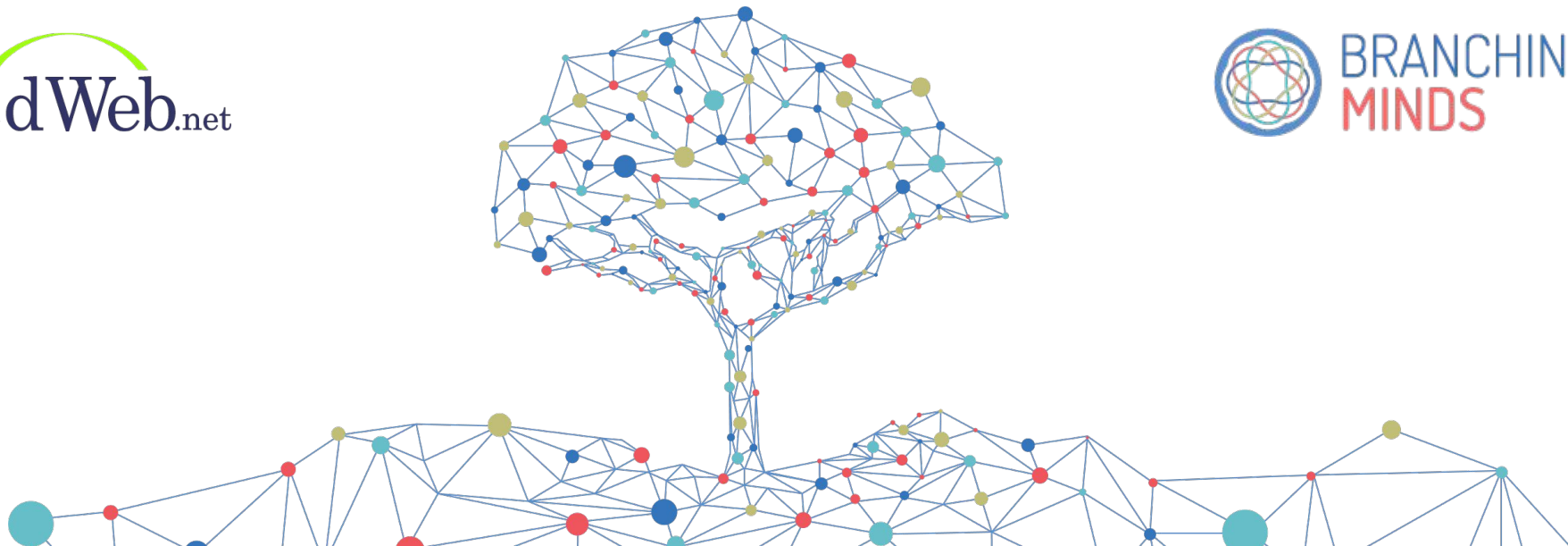




Integrating Behavioral Threat Assessment into Your System of Supports

May 13, 2025

WELCOME!

- Please share your **role, location, and school district** in the chat box!
- This is a webinar format - your camera and mic are off, but please interact using chat and Q&A!
- Webinar resources will be shared with you via email following the webinar.





BRANCHING MINDS

MAKE YOUR **MTSS** VISION A REALITY

Centralize, Visualize, and Activate Your Data



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Today's Presenters:



Dewey G. Cornell, Ph.D
Virgil Ward Chair as Professor of
Education in the School of
Education and Human
Development at the University of
Virginia & Director of the UVA
Youth Violence Project



**Dr. Ellina Xiong, Ph.D.,
NCSP**
MTSS Practice Lead, Branching
Minds

What is your current
experience with
behavioral threat
assessment?



DISCUSSION QUESTIONS: Screen Share Off

SLIDES: Dr. Cornell

- It seems like we hear about one school shooting after another and the public perceives that our schools are not safe. What are the facts about school safety? How safe are our schools?
 - Educators are under a lot of pressure to keep schools safe, and many states are now requiring their schools to have threat assessment teams. What is threat assessment?
 - How does threat assessment work?
-
1. **How does threat assessment work with the systems of support that a school already has in place?** MTSS is helpful before (prevention), during, and after. Responsive, not reactive. TA is before the crisis.
 2. Is threat assessment the same as crisis response?
 3. **What challenges do schools often face when adopting a threat assessment model, what are some best practices that help?**
 4. **Why does a multi-disciplinary team matter?**
 5. **How can school leaders ensure collaboration between educators, mental health professionals, and law enforcement during and following a threat assessment?** Can't wait - be proactive and clear from the beginning. Combatting zero tolerance
 6. **What role does community engagement play in keeping school safe?** Importance of school climate. Structure AND Support. Encouraging students to report threats.
 7. How do we balance threat assessment and security measures?
 8. **Ellina save this one for me (trudy)** If our attendees today could have one takeaway from our time together, what would you want it to be?



#question = I need clarification or I'm curious to know more



#aha = new idea/insight



#on fire = this really resonates with my thinking



#debate = I have a different opinion or would like to push back on what was shared



Agenda

1. What is Behavioral Threat Assessment (BTA)?
2. Why Do We Need It?
3. How Does It Work?
4. Q&A



Behavioral Threat Assessment and Your System of Supports

Schools Respond to Surge of Threats After Georgia School Shooting



1. What is BTA?
2. Why do we need it?
3. How does it work?





➤ How often do our schools conduct threat assessments?



When a student seems angry, everyone engages in some form of threat assessment.



The question is whether staff rely on their intuition or use a systematic process.





In the absence of a formal threat assessment
➤ process, many schools rely on zero tolerance, automatically removing a student from school, regardless of the seriousness or context of the behavior.



