



# INVESTIGATION - LEVEL 2

## OKLAHOMA PUBLIC SCHOOLS STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

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STUDENT NAME

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STUDENT #

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TODAY'S DATE

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SCHOOL

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ADMINISTRATOR / CASE MANAGER'S NAME

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AGE

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GRADE

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SPECIAL CIRCUMSTANCES

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NAME OF GUARDIAN

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DATE(S) OF PREVIOUS LEVEL 1 OR LEVEL 2 ASSESSMENTS

**This summary was generated through the efforts of the student threat assessment system (a set of protocols used by members of the Student Assessment Team referred to as "STAT"). The summary is taken from an investigation focused on the risk factors identified in the United States Secret Service Safe School Initiative, the Four-Pronged Assessment model recommended by the NCAVC and FBI, and aggravating factors identified by experts within the field of Threat Assessment. The summary 1) identifies concerns that arose during the investigation, 2) communicates the case disposition (interventions, supervision planning and risk mitigation strategies) and 3) identifies situational risk factors that may increase the potential for extreme aggression. It is to be used for consideration in the supervision, intervention, and management of threatening or dangerous circumstances involving students. It is not a prediction of future violence, nor is it a foolproof method of assessing an individual's short or long-term risk of harm to others. Since it is an examination of current circumstances (and as these circumstances change, so too does risk potential), please review the contents while being mindful of supervision, intervention and the passage of time. For information regarding the STAT threat assessment process, a complete list of the investigated risk factors summarized below, or the further clarification regarding the contents of this report, please contact STAT as represented by the school district.**



### STUDENT THREAT ASSESSMENT TEAM (STAT)

The \_\_\_\_\_ Student Threat Assessment Team or STAT is comprised of the following:

**(enter your agencies here (i.e., school district, sheriff’s office, police department, mental health agencies juvenile authorities etc.)**

STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

Other students / people involved (supporting / allowing the threatening behavior, communication or ideation)?

Student Name(s) \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Student Name(s) \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Student Name(s) \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Student Name(s) \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Student Name(s) \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Information was gathered from the following sources of information:

- Cumulative file review, including confidential file.
- Review of discipline records
- Academic-related materials, such as journaling, artwork, etc.
- Student/family criminal history
- Student interview Student witness interview
- Parent interview (if not in attendance) Teacher Questionnaires (if not in attendance)
- Search of belongings
- Search of social media activity
- Other:



### SITUATION / INCIDENT FACTORS

› Source of information regarding threat or behavior:

› The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern:

› The threat was indicated through:

› Target was:

› Threat was communicated to:

› Threatened aggression was:

› Acted out aggression was:

› Attack related behavior:



› **Plan to act out aggression:**

› **Method of aggression:**

› **Weapons availability:**

› **Are there any other concerns not addressed by these interview questions?**

› **Suicide concerns:**

› **Interest, orientation and/or immersion in extreme aggression:**

› **Identification:**

› **Fixation on target:**

› **Motive:**



› **Self-perspective (regarding life situation):**

› **JACA (DeBecker):**

› **Perspective regarding targeted violence:**

› **Perspective of caregivers, peers and education staff:**

› **Precipitating events:**

› **Precipitating events:**

› **Relationships with pro-social adults:**

› **Inhibitors/protective factors:**



### SCHOOL FACTORS

- › List concerns:
  
- › 504/Special Ed/General Ed:
  
- › Special Circumstances:
  
- › Attendance:
  
- › Attachment to school:
  
- › Behavioral history:
  
- › Discipline history:
  
- › Educational goals or plan:
  
- › Other school concerns:

### SOCIAL FACTORS

- › List concerns:
  
- › Strength of relationships, general impressions:
  
- › Victimization history at school, home, and community (real or perceived):
  
- › Social status:



- › Peer group
- › Role within peer group:
- › Peer group traits:
- › Community support level:

<b>PERSONAL FACTORS</b>
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- › List concerns:
- › Adjudication:
- › Recent changes in behavior / beliefs:
- › Pattern of behavior:
- › Management skills for typical social conflict
- › Strategies used to stop victimization, teasing or rejection:
- › Personal view regarding use of aggression:
- › Emotional coping skills and reserves
- › Anger management skills
- › Coping skills for change:



