

Sample Threat Assessment Inquiry

Who made or is the threat?

Identification of possible victim(s):

Description of threat:

Type of threat:

Direct	Indirect	Veiled	Conditional
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Reason for threat:

Means/Weapon/Method of threat:

Date/Time/Place of where threat will occur:

Information about plans or preparation to carry out threat:

Threat Maker (s):

Personality Traits	Family Dynamics
School Dynamics	Social Dynamics

Four-Pronged Assessment Model:

1. Personality of the student: behavior characteristics and traits.
2. Family Dynamics: patterns of behavior, thinking, beliefs, traditions, roles, customs, and values that exist in a family.
3. School Dynamics: patterns of behavior, thinking, customs, traditions, roles, and values that exist in a school's culture.
4. Social Dynamics: patterns of behavior, thinking, beliefs, customs, traditions, and roles that exist in the larger community where students live.

Levels of Threat:

- ◆ Low: threat poses a minimal risk to the victim and public safety. Interview with parent (s)/guardian and student required.
- ◆ Medium: threat that could be carried out, although it may not appear entirely realistic. Warrants inquiry. May call Law Enforcement.
- ◆ High: threat that appears to pose an imminent and serious danger to the safety of others. Warrants an investigation. Call Law Enforcement.

Threat Rating:

Low	Medium	High
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How credible and serious is the threat itself?

To what extent does the threat maker appear to have the resources, intent, and motivation to carry out the threat?

Key Questions in Threat Assessment Inquiry

1. What motivated the student to make the statements, or take the action, that caused him/her to come to attention?
2. What has the student communicated to anyone concerning his/her intentions?
3. Has the student shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremists groups, or murder?
4. Has the student engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
5. Does the student have a history of mental illness involving command hallucinations, delusional ideas, and feelings of persecution, etc.? Are there indications that the student has acted on those beliefs?
6. How organized is the student? Is he/she capable of developing and carrying out a plan?
7. Has the student experienced a recent loss and or loss of status, and has this led to feelings of desperation and despair.
8. Corroboration – What is the student saying and is it consistent with his/her actions?
9. Is there concern among those that know the student that he/she might take action based on inappropriate ideas?
10. What factors in the student's life and/or environment might increase/decrease the likelihood of the student attempting to attack a target?

Focus on the student's patterns of thinking and behavior to determine whether, and to what extent, they are moving toward an attack.

Law Enforcement contacted:

Actions taken: