of the perpetrator is unknown
- Means, knowledge, & resources are unknown

**Step 3: Psychosocial Evaluation:** Can not be conducted as perpetrator is unidentified

**Step 4: Evaluation and Response:** Detailed & plausible (high level threat) posing a serious danger to students and staff requiring immediate intervention by law enforcement

Presentation Review
Information, Tools, & Procedures to facilitate threat assessment in the schools

**Video:** Dr. Poland speaks to Congress about the need for threat assessment

- Online Resource: [www.psychological-insight.com](http://www.psychological-insight.com)
- Perpetrator statistics
- Introduction of key terms
- Types of threatening behavior/ threats of violence
- Threat level classification
- Threat risk indicators
- Overview of the ACUTE
- Threat examples

**Video:** *Bang Bang You’re Dead*

---

**Break**

- Review of FBI Four-Pronged Approach
- The PETRA: A norm-referenced re-organization of the FBI Model
- Targeted Intervention to mitigate threats of violence
- Tools & Templates
- Process Example: Broward County Public Schools, FL
- Threat Assessment examples