Overview

1. Our schools are safe.
2. Violence can be prevented.
3. Threat assessment works.
4. Bullying and harassment must be stopped.

Public concern over a recent series of mass shootings:
- Jan 2011 shopping center in Tucson AZ (6)
- Sep 2011 restaurant in Carson City NV (5)
- Jul 2012 movie theater in Aurora CO (12)
- Aug 2012 Sikh temple in Oak Creek WI (7)
- Sept 2012 business in Minneapolis MN (7)
- Dec 2012 school in Newtown CT (28)
- Sept 2013 Washington Navy Yard (12)

The media were quick to assert that mass shootings were increasing.

The Washington Post

Why are mass shootings becoming more common?

Department of Awful Statistics: Are Mass Shootings Really On the Rise?

They’re not, but the alarmist numbers are more likely to get media attention.
Threat Assessment in the School/Campus Setting
Dewey Cornell, Ph.D.

Cases with 4 or more victims
Chart from James Alan Fox, Northeastern University
http://boston.com/community/blogs/crime_punishment/2013/01/responding_to_mother_jones.html

The Sandy Hook shooting was part of a national problem with gun violence, not school violence.

- Approximately 31,000 gun fatalities each year
- Suicide (62%), homicide (35%), & accidental shootings (3%)
- Approximately 85 deaths per day

Source: National Vital Statistics
http://webappa.cdc.gov/sasweb/ncipc/dataRestriction_inj.html

Objectively, our schools are safe. Children are not in danger at school.
Homicides At School vs Outside of School
Ages 5-18

Where do violent crimes occur in Virginia?

2011 Virginia Murder Offenses

Should we put armed guards in shopping centers?

2011 Tucson shooting, 6 killed

Should we put armed guards in theaters?

Colorado shooting at 'Dark Knight' opening leaves 12 dead

Should we put armed guards in school buses?

US school bus driver shot dead, child abducted in Alabama
Where do we need police protection?

- Location A -- highest crime rate
- Location B -- medium crime rate
- Location C -- lowest crime rate

Unless we have unlimited police resources, we should place any additional officers in locations with the highest crime rates.

What if the media devotes 95% of its coverage to crime in Location C?

- Location A -- highest crime rate
- Location B -- medium crime rate
- Location C -- lowest crime rate

Media coverage should not compromise an objective assessment of crime rates and security needs.

When was the last time a student was murdered in a Virginia K-12 public school?

1998
Marshall High School, Fairfax
17 year old shot in parking lot

School violence is **not increasing.**

Source: Indicators of school crime and safety; 2012. Table 2.1. National Crime Victimization Study data reported by National Center for Education Statistics

What is the likelihood of a student committing a homicide at your school?

- 93 student homicides cases in 10 years = 9.3/year (1992-93 to 2001-02)
- 119,000 schools
- 119,000 ÷ 9.3/year =
- 1 case every 12,796 years
School shootings generate increased fear that can lead to over-reactions.

Arming our teachers is not that easy

Fear mongering

Zero Tolerance Suspensions
After the Newtown Shootings

6 year old pointed finger and said "poo!"

http://www.sott.net/article/255552-6-year-old-suspended-for-pretend-gunshot

Zero Tolerance

A policy that mandates a severe punishment that is applied to all violations regardless of the circumstances.

From APA Zero Tolerance Task Force Report, 2006
The Expansion of Zero Tolerance

From No Guns to
- No Toy Guns
- No Nail clippers
- No Plastic utensils
- No Finger-pointing
- No Jokes
- No Drawings
- No Rubber band shooting

No Accidental violations

The disconnect between youth violence and school safety practices

Cub Scout utensil got boy, 6, school suspension

Suspension Practices

Suspension is a practice that has more negative than positive effects on students:
- Fall behind in their classes
- Feel alienated and rejected
- Continue to misbehave and be suspended
- Drop out of school
- Juvenile court involvement

The school-to-prison pipeline

If suspension does not improve student behavior,

and it seems unreasonable to try to make our schools completely secure from attack,

what else can we do?

Nervous Officials No Longer Ignoring Threats by Students

Around the Country, Children Are Being Arrested

- 4 Kindergarten students suspended for playing cops and robbers during recess.
- New Jersey district zero tolerance policy resulted in 50 suspensions in 6 weeks, mostly in kindergarten and 3rd grade for verbal threats.
- 8 yr old suspended for pointing a chicken finger at a teacher, saying pow-pow
- 10 yr old expelled for a 1” GI Joe toy gun
- 14 yr old convicted of felony for e-mail threat
- 17 yr old arrested & expelled for shooting a paper clip with a rubber band

Zero tolerance is not effective. Suspension associated with poorer outcomes for students.
Prevention means “to keep something from happening.”

Crisis response is not prevention.

Prevention must start before the gunman is at your door.

Shootings seem unpredictable, but,
Prevention does not require prediction!

Prevention does not require prediction.

We cannot predict who will have an accident, but safety regulations make safer roads, cars, and drivers.

We cannot predict who will get cancer, but we can identify risk and protective factors that reduce cancer rates dramatically.
3 Tier Model of Prevention

- **Intensive Interventions**
  - Students with very serious behavior problems

- **At-Risk Students**
  - Students with some problem behaviors

- **Schoolwide Prevention**
  - All students

Reviewed 221 studies of diverse school-based violence prevention programs
Average effect size = .25 for demonstration programs, which would reduce fighting 50% in a typical school

Numerous Effective Programs

- Anger management
- Bullying prevention
- Conflict resolution
- Family therapy
- Parenting skills
- Problem-solving
- Social competence
- Substance abuse resistance
- Etc.

Governor’s School and Campus Safety Task Force

40 members, Led by Secretaries of Public Safety, Education, and Health and Human Resources
http://dgos.virginia.gov/vcss/SchoolCampusSafetyTaskForce/

2013 Legislation

1. HB 1871 Bullying; defines term, school boards shall include policies & procedure in code of student conduct.
2. HB 2343 Funding for facility and security upgrades
3. HB 2344 School safety; threat assessment teams, model critical incident response training program, etc.
5. HB 2346 Lock-down drills; every public school is required to have at least two practices per year, etc.
6. HB 2347 Juvenile information sharing, permits principals to share juvenile records with threat assessment teams
7. SB 1376 Certain persons; immunity for those reporting, etc., individual posing credible danger of injury.
8. SB1378 Enhanced penalty for straw man gun purchases
Governor’s School and Campus Safety Task Force

Community Services
- Suicide prevention training
- Expanded outpatient mental health services, drop-off centers
- Mental health first aid training (response to persons in distress)

Governor’s School and Campus Safety Task Force

School Security
- Mandatory lockdown drills
- School emergency manager
- Restored SRO funding
- Security checklists and crisis management plans
- Critical incident response training
- Funding for facility upgrades

Governor’s School and Campus Safety Task Force

School-based Prevention
- Statutory definition of bullying
- Anti-bullying training
- Threat assessment teams in all schools
- Civil immunity for reporting threats

What is Threat Assessment?
Threat assessment is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way.

§23-9.2:10
Threat assessment team
D. The board of visitors or other governing body of each public institution of higher education shall establish a specific threat assessment team that shall include members from law enforcement, mental health professionals, representatives of student affairs and human resources, and if available, college or university counsel. Such team shall implement the assessment, intervention and action policies set forth by the committee pursuant to subsection C.
Threat Assessment in the School/Campus Setting
Dewey Cornell, Ph.D.

2013 Legislation
HB 2344
A. Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with students whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School Safety...

Case example: How schools permit and even promote bullying
- School newspaper
- Rest room monitoring
- Hallway teasing
- Classroom mischief
- Uneven enforcement
- Marching band initiation
- Gym class humiliation
- Group rivalry

Contributing Factors
- Bullying
- Mental Illness
- Peer Influences
- Access to guns

Prevention Opportunities
- Bullying
- Mental Illness
- Peer Influences
- Access to guns

Download at
http://youthviolence.edschool.virginia.edu/
or
http://www.dcjs.virginia.gov/vcss/ocps/?menuLevel=11&mID=18
Why is snitching so reviled?

**Snitch:** blabbermouth, canary, fink, narc, rat, sneak, squealer, stoolie, stoolpigeon, tattletale, etc.

Teach students to distinguish snitching from seeking help

**Snitching:** informing on someone for personal gain

**Seeking help:** attempting to stop someone from being hurt

Columbine Threats

3 Reports of School Shooting Threats

FBI Recommendations on School Violence

“Although the risk of an actual shooting incident at any one school is very low, threats of violence are potentially a problem at any school. Once a threat is made, having a fair, rational, and standardized method of evaluating and responding to threats is critically important.”