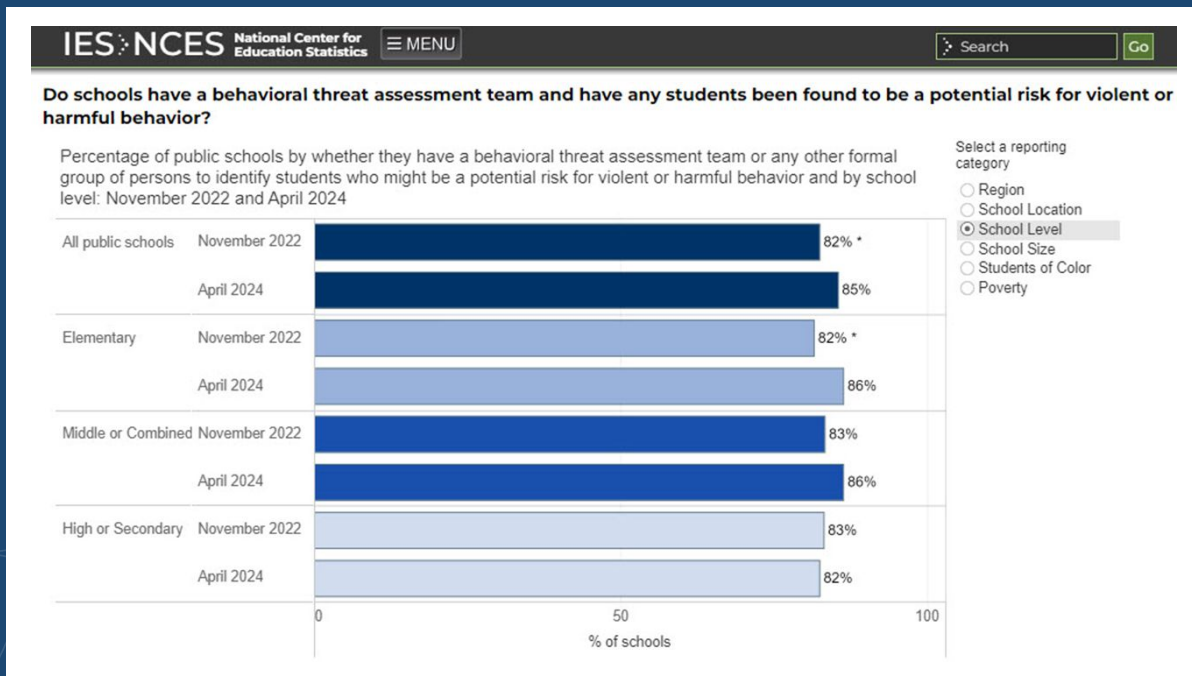


➤ Removing a student from school does not increase safety.

We want to supervise, teach, and support a student in school.



85% of US schools report using threat assessment teams



Behavioral Threat Assessment and Management (BTAM)



Identification: friends, family members, or others seek help when concerned about someone in distress/threatening violence.



Evaluation: Threat assessment team gathers information to evaluate the seriousness of the threat.

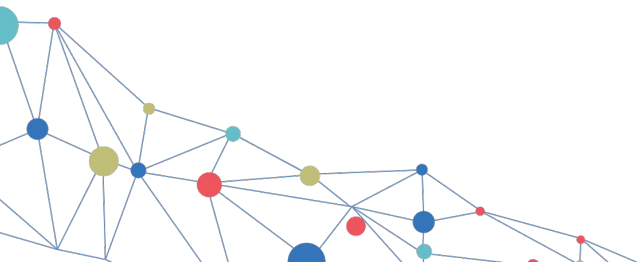


Intervention: The team initiates assistance to address the underlying problem, conflict or need. In the most serious cases, protective action is taken.

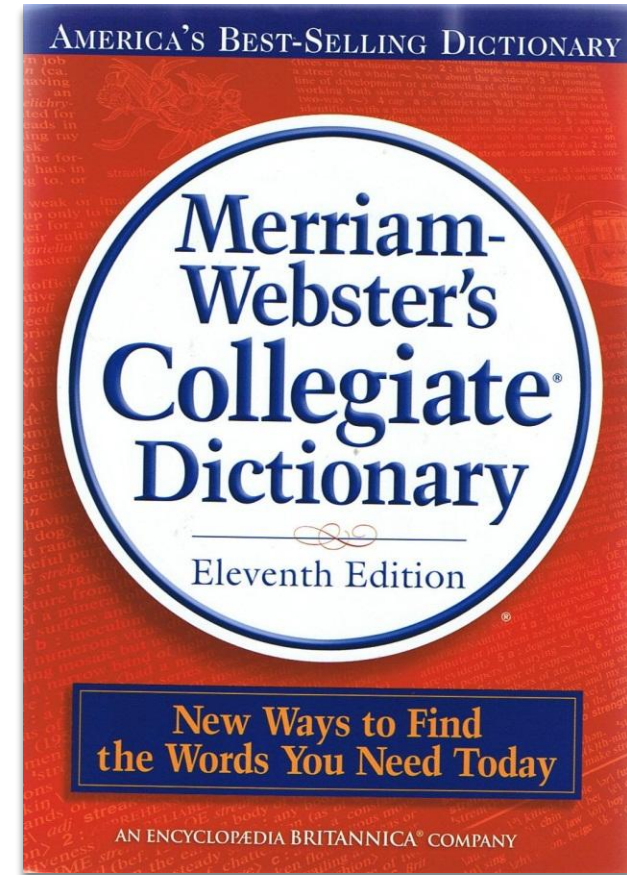


Behavioral Threat Assessment and Your System of Supports

1. What is BTA?
2. Why do we need it?
3. How does it work?



**Prevention means
“to keep something from
happening”**



Crisis response is not prevention.

- A crisis occurs when prevention has failed.



You don't prevent forest fires by waiting until the trees are blazing.