- › **Attitude:**
  
- › **Stress level (real or perceived):**
  
- › **Level of desperation or despair:**
  
- › **Need for attention, recognition, or notoriety:**
  
- › **Response to rules, authority and structure:**
  
- › **Self-perception of situation:**
  
- › **Trust level:**

### **Maladjustment:**

- › **Recent loss or loss of status:**
  
- › **Animal abuse:**
  
- › **Fire-play:**
  
- › **Property destruction:**
  
- › **S/S of depression (atypical, sullen, moody, apathetic):**
  
- › **Drug / alcohol use:**
  
- › **Mental Health diagnosis:**
  
- › **Medications:**





- › **Central Nervous System damage:**
  
- › **Impulse or inattention problems:**
  
- › **Emotional trauma or victim of abuse:**
  
- › **Previous psychiatric treatment or hospitalization:**
  
- › **Past treatment/intervention accessibility and response (accessible, guarded, poor response, resistive, hostile.):**
  
- › **Early police contact (prior to age 12) or prior arrests or convictions for aggression:**
  
- › **Past willingness to hurt others:**
  
- › **Use of a weapon in past to hurt others:**

### FAMILY DYNAMIC FACTORS

- › **List concerns:**
  
- › **Resides with:**
  
- › **Guardians:**
  
- › **Foster placement:**
  
- › **Ward of state:**
  
- › **Siblings:**



- › **Custody:**
  
- › **Parents/guardians support level:**
  
- › **Relationships within family structure:**
  
- › **Parent/guardian – child dynamic:**
  
- › **Parent’s or family’s views on acceptable use of criminal behavior or criminal violence:**
  
- › **Supervision within the household:**
  
- › **Computer access within the home/supervision of computer access:**
  
- › **Extended family support level:**

<b>GANG INVOLVEMENT FACTOR</b>
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- › **List Concerns:**
  
- › **Identification:**
  
- › **Level of involvement:**
  
- › **Role in gang (leader, instigator, follower, toady):**
  
- › **Expressed commitment:**



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› **Willingness to act antisocially on behalf of gang:**

› **Delinquent or aggressive/violent acts to date:**

**OTHER**

› **List Concerns:**

› **Collateral information:**

**LEVEL OF CONCERN**

### **Statement of concern:**

- There is no evidence or indication (through investigation of risk factors) that the student is making or posing a threat of target aggression (planning, rehearsing, preparing or in any way attempting to target individuals or groups for aggressive attacks).
- There is no evidence or indication of a reactive threat of aggression.
- The results of the threat assessment indicate that the situation identified above is, at this time, considered

LOW OR MINOR

MODERATE

HIGH

IMMINENT

Concern for reactive aggression (defined below) that is

Other:



# INVESTIGATION-LEVEL 2

*Reactive behavior occurs when the attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. It is often a temporary, explosive or impulsive act without pre- meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attacker’s search for excuses or opportunities to be angry and aggressive, without any predetermined target.*

The results of the threat assessment indicate that the situation identified above is, at this time, considered:

LOW OR MINOR	MODERATE	<input type="checkbox"/> HIGH	IMMINENT
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Concern for targeted aggression (defined below) that is

Other:

The results of the threat assessment indicate that the student identified above is making or indicating threats of targeted violence; however, the student does not appear to be behaving in a manner that is consistent with an intention to follow through on threats **(see attack related behavior noted under Situation/Incident Factors above)**. Therefore, the situation is considered low concern for targeted aggression (define below). To further monitor for increase in Targeted Violence risk factors, see attached list of Risk Factors.

- Targeted behavior occurs when the attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

**(See attached Rubric for further definition of behavior and risk levels.)**



### STAT Level 2 - STAT Recommendations

**These recommendations were generated through the efforts of the Student Threat Assessment Team (STAT) and are for consideration in the management of threatening or dangerous circumstances involving students. STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies**

### NEXT STEPS:

Case will be staffed by Student Threat Assessment Team (STAT). Administrator will request further assessment if risk circumstances escalate (see Risk Factors guide).

Continue Level 1 Supervision Plan.

Warn intended victim(s) and/or guardians.

Design and implement a safety plan (using the form Plan to Protect Targeted or Victimized Student) for identified targets/victims. Consider targeted student's physical and psychological safety needs.

Protective Response initiated by Safety and Risk Management.

Other:

### INDIVIDUAL / STUDENT OPTIONS:

Individual Accountability Plan.

Suicide Assessment initiated on (use District Suicide Protocol).

Student will self-manage: Describe:

Student will identify triggers, agitators and agree to "safe room" or resource of support.

Diversion

Other:



### SCHOOL OPTIONS:

Review educational plan.

Consider making the following firearms admonition to guardians: "Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations have been discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home." Document the date, time and place of the admonition as well as the guardian's response.