(FBI report p 1)

Secret Service/DOE Recommendations:

- Create a planning team to develop a threat assessment program.
- Identify roles for school personnel.
- Clarify role of law enforcement.
- Conduct threat assessments of students who make threats of violence.

Threat Assessment

1. **Identification** of threats made by students.
2. **Evaluation** of seriousness of threat and danger it poses to others, recognizing that all threats are not the same (e.g., toy guns are not dangerous).
3. **Intervention** to reduce risk of violence.
4. **Follow-up** to assess intervention results.
Threat assessment is not designed to determine whether a student has MADE a threat, but whether a student POSES a threat.

**Key Point**

Threat Assessment in the School/Campus Setting

Dewey Cornell, Ph.D.

Threat Reported to Principal

Step 1. Evaluate Threat.

Step 2. Decide if threat is clearly transient or substantive.

Step 3. Respond to transient threat.

Step 4. Decide if the substantive threat is serious or very serious.

Step 5. Respond to serious substantive threat.


Step 7. Follow up on action plan.

Goals of Threat Assessment

1. Prevent violence.
2. Address problems such as bullying before they escalate.
3. Reduce use of school suspension.
4. Improve student trust in staff.

Team roles

<table>
<thead>
<tr>
<th>Principal or Assistant Principal</th>
<th>Leads team, conducts Step 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Resource Officer</td>
<td>Advises team, responds to illegal actions and emergencies.</td>
</tr>
<tr>
<td>Mental Health Staff (school counselors, psychologists, social workers)</td>
<td>Team member to conduct mental health assessments.</td>
</tr>
<tr>
<td>Not required to serve on team Teachers, aides, other staff</td>
<td>Report threats, provide input to team. No additional workload.</td>
</tr>
</tbody>
</table>

Available from sopriswest.com

Guidelines for Responding to Student Threats of Violence

A collaborative project of:

University of Virginia Curry School of Education
Albemarle County Public Schools
Charlottesville City Public Schools

Funded by the Jessie Ball duPont Fund
No Magic Formula or Crystal Ball

There is no formula, prescription, or checklist that will predict or prevent all violent acts. School authorities must make reasoned judgments based on the facts of each individual situation, and monitor situations over time.

What is a threat?

A threat is an expression of intent to harm someone. Threats may be spoken, written, or gestured. Threats may be direct or indirect, and need not be communicated to the intended victim or victims. (“I’m going to get him.”) Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise. (“I forgot my knife was in my backpack.”) When in doubt, assume it is a threat.

Grade Levels for 188 Student Threats of Violence

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>27</td>
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<tr>
<td>2</td>
<td>28</td>
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<td>23</td>
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<td>5</td>
<td>8</td>
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<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

What did the students threaten to do?

- Hit/Beat Up: 77
- Kill: 27
- Shoot: 24
- Cut/Stab: 18
- Vague: 32
- Other/Bomb: 10

N = 188 cases

A primary goal of threat assessment is to prevent violence.

Continuum of Threats

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech
Step 1.
Evaluate the threat.

- Obtain an account of the threat and the context from the student and witnesses.
- Write down the exact threat.
- Obtain student’s explanation of the threat’s meaning and his/her intentions.
- Obtain witness perceptions of the threat’s meaning.

Document your evaluation.

Step 2.
Transient or Substantive?

- Determine whether the threat is transient or substantive.
- The critical issue is not what the student threatened to do, but whether the student intends to carry out the threat.
- When in doubt, treat a threat as substantive.

All threats are not the same.

“I could just kill you for that!” (laughing)
“I’m gonna kick your butt.”
“There’s a bomb in the school.”
“Wait until I get my gun!”
“Let’s really make them pay for what they did.”

Context matters...
Threat Assessment in the School/Campus Setting
Dewey Cornell, Ph.D.

Transient versus substantive threats

Transient threats
- Often are rhetorical remarks, not genuine expressions of intent to harm.
- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive threats
- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Substantive threats: Factors to consider
- Age of student
- Capability of student to carry out the threat
- Student’s discipline history
- Credibility of student and willingness to acknowledge his or her behavior
- Credibility of witness accounts
- When in doubt, treat threats as substantive.