**You prevent
forest fires by
attending to
problems when
they are small.**

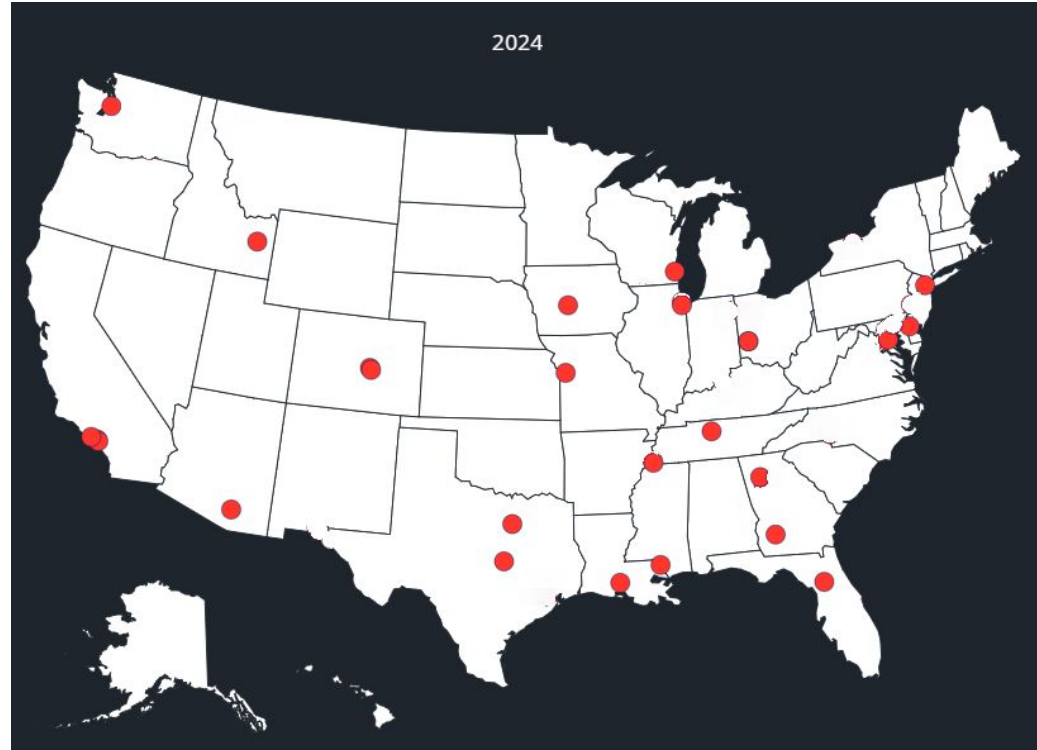
Traumatic impact of school shootings

School shootings are so traumatic that they skew perceptions of school safety and convince the public and policymakers that there are dramatic needs for safety and security measures.

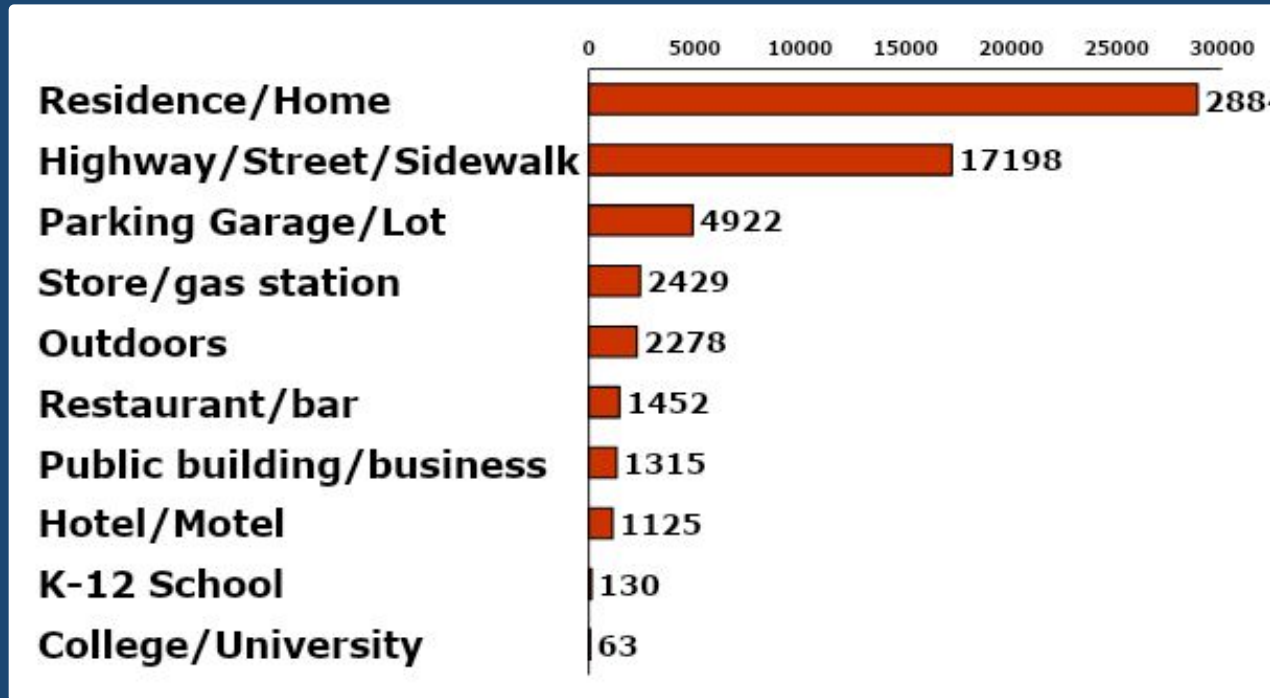


All school shooting homicides must be prevented, but they are not as pervasive as it seems.

