

# GATDDBS

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## **Guidelines for Assessing Threatening & Dangerous Behavior in Schools**

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with Integrated Intervention Strategies

*2<sup>nd</sup> Edition*



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## Introduction

A student with a single incident of a serious behavior or a student with chronic behavior problems presents multiple challenges to school staff. A significant challenge occurs when a student makes a threat or engages in dangerous behavior. It is natural for staff to experience fear about the risk of violence and confusion about how to respond. Knowing how to assess the situation and how to intervene is often left to past practice and policy. Often this translates to suspension or expulsion. Through research and experience, we have learned that punishment-based discipline does not improve student learning or behavior nor school safety. The student does not “learn a lesson” by being removed from school. The school is not always a safer place due to the removal of the student with a behavior concern. Schools need a systematic process based on sound psychological principles and research when addressing the risk for future student violence.

The *Guidelines for Assessing Threatening and Dangerous Behaviors (GATDBS)* offers school staff a systematic process to assess the risk of violence and address dangerous behavior through an integrated intervention plan. The *GATDBS* provides documentation of the incident, an assessment of the level of risk that the student’s behavior presents to the school and interventions that correspond to the staff’s level of concern. If staff members are seriously concerned about the student’s behavior after completion of the risk assessment, the intervention plan will recommend strategies suited to a level of serious concern. On the other hand, a minimum concern by staff would generate strategies appropriate to that reduced level of concern. Matching the level of concern to the intensity of the intervention is aimed to produce benefits to school, family, community and student that generate sustained and durable improvements. All interventions are culturally-competent, family-friendly and aimed at the prevention of a reoccurrence of the behavior of concern. Matching the level of concern to the intensity of the intervention and participation by the student and family in the development of an intervention plan may prevent disenfranchisement of the student and family, delinquency and dropping out.

A 2002/03 pilot study in the Huron Valley Schools endorsed the use of the *Guidelines*. The multidisciplinary approach and the examples of indicators for differentiating the levels of concern (strong, moderate or minimal) were highly valued by the staff participating in the pilot. Staff also believed that the information gathered increased their understanding of the student’s history and behavior and led to appropriate interventions. Importantly, staff agreed that the time used to complete the *Guidelines* was worthwhile.

The authors of these *Guidelines* anticipate that your school team will find the assessment process and integrated intervention plan a benefit to your students, families, school and community. If you have any questions or concerns, do not hesitate to contact us.

## Instructions

The *Guidelines for Assessing Threatening and Dangerous Behaviors* is intended to:

- Be used after immediate disciplinary decisions have been made and school staff has addressed immediate concerns regarding legal, health and safety issues.
- Guide school personnel in conducting a thorough assessment of threatening and dangerous behavior when problems/concerns are reported to them.
- Guide decision-making about the need for further actions.
- Guide and document decisions regarding potential for violence by considering known principles of risk assessment.
- Be completed by an interdisciplinary team consisting of an administrator and at least two additional staff within three (3) school days.

### Directions for Use

#### Part 1: *Initial Assessment*

1. The school administrator completes the *Initial Assessment* (Sections A, B and C). By the end Section C, the administrator makes a decision based on available information. That decision may be to continue the assessment (See Part 2 below) or end the assessment and move to developing an Intervention Plan (See Part 3 below).
2. Administrators completing the *Initial Assessment* may experience some ambiguity at the *Decision Point*. In such cases, continue with the assessment process.
3. Parent notification is recommended when an assessment of threatening and dangerous behavior begins but no later than the completion of Section C. Examples for making a parent contact are provided in Appendix B.

#### Part 2: *History & Interviews with Follow Up*

1. The interdisciplinary team completes *History & Interviews* and *Follow Up* (Sections D through J) by completing interviews of the student and parents/guardians. Typically, different school personnel interview the student and parents/guardian through discussion of items in Sections D through I.
2. Members of the interdisciplinary team take responsibility for getting staff input (See Appendix C) and reviewing the student file for related history.
3. Staff participating in the data collection meet and review information. They integrate findings to make a single cohesive and comprehensive report (Section I). Then the team hypothesizes motivation and concludes with a final Level of Concern (Section J).
4. In preparation for the *Intervention Plan*, staff may wish to consider possible interventions (Appendix D) based on their final level of risk assessment (Appendix A) and explore the feasibility of those strategies.