Presumptive indicators of substantive threats
- Specific, plausible details. ("I am going to blast Mr. Johnson with my pistol.")
- Threat has been repeated over time. ("He’s been telling everyone he is going to get you.")
- Threat reported as a plan ("Wait until you see what happens next Tuesday in the library.")
- Accomplices or recruitment of accomplices.
- Physical evidence of intent (written plans, lists of victims, bomb materials, etc.)

Case examples: Transient or substantive threat?
1. Two elementary students to throw paper wads pretending to bomb one another.
2. Two middle school students get in a shoving match. One says, "I’m gonna bust you up."
3. A boy turns in an English essay that describes an especially violent scene from a war.
4. Two students get into a fight. After they are separated, both are sullen and quiet.
5. A student says he is being bullied. He was warned that if he told anyone, they would beat him up.
Threat Assessment in the School/Campus Setting

Dewey Cornell, Ph.D.

Threat Reported to Principal

Step 1. Evaluate Threat.

Step 2. Decide if threat is clearly transient or substantive.

Step 3. Respond to transient threat.

Step 4. Decide if the substantive threat is serious or very serious.

Step 5. Respond to serious substantive threat.


Step 7. Follow up on action plan.

Transient Threats

Students DO NOT have to be suspended for making a threatening statement. Many threats can be resolved without suspension.

Key Point

Zero tolerance is not needed for student threats of violence. Threat assessment is a more flexible and effective alternative.

Key Point

Step 4. Serious or very serious substantive threat?

- Substantive assault threats are classified **serious.** ("I’m gonna beat him up.")
- Substantive threats to kill, rape, or inflict very serious injury are classified **very serious.** ("I’m gonna break his arm.")
- Substantive threats involving a weapon are classified **very serious.**

Serious Substantive Threats

Step 3. Responses to a transient threat.

- No need to take safety precautions.
- See that threat is resolved through explanation, apology, making amends.
- Provide counseling and education where appropriate.
- Administer discipline if appropriate.
Step 5. Respond to serious substantive threat.

- Take precautions to protect potential victims. May consult with law enforcement.
- Notify intended victim and victim’s parents.
- Notify student’s parents.
- Discipline student for threat.
- Determine appropriate intervention for student, such as counseling or dispute mediation.
- Follow up to verify that threat has been resolved and interventions in progress.

Communication and Problem Solving

Threat assessment is a problem-solving approach that requires communication and cooperation among all parties.

This process must not be hindered by FERPA.

Confidentiality Versus Prevention of Violence

In an emergency situation, FERPA permits school officials to disclose, without consent, education records, including personally identifiable information from those records, to protect the health or safety of students or other individuals.


Can school officials share their observations of students?

“FERPA does not prohibit a school official from disclosing information about a student if the information is obtained through the school official’s personal knowledge or observation, and not from the student’s education records.”

**Can school officials share their law enforcement unit records?**

“Under FERPA, investigative reports and other records created and maintained by these ‘law enforcement units’ are not considered ‘education records’ subject to FERPA. Accordingly, schools may disclose information from law enforcement unit records to anyone.”


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**Very serious cases are relatively rare**

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**Step 6. Conduct a Safety Evaluation for a Very Serious Substantive Threat.**

Safety Evaluation conducted by a team.

- Principal leads the team.
- School psychologist or other mental health professional conducts Mental Health Assessment.
- School resource officer consults on legal issues.
- School counselor leads intervention planning.

---

**Very Serious Substantive Threats**

- Threat Reported to Principal
- Step 1. Evaluate Threat.
- Step 2. Decide if threat is clearly transient or substantive.
- Step 3. Respond to transient threat.
- Step 4. Decide if the substantive threat is serious or very serious.
- Step 5. Respond to serious substantive threat.
- Step 7. Follow up on action plan.

---

**Key point**

In a threat assessment, we try to determine why a student made a threat, and therefore how we can prevent the threat from being carried out.
Immediate responses to a Very Serious Substantive Threat

- Take precautions to protect potential victims.
- Consult with law enforcement promptly.
- Notify intended victim and victim’s parents.
- Notify student’s parents.
- Begin Mental Health Assessment.
- Determine safety during suspension.

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.

Mental Health Assessment

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

Key Point

Our mental health assessments are not designed to PREDICT violence, but to find ways to PREVENT violence.