In 2024, 22 schools had a shooting homicide, but in a country with 130,000 schools, the average school can expect a homicide every 5,909 years. ($130,000 \div 22$)



Selected Locations of 59,754 Homicides



Source: FBI National Incident-Based Reporting System (NIBRS) database for 5 years ending 2024.

<https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/explorer/crime/crime-trend>

As School Threats Proliferate, More Than 700 Students Are Arrested

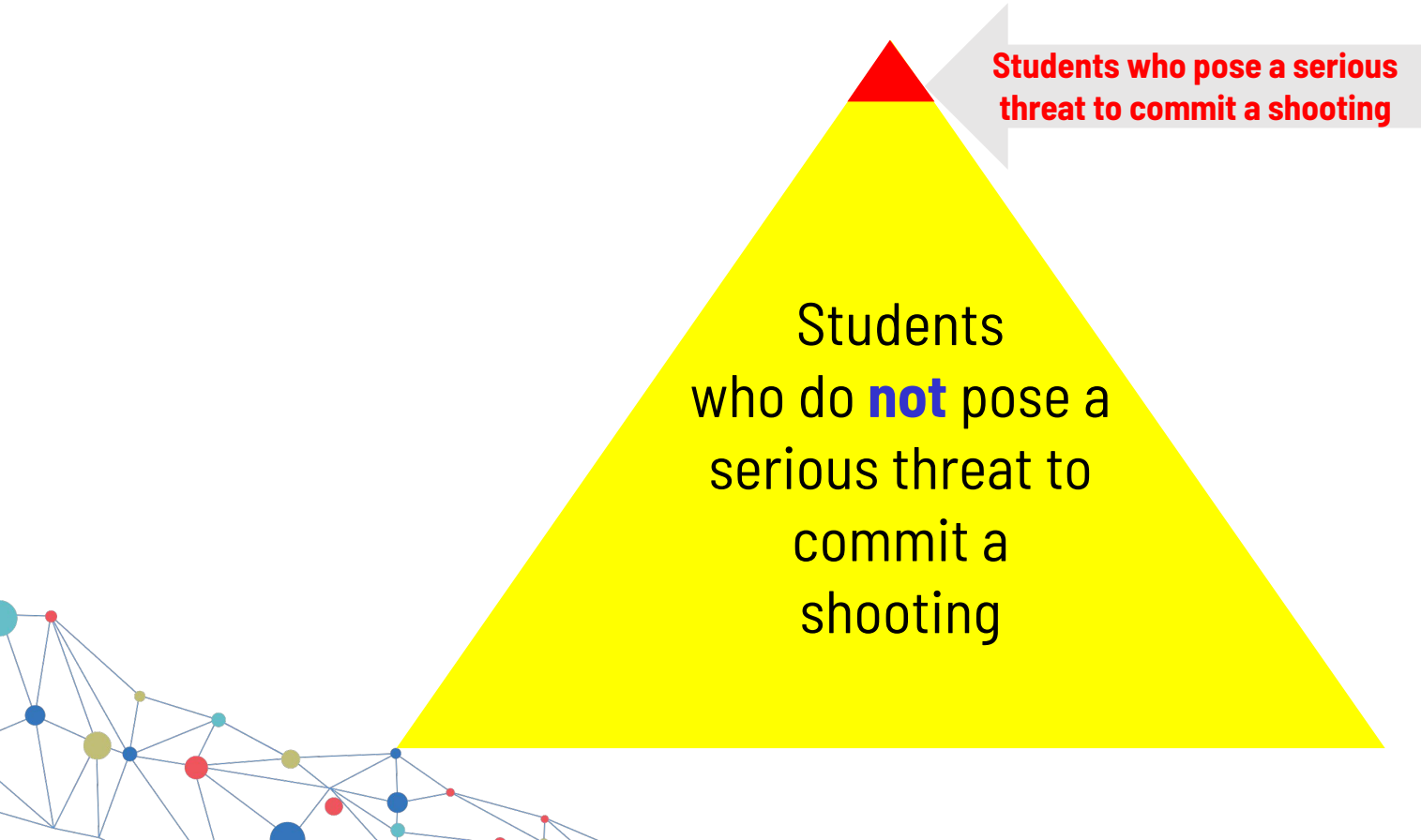
The number of threats after a Georgia school shooting this month is much higher than usual, many officials said. In response, some have cracked down with arrests and detention for children as young as 10.

New York Times 9-26-24

13-year-old arrested for making online threats via PlayStation: Sheriff



Two groups of students who make threats



Many reasons why students make threats



Angry
Frustrated
Wanting to fight
Joking
Seeking attention
Falsely reported



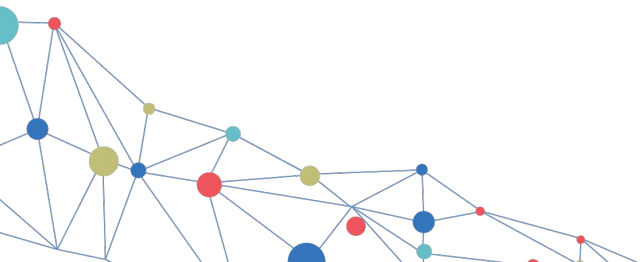


Threat Assessment Steers Between 2 Errors

- **Overreaction**
Excessive punishment for a threat that is not serious
- **Underreaction**
Failing to prevent a serious threat.