#### Part 3: *Intervention Plan*

1. The *Intervention Plan* is completed at a joint meeting of school personnel (including the administration), community agencies, parents and the student. Interventions are developed for the student, family, school and community that are appropriate to the level of risk as determined in Part 2.
2. Individuals responsible for implementing aspects of the *Intervention Plan* are designated and a timeline for completing tasks is developed.
3. A case manager is named and that person invites the required people to review meetings and chairs those meetings. The case manager ensures that the parent receives a copy of the *Intervention Plan*.
4. The effectiveness of the *Intervention Plan* is evaluated at regular intervals and the timeline for completion of tasks by is monitored.
5. Revisions are made to the plan as necessary.

## Guidelines for Assessing Threatening and Dangerous Behavior

Date Initiated \_\_\_\_\_  
 Student Name \_\_\_\_\_  
 Date of Birth \_\_\_\_\_  
 Grade/School \_\_\_\_\_  
 Date, time, and location of incident \_\_\_\_\_  
 Administrator \_\_\_\_\_  
 Special Education student?     yes     no    *(If yes, contact Special Education personnel and proceed with this assessment.)*

### Part 1: Initial Assessment

**A. INCIDENT** *Briefly describe the incident or report that brought this student to your attention. Be specific. Write exactly what was said in quotes. Identify (potential) victims and identify threat targets. Attach any documentation.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Immediate Discipline Decision:**
- In-school suspension (# of days \_\_\_\_\_)
  - After-school detention
  - Saturday attendance
  - Community service
  - Out-of-school suspension (# of days \_\_\_\_\_)
  - Referral to School Board for expulsion
  - Other: \_\_\_\_\_

Immediate Action(s) Taken:		Date	By Whom
<input type="checkbox"/> Informed student of infraction		_____	_____
<input type="checkbox"/> Notified student's parents		_____	_____
<input type="checkbox"/> Contacted police		_____	_____
<input type="checkbox"/> Notified Special Education		_____	_____
<i>Person(s) notified</i> _____		_____	_____
<input type="checkbox"/> Notified victim(s) and their parents		_____	_____
<input type="checkbox"/> Referred for risk assessment		_____	_____
<input type="checkbox"/> Other: _____		_____	_____

- Legal Issues:**
- Arson
  - Bomb threat
  - Electronic threat (email, website violation, video)
  - Physical assault
  - Possession of a dangerous weapon on school property
  - Sexual criminal conduct
  - Sexual harassment
  - Stalking
  - Other illegal activities (drugs, alcohol, theft, vandalism, etc.)
- Please specify: \_\_\_\_\_

**B. ASSESSMENT OF BEHAVIOR**

**Do not identify informants by name.**  
Use the letters "A, B, C, D..." to reference informants.

<i>Informant(s)</i>	<i>Relationship to Student</i>
A	
B	
C	
D	

Check the type of behavior(s) and indicate Informant(s) by letters A, B, C...

**Type(s) of behavior**

**Informant(s)**

**VERBAL**

- Conditional threat (*"if ...then" statement*)
- Direct threat (*clear verbal statement of intent to do harm*)
- Insults, name-calling, verbal provocation
- Veiled threat (*implied threat-need description*)
- Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NONVERBAL**

- Gestures (*fists clenched, pantomime weapon use*)
- Physical contact (*pushing, shoving, violation of personal space*)
- Pictorial threat
- Property damage
- Veiled threat (*implied threat-need description*)
- Weapon observed, reported
- Written threat
- Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are the informants' reports consistent? . Yes . No (*If no, describe any inconsistencies.*)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Specifics Surrounding Threat and/or Behavior** (May check more than one box.)

Yes	No	Needs Further Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student has a plan. (When, where, who, how is known.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student has access to weapons, bombs, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student intends to carry out plan. (Same day or near future)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student stalks threatened victim.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student shows no remorse.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student shows no concern about consequences.