Mental Health Assessment

- Who – school staff member who is a mental health professional
- When – as soon as possible after a very serious threat
- How – Modify questions as clinically appropriate, use as much existing information as possible, concentrate on risk of violence

Student Interview

- Review of threat and relationship with victim
- Stress and situational factors, family support
- Mental health symptoms (depression, psychosis, severe anxiety, or suicidality)
- Access to firearms
- Previous aggressive and delinquent behavior, exposure to violence
- Peer relations and social adjustment
- Coping and strengths
- Bullying and victimization experiences
Interviews conducted as part of a threat assessment are NOT confidential.

Parent interview
- Parent knowledge of threat
- Current stressors, family relations, childhood history
- Recent behavior and mental health
- School adjustment
- Peer relations and bullying
- History of aggressive and delinquent behavior, exposure to violence, access to weapons
- Willingness to assist in a safety plan
- Parent attitude toward school and Law enforcement

Behavior Support Plan
For use with:
- IEP
- 504 plan
- Any student

Follow up with action plan.
- Determine action plan to reduce risk of violence.
- Identify appropriate interventions for student.
- Schedule follow-up contact with student to assess current risk and update plan.

Threat Documentation Form
This form may be photocopied.
Threat Assessment in the School/Campus Setting

Dewey Cornell, Ph.D.

Nov 21, 2013

Training Workshops

Virginia School Divisions

- Albemarle
- Arlington
- Alexandria
- Allegany
- Amherst
- Appomattox
- Bedford
- Big Flats
- Bloxom
- Botetourt
- Buckingham
- Culpeper
- Fairfax
- Fluvanna
- Franklin City
- Fauquier
- Gloucester
- Greene
- Greensville
- Harrisonburg
- Hillsborough
- Hampshire
- Henrico
- Highbridge
- Isle of Wight
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Follow-up interviews on student threats

- Interviews conducted with school principals at end of school year and again the following fall.
- Follow-up time periods averaged 148 days until end of school year.
- Four students did not return to school after the threat, 17 left within 30 days after threat.

Follow-up on student behavior after the threat

[Bar chart showing outcomes:]
- Carried Out Threat: 0
- Other Violence: 31
- Discipline Violation: 100

According to school principals interviewed after approximately one year.

Memphis Field-Trial

Memphis Public Schools resolved 209 threats in 194 schools, including 110 threats to kill, shoot, or stab.
- 5 permanent expulsions, 3 incarcerations
- Office referrals declined >50%
- No reports of any threats carried out

Behavioral Disorders, 2008

Virginia High School Threat Assessment Study

- 95 high schools using the UVA threat assessment model
- 131 using locally developed models
- 54 not using threat assessment

School Psychology Quarterly, 2009
Findings for Virginia Model Schools
- Less bullying and other victimization
- Greater student willingness to seek help
- Perceive adults as more caring and fair
- Fewer long-term suspensions

Controlled for school size, poverty, minority %, school security measures, and neighborhood violent crime.

School Psychology Quarterly, 2009

Virginia High School Threat Assessment Study

High School Discipline Study
- Compared 23 high schools implementing threat assessment with 26 control high schools (no threat assessment).
- Used school records of suspensions and discipline infractions for baseline year prior to training and follow-up year after training.

In press, NASSP Bulletin

High School Discipline Study

Randomized Controlled Trial
- 40 schools (K-12)
- Randomly assigned
- 1 year follow-up
- 201 students

Logistic regression odds ratios: 3.98, 2.57, .35, and .13

Students in threat assessment schools...
- Received more counseling
- More parent involvement
- Fewer long-term suspensions
- Fewer alternative placements

Randomized Controlled Trial

Reductions in Long-Term Suspensions Following Adoption of the Virginia Student Threat Assessment Guidelines

Dewey G. Cornell¹, Anne Gregory², and Xitao Pan³

Abstract
This quasi-experimental study examined the adoption of the Virginia Student Threat Assessment Guidelines in 23 high schools. After training, school administrators and other staff members demonstrated substantial increases in knowledge of threat assessment principles and decreased commitment to zero tolerance approaches. Schools using the guidelines showed a 52% reduction in long-term suspensions and a 79% reduction in bullying infractions from the pretaining year to the posttraining year, in contrast to a control group of 26 schools not using the guidelines.
Threat Assessment in the School/Campus Setting
Dewey Cornell, Ph.D.