Inform guardian that the school must call guardian when child is in a dangerous situation or causing considerable disruption to milieu. If guardian is non-responsive or refuses to assist, school staff, as mandatory reporters, must inform DHS regarding a potential neglectful situation.

Specialized class options.

Travel card and time accountability.

Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.

Social skill building programs.

Increase supervision in following settings:

Modifications of daily schedule / Late arrival / early dismissal.

Entry / exit check with:

Alert staff and teachers on need-to-know basis.

Decrease or eliminate pass time or unsupervised time. Intermittent Check of backpack, locker, pocket, purse, etc.

Assign identified staff to build trusting relationship through check-in or mentorship: Administrator. Mentor. Child Development Specialist/ Counselor. School Resource Officer. Teacher. Other.

Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.

Other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.



Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out.

CDS / School Counselor or other school based mental health intervention. Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.

Referral to appropriate school team to consider alternative placement such as administrative transfer

expulsion

Interim Alternative Educational Setting (IAES) as per district policy.

If risk criteria are met, district may unilaterally remove student to IAES; however, if student is receiving specialized instruction, IEP team decides actual placement.)

Home supervision pending further assessment. Referral to appropriate Special Ed. Team to consider:

Psychoeducational Evaluation / Special Education Review education goals and placement options Referral to alternative education placement (**NOTE:** If student is on IEP/504 plan, any change in placement or Special Ed services must be done through Special Education Team process or 504 team process.)

Assessment or Behavior Team Referral.(**NOTE:** Must be done through Special Education Team Process.)

Continue to monitor communications and behavior for an escalation of Risk (see attached Risk Factor guide).

Safety planning at site of attendance.

Other School Option:

#### **FAMILY / HOME OPTIONS:**

Increase supervision.

Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.

Use a Family Social Media Contract or refer to [www.common sense media.org](http://www.common sense media.org) for information on appropriate youth media.

Safety proof home.

Parents contacted and will provide increased supervision and vigilance. Referral for domestic violence intervention and safety panning.



Parent training classes.

Review and pursue crisis and/or mental health services.

Other:

### COMMUNITY OPTIONS:

Referral to Oklahoma Department of Juvenile Affairs

District referred (STAT) mental health evaluation.

Review Mental Health options and providers for possible evaluation and/or counseling.

Anger management programs. Alcohol/Drug evaluation and/or counseling. Parenting Programs.

Mentoring programs.

Notify Probation /Parole officer. Faith Community Programs.

Foster positive community activities and interests.

Explore grant money assistance for inhibitors and other needs.

Other:

## RISK RUBRIC AND GLOSSARY

**(Note: The following reference is to define the terms and statements made within this report. )**

### BEHAVIOR:

**TARGETED:** The attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

**REACTIVE OR AFFECTIVE:** The attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. Is often a temporary, explosive or impulsive act without pre-meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attacker's search for excuses or opportunities to be angry and aggressive, without any predetermined target.





**MILD TO MODERATE AGGRESSION:** Harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

**EXTREME OR VIOLENT AGGRESSION:** Harmful behavior that is directed at another person(s) and causes or is intended to cause serious or lethal injury.

### LEVEL OF CONCERN:

Levels of concern are transitory and can either decrease or increase as a result of changes in circumstances (supervision, monitoring, intervention, etc.). The assignment of a level of concern is, at best, useful in assisting and supporting management recommendations. Note that a situation may have risk features from more than one level and thus change as a result of addressing those features.

#### LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR

##### LOW OR MINOR:

- Vague or indirect information contained within the threat is inconsistent.
- Threat is implausible or lacks detail; lacks realism.
- Context of threat suggests that action is unlikely.
- Little history of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior that is aggressive but has little potential for physical injury. Minor bullying.
- Threats are for stress relief, bravado and affect.

##### MODERATE:

- Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
- No strong indication of preparatory steps; although, there may be some veiled reference or ambiguous evidence of threat possibility (reference to gun availability, movie with theme or sequence specific violent act).
- Some inhibitors present as well as an indication of desire for help.
- Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

##### HIGH:

- Threat or behavior is targeted and appears to pose serious danger to others.
- Threat is direct, specific, detailed, and plausible.



- Information suggests the presence of concrete preparations, target, and planning.
- Few inhibitors present.
- Sees no or few alternatives to action.
- Identified precipitating events with justification and the acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.