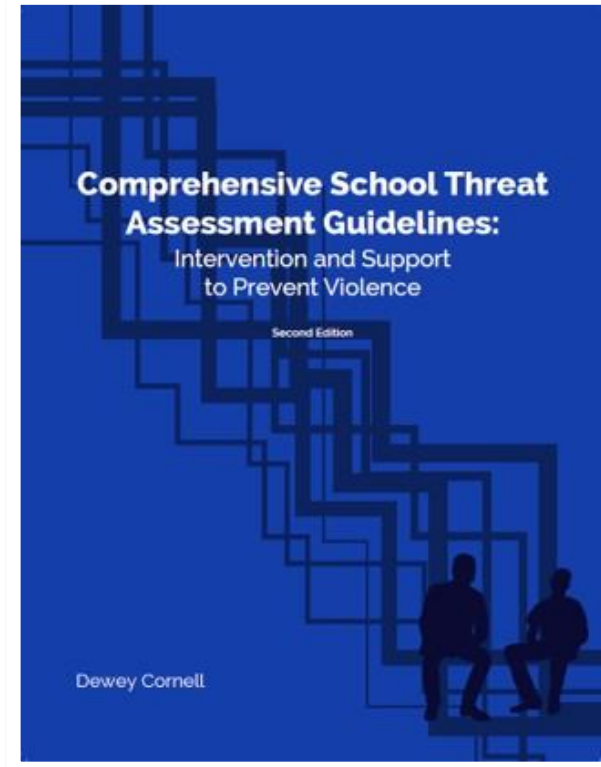
Behavioral Threat Assessment and Your System of Supports

1. What is BTA?
2. Why do we need it?
3. How does it work?



Virginia Model of School Threat Assessment

- Developed 2001 at University of Virginia
- School-based teams gather information
- Follow decision-tree to determine whether threat is transient or substantive
- Take protective action if substantive
- Attempt to resolve the problem underlying the threat



Use a multidisciplinary team.



1. Multiple perspectives and resources
2. School-based team can handle most cases.
3. District or community team if needed.

No Lone Rangers!



Team members

Administrator

Mental health and behavior staff

Counselor

Psychologist

Social worker and others

School resource officer

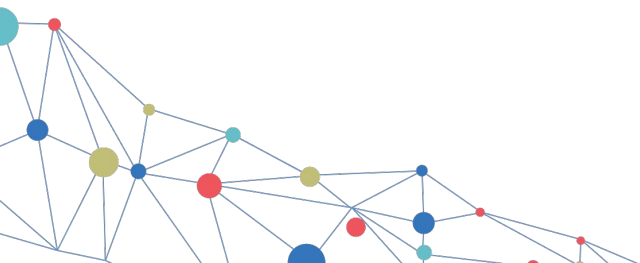
Others – teacher, nurse, etc.

- School districts may further specify team roles and include other staff to meet local needs. **At least one should have expertise in special education.**

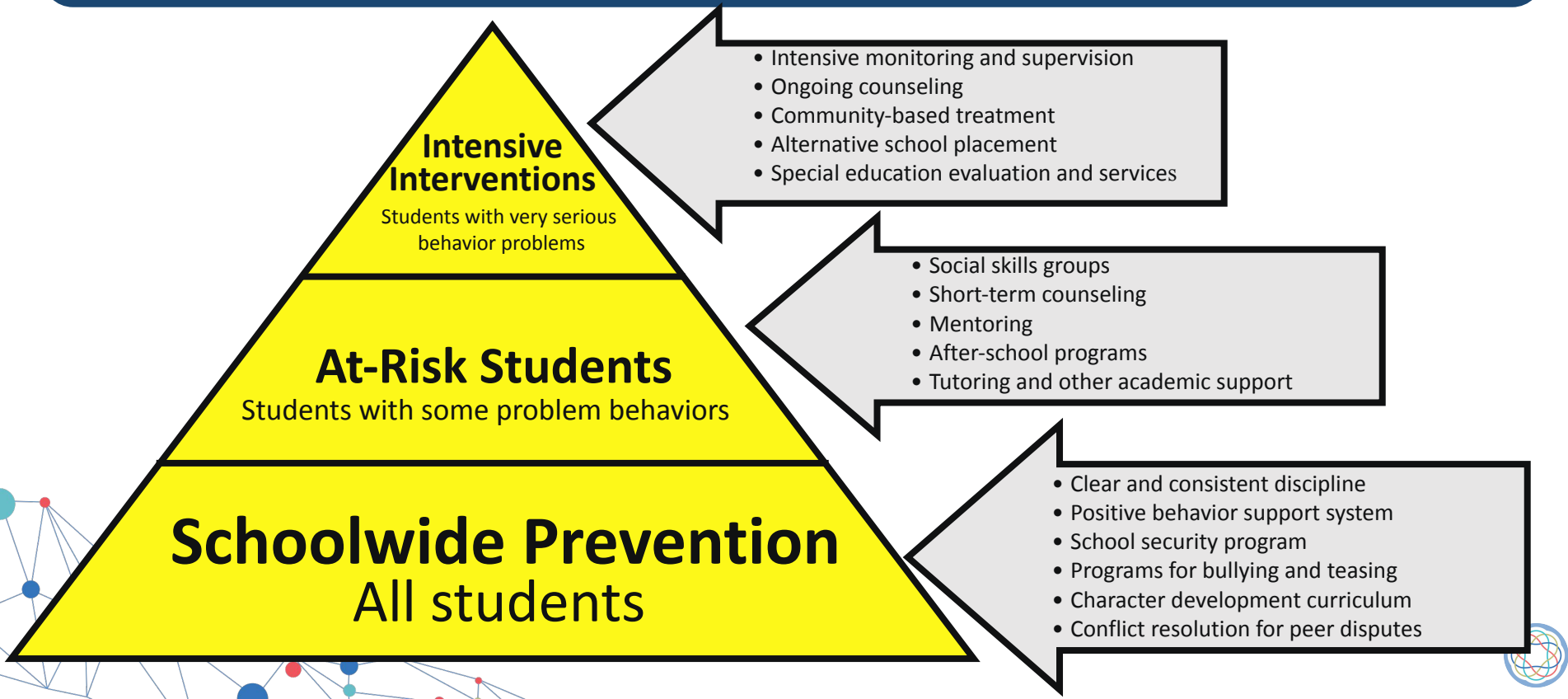


What is the purpose of school threat assessment?