2013 NREPP Listing

Virginia Public Schools

133 school divisions
2,002 public schools
1.2 million students

Virginia Student Threat Assessment Guidelines

The Virginia Student Threat Assessment Guidelines (VSTAG) is a multi-level, validated process designed to help school administrators, school staff, mental health staff, and law enforcement officials assess and respond to threat incidents involving students or school personnel thought to have a current or potential for a future threat incident. The VSTAG is also designed to provide students involved in threat incidents with appropriate mental health counseling services, with parental involvement, and reduce the number of long-term school suspensions or expulsions and alternative school placements. It does this by using a risk assessment tool, which measures risk of student threat incidents through the use of a mental health, problem-solving approach in a manner that is consistent, evidence-based, and unique to the adolescent. The new VSTAG is an updated version of the previous VA training records and Safety Audit Survey records

Association of Threat Assessment with Suspensions

Schools using Virginia TA

<table>
<thead>
<tr>
<th>Exp(B)</th>
<th>LTS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year increase in number of years using UVA TA (1-5)</td>
<td>17% fewer</td>
<td>5% fewer</td>
</tr>
</tbody>
</table>

p < .05 for both LTS and STS
Same control variables

Download at
http://youthviolence.edschool.virginia.edu/ or
http://www.dcjs.virginia.gov/vcss/ocps/?menuLevel=11&mID=18
Threat Assessment in the School/Campus Setting
Dewey Cornell, Ph.D.

Threat Assessment Does Not Replace Other Helping Efforts
- Dean of Students
- Student Health
- Counseling Services
- Employee Assistance, etc.

Case oversight is shared with the Threat Assessment Team when a threatening situation is identified.

Threat reports can come from anywhere.

Virginia Threat Assessment Decision-Tree

1. Identify a threat.
   Communication of threat to harm someone or behavior suggesting violent intentions.

2. Evaluate seriousness.
   Notify team, gather relevant information. Try to resolve as transient threat. If not clearly transient, intervene as substantive threat.

3. Intervene.
   Take protective action, notify potential victims. Law enforcement investigation, mental health assessment, counseling, disciplinary action.

   Document assessment and interventions. Follow up to make sure the plan is working.

Avoid Escalation.
- Establish a respectful relationship with the subject.
- Seek resolution of the subject’s concerns.
- Avoid actions that unnecessarily intimidate, threaten, or humiliate the subject (understanding that disciplinary consequences may be necessary).

Law Enforcement Investigation
- Background checks (arrests, employment, residences, schools)
- Internet communications
- Interviews
- Access to firearms
- Authorized searches

Look for indications of planning
- Surveillance of prospective target
- Acquisition of weapons or other supplies
- Rehearsal or practice of skills used for an attack
- Study of similar crimes
- Increase in secretive behavior
3 Pathways to Violent Behavior

Psychotic Path
- Delusional motive
  - Paranoid, persecutory
  - Grandiose
- Auditory hallucinations
- Suicidal thinking

Psychotic Path
- Schizophrenia
- Bipolar Disorder
  - Manic episodes
- Psychotic Depression
- Substance-induced psychosis

Psychotic Path
- Delusional motive

Rational speech and behavior co-exists with psychosis.
- Auditory hallucinations
- Suicidal thinking

Psychotic Path
- Manic episodes
  - Gradual and intermittent onset
  - Inflated self-esteem, grandiosity
  - High energy vs lethargy and sadness
  - Witty & charming to irritable & arrogant
  - Grandiose or paranoid ideas
  - Reckless or dangerous behavior, big spending, drug use, sexual indiscretion, etc.

College Shootings Can Be Prevented

2002 Appalachian School of Law. 42-year-old Peter Odighizuwa, killed dean, professor, and student. Immigrant under financial and emotional stress. Twice dismissed from school, developed paranoid schizophrenia.

http://www.law.com/jsp/article.jsp?id=1024078861416
College Shootings Can Be Prevented

2008 Northern Illinois University. 27-year-old ex-grad student Steven Kazmierczak kills 5 and wounds 15 before killing self in lecture hall. Had long history of psychiatric treatment for bipolar disorder and substance abuse. Friends knew he had been preoccupied with the Virginia Tech murder and fantasies of violence.

http://www.msnbc.msn.com/id/15769598/ns/dataline_nbc-crime_reports/>

College Shootings Can Be Prevented

2009 Henry Ford Community College, 20-year-old Anthony Powell killed Black female classmate and himself after a theater class. Mr. Powell had history of mental illness and had posted YouTube videos expressing hatred of Black women and intentions to kill himself.