**Other Student Factors to Consider** (May check more than one box.)

Yes	No	Needs Further Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attention seeking
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Change in social relationship (e.g. romantic breakup or rebuff)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Change of status or group membership
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disengaged with school staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Humiliation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Impulsive remark or response, no real harm intended
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Joking/teasing and you tend to believe it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lacks ability to understand and carry out threats
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other family or life stress (e.g. divorce, death, move)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recent disciplinary action
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Socially isolated from peers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Target of teasing or bullying
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____

**C. SITUATIONAL CONTEXT**

What happened immediately prior to incident? (Ask informants. Consider provocation.)

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Were there factors that reduce your concerns?  Yes  No      If yes, what?

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**LEVEL OF CONCERN** (Please rate your level of concern taken as a whole, after reviewing sections A through C. See Appendix A.)

- Strong concern
- Moderate concern
- Minimal concern

**DECISION POINT** (At this point, indicate your decision.)

	<b>CONTINUE</b> (go to "History and Interviews" on page 4)
	<b>DISCONTINUE</b> (go to "Plan" on page 7)



## Part 2: History & Interviews with Follow Up

*Interdisciplinary Team continuing assessment:*

Name, Title	Date
Name, Title	Date
Name, Title	Date

*The History & Interviews with Follow Up (Sections D through I) are often completed by different team members. Please copy pages as needed for individual team member use.*

- D. STUDENT PERSPECTIVE OF INCIDENT** *Have the student describe the incident. (You may wish to say: "There are different sides to a story. I want to hear yours.")*

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- E. PARENT PERSPECTIVE OF INCIDENT** *Have the parent describe their understanding of the incident. (You may wish to say: "What is your understanding of what happened?")*

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- F. STUDENT'S BEHAVIOR HISTORY** *(Briefly describe. Consider frequency, duration and intensity. Indicate N/A when factor is not applicable per student or parent report.)*

- Previous violence/aggression (details) \_\_\_\_\_
- Tantrums, outbursts or aggression \_\_\_\_\_
- Tends to blame others for own problems, holds grudges, keeps lists \_\_\_\_\_
- Habitually makes violent threats when angry \_\_\_\_\_
- Lack of empathy \_\_\_\_\_
- History of personal failures and/or disappointments \_\_\_\_\_
- Few friends, socially isolated \_\_\_\_\_
- Attitude toward school \_\_\_\_\_
- Preoccupation with violent music, movies, video games \_\_\_\_\_
- Fascination with weapons and/or military \_\_\_\_\_
- Recreational use of weapons \_\_\_\_\_
- Alcohol or drug abuse \_\_\_\_\_
- Legal involvement \_\_\_\_\_
- Gang membership \_\_\_\_\_
- Exposure to aggressive role models \_\_\_\_\_
- Psychological problems \_\_\_\_\_
- Depression or significant mood swings \_\_\_\_\_
- Self-injurious behavior \_\_\_\_\_
- Suicide attempt \_\_\_\_\_
- Brain injury \_\_\_\_\_
- Cruelty to animals \_\_\_\_\_
- Fire setting \_\_\_\_\_
- Parents unaware of student's activities/friends \_\_\_\_\_
- Student's behavior reflects cultural/family norms \_\_\_\_\_
- Other: \_\_\_\_\_

**G. FAMILY CIRCUMSTANCES** (Briefly describe. Consider frequency, duration and intensity. Indicate N/A when factor is not applicable per student or parent report.)

- People living in the home \_\_\_\_\_
- Change(s) of residence \_\_\_\_\_
- Discipline strategies used at home \_\_\_\_\_
- Turbulent parent-child relationship \_\_\_\_\_
- Significant family conflict \_\_\_\_\_
- Incarceration of family member \_\_\_\_\_
- Substance abuse \_\_\_\_\_
- Recent divorce, separation, remarriage \_\_\_\_\_
- Change in financial circumstances \_\_\_\_\_
- Protective Services involvement \_\_\_\_\_
- Weapon(s) in the house \_\_\_\_\_
- Other: \_\_\_\_\_