1. Prevent violence
2. Help troubled students
3. Avoid over-reactions to student misbehavior



Threat assessment is part of a comprehensive approach.



Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No

Not a threat. Might be expression of anger that merits attention.

Yes

Step 2. Attempt to resolve the threat as transient.

Attempt to resolve conflict or threat.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Yes

Case resolved as transient. Add services as needed.

No

Step 3. Respond to a substantive threat.

For all substantive threats:

- a. Take immediate precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when time is appropriate.

Serious means a threat to hit, fight, or beat up whereas

Very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious

Case resolved as serious substantive threat. Add services as needed.

Very Serious

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.

Step 5. Implement and monitor the safety plan.

Document the plan.

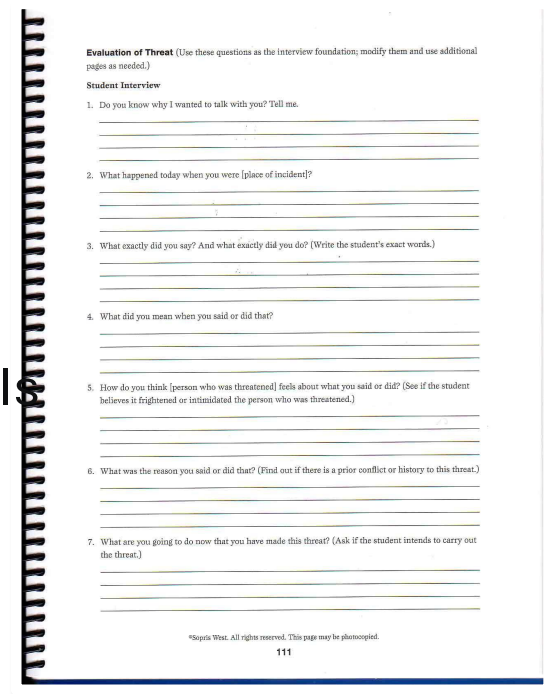
Maintain contact with the student.

Revise plan as needed.



Standard Questions

1. What happened today when you were [place of incident]?
2. What exactly did you say and do?
3. What did you mean when you said/did that?
4. How do you think [person threatened] feels about what you said?
5. What was the reason you said that?
6. What are you going to do now?



Evaluation of Threat (Use these questions as the interview foundation; modify them and use additional pages as needed.)

Student Interview

1. Do you know why I wanted to talk with you? Tell me.

2. What happened today when you were [place of incident]?

3. What exactly did you say? And what exactly did you do? (Write the student's exact words.)

4. What did you mean when you said or did that?

5. How do you think [person who was threatened] feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)

6. What was the reason you said or did that? (Find out if there is a prior conflict or history to this threat.)

7. What are you going to do now that you have made this threat? (Ask if the student intends to carry out the threat.)

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111



4 Categories

Criteria

No threat

False rumor

Transient threat

Expression of anger or frustration
easily resolved, no intent to attack

Serious Substantive Threat

Intent to fight

Very Serious Substantive Threat

Intent to shoot, stab, kill, or severely
injure



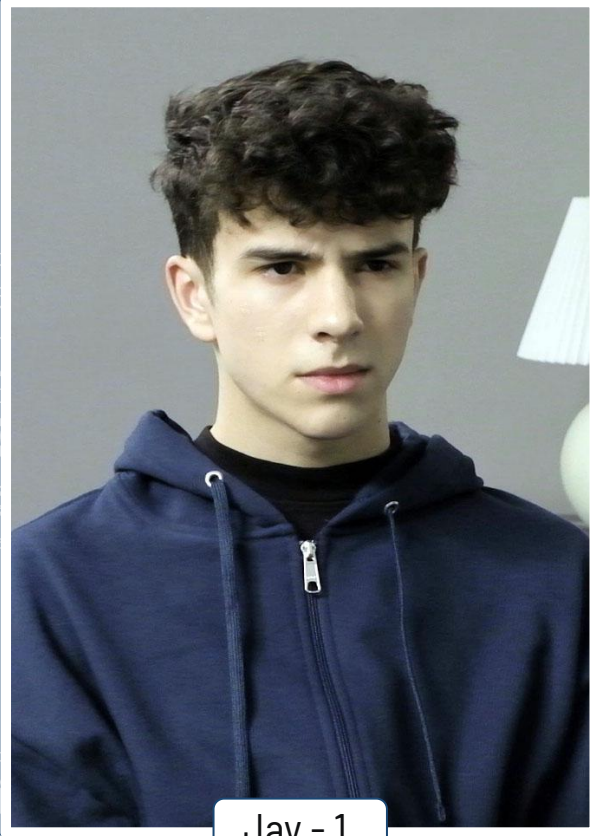


Jay

➤ Two students reported to a teacher that a student in the cafeteria named Jay said that he is going to become a serial killer. The students are worried that he plans an attack on the school.

You interview Jay in your office.





Jay - 1

Jay was just talking about the costume he was going to wear for Halloween. He didn't threaten anyone, and his comments were misunderstood by two students who only heard a fragment of the conversation.

How would you classify this threat?

- a) Not a threat**
- b) Transient threat**
- c) Serious substantive threat**
- d) Very serious substantive threat**



Step 1. Evaluate the threat.

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Yes

Step 2. Attempt to resolve the threat as transient.

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Yes

Case resolved as transient. Add services as needed.

No

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Step 5. Implement and monitor the safety plan.

Document the plan.

Maintain contact with the student.