### **IMMINENT:**

- Same criteria as “High Risk for Harm” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

## **LEVEL OF CONCERN FOR REACTIVE / AFFECTIVE BEHAVIOR**

### **LOW OR MINOR:**

- Responsive to interventions.
- Has little or no history of affective hostility or violent reaction.
- Behavior is reactively aggressive, not violent, and has little potential for physical injury.
- Behavior is for stress relief, bravado and affect.

### **MODERATE:**

- Interventions are effective, but student can be resistive and hostile given the identified agitation. Somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.
- Aggressive behavior may cause physical injury but is not intended to be serious or lethal.

### **HIGH:**

- Behavior is frequently impulsively reactively aggressive or violent.
- Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable in order to restrain aggression / violence.
- Student is unresponsive or has limited response to intervention.

## **RISK FACTORS**

The following is an abbreviated list of actions, behaviors and circumstances that may indicate greater risk for targeted violence. If you have concerns please contact your school administrator or principal, the School Resource Officer for further consultation. If you have concerns of imminent danger, contact Law Enforcement immediately by call. Has there



been a shift toward a threat of extreme aggression or violence? Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.

- 1. Has there been a shift toward a threat of extreme aggression or violence?**  
Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.
- 2. Have there been threatening communications suggesting a potential violent attack?** Is the communication an expression that suggests details of planning or ongoing consideration of an attack? Communications may include verbal expressions, artwork, email, Internet messaging, texting, written language exercises or any other medium of communication. A communication can also be made by indirect, veiled or casual references to possible harmful events, warnings of potential harm or references to previously occurring violent events such as school or community shootings.
- 3. Are there indications of a specific target or targets?** Is there an ongoing consideration or focus on a particular person or a group of people?
- 4. Are there indications of a motive, goal or justification for a serious or lethal attack?** While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control, often disguised as revenge or vendetta for lost love or humiliation and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive themes of loss, being wronged or excessive anger.
- 5. Are there any indications of behavior that increase the possibility of violence occurring?** Such indications may include a plan, acquiring weapons, rehearsing or practicing the attack, scheduling the attack or other preparations. A communication that threatens an attack is only an expression and does not suggest a “posed threat” unless there are behaviors supporting the intent to carry out the attack. Many threats are not stated with clearly expressed language but are indicated by veiled threats and/or behavior that relates to a possible attack. Attack related behavior includes but is not limited to, the following:
  - A plan to carry out a targeted act of aggression against a specific individual or group. A plan would have a sequence of actions necessary for its success. The more plausible the plan the greater the risk.
  - The acquisition of a weapon, the attempted acquisition of a weapon or research about how to acquire a weapon. If the threat is the use of physical force to the point of serious or lethal injury, then the physical force is the weapon.
  - The rehearsal of the event or a similar event. Rehearsal is like simulation or practice. Rehearsal can be indicated through art, fantasy games, writing, film projects or other opportunities that allow role-play or practice. It can also be indicated by the use of movies, Internet sites or video games that have themes and sequences of violence that can serve as a simulation or practice. However, it must be noted that the use of such games or films as entertainment does not lead or cause students to act out violently. Their use is only attack-related behavior when it serves as rehearsal or practice.



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- Scheduling an attack. Scheduling the act can be indicated through vague communication or actually noted in clear detail. Sometimes the schedule is flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence and locks it in as the only solution.
- 6. Are actions and behaviors consistent with communications?** If threats are made but not accompanied by attack-related behaviors, motives or a specific target(s) consistent with that threat, then the risk decreases.
  - 7. Is there peer collaboration?** Are peers aware of, or concerned about, a potential attack? Are peers encouraging the attack?
  - 8. Are alternatives and emotional coping reserves decreasing?** For example, a person who is low on coping strategies or alternatives may consider violence to be the only option available to solve problems.
  - 9. Are there indications of suicidal thoughts?** Is there a history of suicidal ideation, gestures, references or intent? A desire to die, be killed by another, or commit suicide, combined with a threat to harm others, increases the overall risk, especially if the suicidal behavior is one feature of a plan to kill others and carry out revenge or justice. If there is a risk of suicide, consider a Suicide Risk Assessment or seek advice and/or assessment from a doctor or mental health professional.
  - 10. Are there personality or behavioral traits, family dynamics, school system issues or social dynamics that lead to a more vulnerable and potentially dangerous situation?** Reckless and vindictive behavior, family dysfunction, academic failure and social crisis are all risk factors that can aggravate an already at-risk situation

### UPDATES AND FOLLOW UP NOTES

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DATE

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DATE

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DATE

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DATE