**H. POSITIVE SUPPORTS**

- Student employment \_\_\_\_\_
- Positive school performance \_\_\_\_\_
- School activities \_\_\_\_\_
- Recreational activities \_\_\_\_\_
- Supportive friends \_\_\_\_\_
- Supportive family \_\_\_\_\_
- Family/student in therapy \_\_\_\_\_
- Adult mentor \_\_\_\_\_
- Other: \_\_\_\_\_

**I. FOLLOW UP TO "Areas Needing Further Assessment"**

**1. Specifics surrounding threat and/or behavior (from page 3)**

*Check the items that administrator indicated needed further assessment from Section B.*

- Student has a plan. (When, where, who, how is addressed.)
- Student has access to weapons, bombs, etc.
- Student intends to carry out plan. (Same day or near future)
- Student stalks threatened victim.
- Student shows no remorse.
- Student shows no concern about consequences.

*Review and synthesize administrative concerns regarding "threat and behavior specifics" with all available information. Summarize your conclusions.*

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## 2. Other factors to consider (from page 3)

Check the items that administrator indicated needed further assessment from Section B.

- Attention seeking
- Change in social relationship (e.g. romantic breakup or rebuff)
- Change of status or group membership
- Disengaged with school staff
- Humiliation
- Impulsive remark or response, no real harm intended
- Joking/teasing and you tend to believe it
- Lacks ability to understand and carry out threats
- Other family or life stress (e.g. divorce, death, move)
- Recent disciplinary action
- Socially isolated from peers
- Target of teasing or bullying
- Other: \_\_\_\_\_

Review and synthesize administrative concerns regarding "other factors to consider" with all available information. Summarize your conclusions.

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## J. MOTIVATION

Based on all the available information, check factors that may apply to your hypothesis:

- Attempting to solve a problem seen as otherwise unbearable
- Escape or avoid person, situation, place, activity, etc.
- Peer approval, following the lead of others
- Revenge for a perceived grievance or injury
- Seeking attention, recognition or notoriety
- Self-defense
- Wanting to die or be killed
- Other: \_\_\_\_\_

## LEVEL OF CONCERN

Please rate team's level of concern (Appendix A) based on all of the information gathered including staff input from (Appendix C).

- Strong concern
- Moderate concern
- Minimal concern

### Part 3: Intervention Plan

Student's Name: \_\_\_\_\_

Based on your team's level of concern, develop an Intervention Plan. See Appendix D.

INTERVENTIONS	PERSON(S) RESPONSIBLE	DATE TO BE INITIATED	DATE COMPLETED
I. Student			
II. Family			
III. School			
IV. Community			

## INTERVENTION PLANNING TEAM MEMBERS' SIGNATURES

_____	_____	_____
<i>Name</i>	<i>Title</i>	<i>Date</i>
_____	_____	_____
<i>Name</i>	<i>Title</i>	<i>Date</i>
_____	_____	_____
<i>Name</i>	<i>Title</i>	<i>Date</i>
_____	_____	_____
<i>Name</i>	<i>Title</i>	<i>Date</i>
_____	_____	_____
<i>Name</i>	<i>Title</i>	<i>Date</i>
_____	_____	_____
<i>Name</i>	<i>Title</i>	<i>Date</i>

Case Manager: \_\_\_\_\_ Phone # \_\_\_\_\_

Intervention Plan review: \_\_\_\_\_  
*Date* *Location*

Parent given copy of Intervention Plan \_\_\_\_\_  
*Date*

### INTERVENTION PLAN FOLLOW UP OPTIONS:

- Review on scheduled date
- Review at earlier date due to concerns (Date: \_\_\_\_\_)
- Review postponed due to ongoing success
- Review cancelled. *Specify reason:* \_\_\_\_\_

## Appendix A: Levels of Concern

Listed below are some examples of indicators for Strong, Moderate and Minimal Levels of Concern.