Revise plan as needed.





Jay - 2

➤ Now let's try a different version of this situation





Jay - 2

Now Jay says that he was frustrated that a friend was teasing him, and he thought it would shut him up if he said he was going to become a serial killer. He got the idea because they just saw a movie involving a serial killer. He did not realize it would upset everyone. He has no interest in killing anyone and he is sorry he said that. The witnesses corroborate Jay's account. If there is no other information to contradict this explanation, how would you classify this threat?

- a) Not a threat
- b) Transient threat
- c) Serious substantive threat
- d) Very serious substantive threat



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Document the plan.

Maintain contact with the student.

Revise plan as needed.





Jay - 3

Now Jay says that he is not getting along with another boy named Leon. Leon has been picking on him and he thought it would shut him up if he said he was going to become a serial killer. He says it didn't work, and he has no intent to kill anyone, but he realizes he is probably going to have to fight Leon to settle the matter. He says they will probably have a fight after school so that he will not be suspended for fighting. If there is no other information to contradict this explanation, how would you classify this threat?

- a) Not a threat
- b) Transient threat
- c) Serious substantive threat
- d) Very serious substantive threat



Step 1. Evaluate the threat.

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Revise plan as needed.





Jay - 4

One final variation. Jay denies saying anything about a serial killer. However, other students tell us that Jay is upset over being bullied by some older boys. One student said that Jay asked where he could obtain a handgun. Jay posted some photos of serial killers on Instagram. How would you classify this threat?

- a) **Not a threat**
- b) **Transient threat**
- c) **Serious substantive threat**
- d) **Very serious substantive threat**



Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

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Safety Interview

1. Not a prediction model.
2. Identify any mental health needs.
3. Identify reasons why threat was made.
4. Propose strategies for reducing risk.

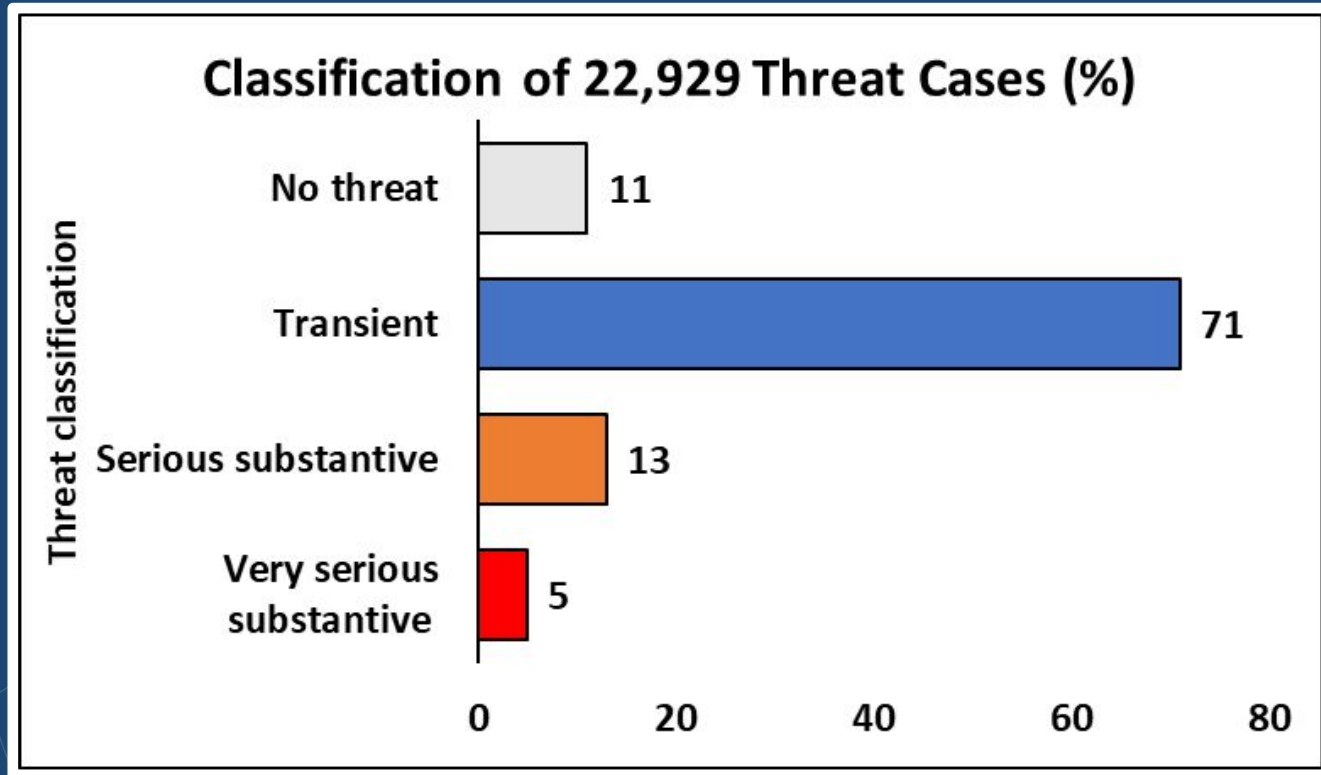


Law Enforcement Investigation of Very Serious Substantive Threats

- Interview suspects and witnesses.
- Conduct searches for weapons and other evidence of planning.
- Serve as a resource for students with fears or information to share.
- Take appropriate protective action.



