

Threat Assessment: Analysis Worksheet

(11 Key Questions)

The analysis of the information gathered during the Threat Assessment Inquiry should answer the following two questions:

- Is the behavior of the student consistent with the movement on a path towards an attack?
- Does the student's current situation or setting incline him or her toward or away from targeted violence?

1) What are the student's motives and goals?

- What motivated the student to make the statements or take the actions that caused him/her to come to attention?
- Does the situation or circumstance that led to these statements or actions still exist?
- Does the student have a major grievance or grudge? Against whom?
- What efforts have been made to resolve the problem and what has been the result?
- Does the student feel that any part of the problem is resolved or see any alternatives?

2) Have there been any communications suggesting ideas or intent to attack?

- What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal or Web site concerning his or her ideas or intentions?
- Have friends been alerted or "warned away"?

3) Has the student shown inappropriate interest in school attacks, attackers, weapons or incidents of mass violence?

4) Has the student engaged in attack-related behaviors such as developing a plan, attempting to acquire weapons, researching potential sites for attack or rehearsing attacks?

5) Does the student have the capacity to carry out an act of targeted violence?

- How organized is the student's thinking and behavior?
- Does the student have the means to access a weapon and/or carry out an attack?

6) Is the student experiencing hopelessness or desperation?

- Is there information to suggest that the student is experiencing desperation and/or despair?
- Has the student experienced a recent failure, loss or loss of status?

- Is the student known to have difficulty coping with a stressful event?
- Is the student now, or has the student ever been, suicidal or accident prone?
- Has the student engaged in behavior that suggests that he or she has considered suicide?

7) Does the student have a trusting relationship with at least one responsible adult?

- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? With whom?
- Is the student emotionally connected to other students?
- Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

8) Does the student see violence as an acceptable, desirable or only way to solve problems?

- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the student been dared by others to engage in an act of violence?

9) Is the student's conversation and story consistent with his or her actions?

For example, does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is occurring?

10) Are other people concerned about the student's potential for violence?

- Are those who know the student concerned that he or she might take action based on violent ideas or plans?
- Are those who know the student concerned about a specific target?
- Have those who know the student witnessed recent changes or escalations in mood and behavior?

11) What circumstances might affect the likelihood of an attack?

- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- What is the response of other persons who know about the student's ideas or plan to mount an attack?
- Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?

Concluding a Threat Assessment Inquiry

The threat assessment team should determine the response to a situation based on the analysis of the information gathered and the answers to the questions above.

If the threat assessment team concludes there is enough reliable information and the weight of the information leads to the conclusion that the student of concern does not pose a threat, the threat assessment team may close the inquiry. An inquiry can be re-opened at a later date if new information arises.

If the threat assessment team concludes that there is insufficient information to be reasonably certain that the student of concern does not pose a threat or the student of concern appears to be on a path to attack, the team should recommend the matter be referred to the appropriate law enforcement agency for a threat assessment investigation.