*You are rating a level of concern based on facts regarding current student behavior. A word of caution: do not allow this student's appearance, gender, ethnicity, socioeconomic status or other stereotypical features to influence or bias your level of concern.*

### Strong Concern

- Direct, specific, and highly plausible threat
- Poses clear and immediate danger to the safety of others
- Steps have been taken to implement the plan (e.g., acquisition of the weapon)
- Act usually requires involvement of law enforcement
- Threat contains (1) identifiable target(s) and (2) specific description of intended act

### Moderate Concern

- Could be carried out, although plan may not be (1) realistic and/or (2) imminent
- Statements seek to convey intention to carry out threat (i.e., "I'm serious!" or "I really mean this!")
- Wording of threat suggests the individual has given some thought to how the act will be carried out
- Includes a general indication of place and time, but still falls short of a detailed plan
- No indication that the individual has taken preparatory steps toward implementation

### Minimal Concern

- Poses a minimal risk to the victim and public safety
- Is vague and indirect
- Information is inconsistent, implausible or lacks detail
- Lacks realism
- Content suggests person is unlikely or incapable of carrying out the threat
- Inappropriate verbal comment, drawing or gesture that does not intend to threaten violence

## Appendix B: Examples of Parent Contact

### Letter:

To: *(parents of the student being assessed)*

From: *(administrator)*

Date:

Re: Threatening and Dangerous Behavior Assessment

Today we were made aware of a threat (or dangerous behavior) exhibited by your child. It is our district practice to take all threats and aggressive behavior seriously. My initial inquiry into the situation warrants further assessment. A team of school personnel will be completing the assessment of the situation. This may include individual interviews with you, your child and others involved in the incident.

If you have any questions or concerns, please contact me at 248.xxx.xxxx. Thank you for your support in addressing this serious matter.

Sincerely,

Cc:

### Phone Contact:

You may say the following:

- Briefly and factually describe the incident to the parent
- Describe the next steps for risk assessment:

*"Today we were made aware of a threat (or dangerous behavior) exhibited by your child. It is our district practice to take all threats and aggressive behavior seriously. My initial inquiry into the situation warrants further assessment. A team of school personnel will be completing the assessment of the situation. This may include individual interviews with you, your child and others involved in the incident."*

- Ask if there are questions or concerns
- Explain that school personnel will call the parent to arrange for interviews
- Provide a contact name and phone number for the parent
- Express your attitude and expectation about the situation by saying the following:

*"Your support and cooperation in addressing this serious matter will be appreciated."*

## Appendix C: Staff Input

Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

\_\_\_\_\_ has been referred for an assessment regarding a recent incident.

Please identify student's strengths.

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Please review and respond to the following items. Check all that apply.

Behavior	Comments
<input type="checkbox"/> Struggling academically	_____
<input type="checkbox"/> Poor attendance/tardies	_____
<input type="checkbox"/> Low frustration tolerance	_____
<input type="checkbox"/> Impulsive behavior	_____
<input type="checkbox"/> Poor attention span	_____
<input type="checkbox"/> Excessive motor behavior	_____
<input type="checkbox"/> Low motivation	_____
<input type="checkbox"/> Lacks self confidence	_____
<input type="checkbox"/> Defiant/oppositional attitude	_____
<input type="checkbox"/> Irritates classmates	_____
<input type="checkbox"/> Socially isolated	_____
<input type="checkbox"/> Bullies others	_____
<input type="checkbox"/> Victimized by others	_____
<input type="checkbox"/> Recent change in behavior	_____
<input type="checkbox"/> Recent change in appearance	_____
<input type="checkbox"/> Recent change in quality of classwork	_____
<input type="checkbox"/> Other concerns:	_____

Your input is critically important to our understanding this student. We appreciate your comments.  
Please return this form to \_\_\_\_\_ by \_\_\_\_\_.

Would you like to meet with a representative from the assessment team to discuss your concerns?     yes    no

What time(s) are best for meeting with you? \_\_\_\_\_



## Appendix D: Intervention Worksheet

The following interventions are suggestions. This list is not exhaustive. It may not include various services/programs that are commercially available and/or school district specific.

The checkmarks indicate interventions that are reasonably appropriate based on the level of concern. Some interventions may be considered appropriate for all levels of concern.

A comprehensive, student-centered Intervention Plan will utilize multiple strategies drawn from ALL areas listed below.