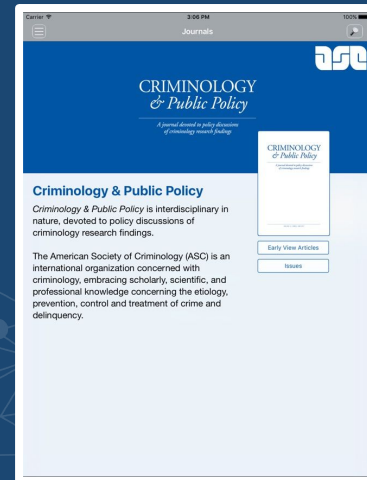
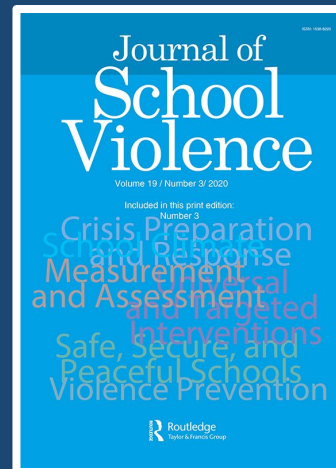
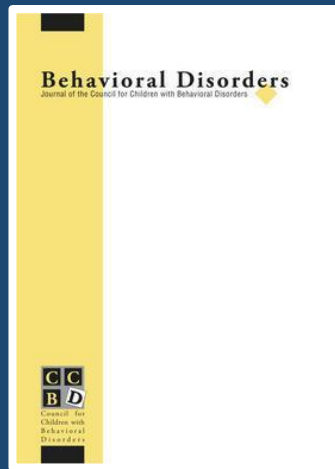
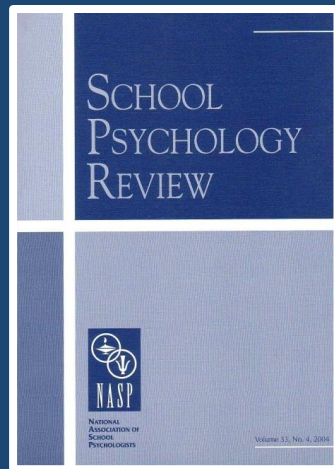
Florida statewide sample of 3,400 schools (Maeng et al., 2023)



How do we know that CSTAG works?

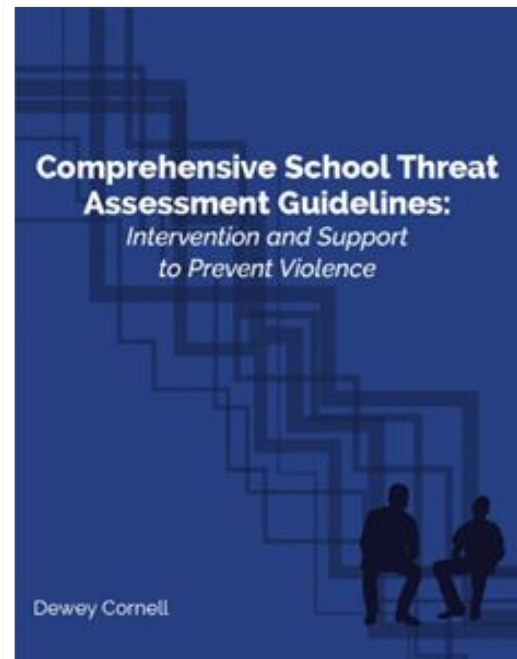
An evidence-based practice is one that has been tested with scientific studies demonstrating that it works.





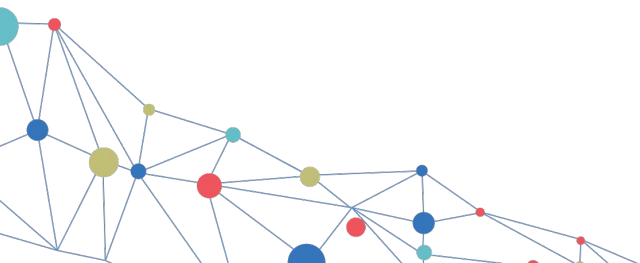
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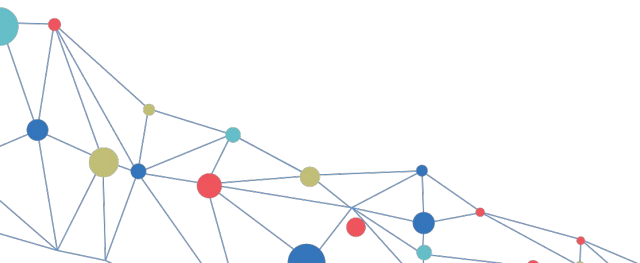
Safety Outcomes

1. Thousands of threats resolved without violence. Few threats attempted. Mostly fights.
2. 99% no serious injuries.
3. No shootings or fatalities.
4. Less bullying and peer aggression.
5. Students and teachers report more positive school climate.



Student Outcomes

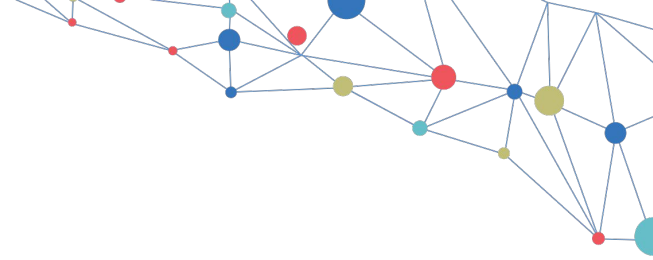
1. Most students receive support services such as counseling.
2. Most students remain in their school.
3. Suspension rates decline.
4. Racial disparities in suspension diminished or not present.
5. Few students are subject to arrest, court charges, or incarceration.



Why Schools Need Behavioral Threat Assessment

1. BTA is a violence prevention strategy.
2. BTA helps us avoid over-reacting or underreacting.
3. BTA leads to support services.





QUESTIONS?



Given what you
learned today, which
statement describes
you best?



Resources

- <https://www.schoolta.com/>
- [School Threat Assessment Toolkit](#)
- [CSTAG Forms](#)



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