Antisocial Path

• Predatory crime such as robbery, rape
• History of criminal behavior
• Usually not TAT cases
• Prevention through vigilance, security measures, and law enforcement

Conflict Path

• Domestic violence
• Bullying and harassment
• Workplace disputes
• Political and ideological conflict

College Shootings Can Be Prevented

2007 University of Washington, 41-year-old Jonathon Rowan, killed ex-girlfriend and himself. She was a UW research staff member. She had restraining order because he repeatedly threatened to kill her.

<http://www.king5.com/topstories/stories/NW_040207WABuniversitygouldshootingTP.25f0537f.html>

College Shootings Can Be Prevented

2010 University of Alabama Huntsville professor Amy Bishop charged with murder of 3 colleagues after denied tenure. Pled guilty in 2012 to avoid death penalty.
Bullying motivated many of the school shootings

Dormitory Murder at Swarthmore College
- Honor student
- Poor family
- Teased by peers
- Shooting spree in dorm
- One student killed

What is bullying?
Bullying is the repeated use of one’s strength or status for the purpose of intimidating or injuring another person.
A conflict between equals is not bullying.

Forms of Bullying
- Physical: hitting, shoving, grabbing
- Verbal: teasing, name-calling
- Social: spreading rumors, shunning or excluding
- Sexual: inappropriate comments and touching
- Cyber-bullying: use of internet

Bullying is a Form of Peer Conflict
Bullying is a form of peer conflict in which there is:
1. Harmful aggression,
2. Dominance, (one has power over the other)
3. Persistence.

Bullying Can Be Criminal
When is bullying a crime?

- Assault
- Battery
- Extortion
- False Imprisonment
- Hazing
- Larceny
- Robbery
- Thefts
- Sexual Harassment
- Stalking
- Threats

European study by Olweus found that 60% of bullies have a criminal conviction by age 24, compared to 10% of controls.

Sexual Harassment: Davis v Monroe Opinion

In May, 1999 Supreme Court ruled that a school board is liable under Title IX for student-to-student harassment if:

1. The sexual harassment was so severe, pervasive, and objectively offensive that it deprived the victim of access to educational opportunities and benefits.
2. School authorities had knowledge of the harassment.
3. School authorities were deliberately indifferent to the sexual harassment.

(see www.streetlaw.org)

Liability for Bullying?

Scruggs v. Meriden Board of Education

- Middle school boy receiving LD services was bullied repeatedly, and eventually committed suicide
- Family sued superintendent, vice principal and school counselor
- Court found the school to be negligent and deliberately indifferent

LW v Toms River Regional School Board of Education

- New Jersey boy repeatedly teased about perceived sexual orientation in elementary and middle school (called "faggot" ",gay" etc., physically bullied and threatened)
- Court cited Davis V Monroe in finding for plaintiff, awarded 50K
- School ordered to revise policies, train staff, implement bullying prevention program

Bullying can also be a civil rights violation

Peer conflict

Criminal Behavior

Harassment

Bullying
OCR raises the bar for schools.

"The statutes that OCR enforces include Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability. School districts may violate these civil rights statutes and the Department’s implementing regulations when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees."

OCR Dear Colleague letter, 2010

How does harassment differ from bullying?

"Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. When such harassment is based on race, color, national origin, sex, or disability, it violates the civil rights laws that OCR enforces."

OCR Dear Colleague letter, 2010

What must schools do?

"A school is responsible for addressing harassment incidents about which it knows or reasonably should have known.... In all cases, schools should have well-publicized policies prohibiting harassment and procedures for reporting and resolving complaints that will alert the school to incidents of harassment."

OCR Dear Colleague letter, 2010

What must schools do?

"If an investigation reveals that discriminatory harassment has occurred, a school must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. Regardless of whether a student has complained, asked the school to take action, or identified the harassment as a form of discrimination."

OCR Dear Colleague letter, 2010

http://youthviolence.edschool.virginia.edu
The schools ain’t what they used to be and never was. Will Rogers