MINIMAL	MODERATE	STRONG	STUDENT INTERVENTIONS
✓	✓	✓	Daily check-in with counselor or social worker between classes and at lunch time
✓	✓	✓	In-school suspension with support to do school work and problem solve
✓	✓	✓	Refer for psychotherapy ( <i>family or individual</i> )
✓	✓	✓	Refer for substance abuse evaluation or treatment
✓	✓	✓	Refer to Alateen
✓	✓	✓	Refer to Child Protective Services
✓	✓	✓	Schedule change for academic support ( <i>appropriate classes for ability</i> )
✓	✓	✓	Schedule change for behavior support ( <i>supervision, separation from target peers or staff</i> )
		✓	Refer for psychiatric hospitalization
	✓	✓	Early dismissal between classes with an escort
	✓	✓	Refer for psychiatric evaluation
	✓	✓	Wrap-around
✓	✓		Encourage participation in extra-curricular activities (sports, clubs, etc.)
✓	✓		In-school psycho-educational group ( <i>anger management, stress management, etc.</i> )
✓	✓		Planned discussions: scheduled times for problem-solving with trained staff
✓	✓		Refer to Youth Assistance ( <i>anger management, counseling</i> )
			Other:

MINIMAL	MODERATE	STRONG	FAMILY INTERVENTIONS
✓	✓	✓	Assist with obtaining family health care
✓	✓	✓	Parents have daily conversations about student's concerns, problems and fears
✓	✓	✓	Reduce exposure to violence & pornography ( <i>movies, video games, internet, magazines</i> )
✓	✓	✓	Referral to community agency ( <i>specify: _____</i> )
✓	✓	✓	Referral to parenting education program
✓	✓	✓	Parents monitor student behavior related to curfew, homework, school attendance
	✓	✓	Referral to family therapy
	✓	✓	Regularly scheduled meetings with student's family
	✓	✓	Request removal of weapons and other dangerous materials from the home
			Other:

MINIMAL	MODERATE	STRONG	SCHOOL INTERVENTIONS
✓	✓	✓	Build staff/peer support for target peer
✓	✓	✓	Bully-proofing program
✓	✓	✓	Comprehensive special education evaluation
✓	✓	✓	Develop behavior support plan
✓	✓	✓	Engage student in extracurricular activities
✓	✓	✓	Involve school liaison police officer
✓	✓	✓	Modify student's schedule to ensure safety of target peers or staff
✓	✓	✓	Provide behavioral monitoring (hourly, daily, weekly)
✓	✓	✓	Provide meaningful work on school campus
✓	✓	✓	Provide staff mentor
✓	✓	✓	Reentry conference (include appropriate school staff, student, parent, agencies)
		✓	Provide escort for travel between classes
		✓	Recommend expulsion with expectation of intervention during time out of school
		✓	Refer to alternative special education setting
		✓	Refer to therapeutic school-based day program
	✓	✓	Ongoing school social work intervention
	✓	✓	Referral to Oakland Schools for psychiatric and/or neurological consultation(s)
✓	✓		Referral to conflict resolution/peer mediation program
✓	✓		Provide peer mentor
✓	✓		Social skills instruction
✓	✓		Utilize behavior contract
			Other:

MINIMAL	MODERATE	STRONG	COMMUNITY INTERVENTIONS
✓	✓	✓	Assist student in obtaining a personal protection order (PPO)
✓	✓	✓	Initiate/increase communication between school, home, therapist
✓	✓	✓	Involve local police department (notification, arrest, etc)
✓	✓	✓	Police assist in removing weapons from the home ( <i>gun purchasing program, etc.</i> )
✓	✓	✓	Referral to community agency ( <i>specify: _____</i> )
✓	✓	✓	Referral to Youth Assistance
✓	✓		Assist with finding employment
✓	✓		Involvement in volunteer organization/activity ( <i>e.g., Explorers, hospitals, 4-H</i> )
✓	✓		Referral to Big Brothers, Big Sisters
✓	✓		Referral to mentoring program
✓			Referral to military service recruiter
✓			Referral to Job Corps
			Other:

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