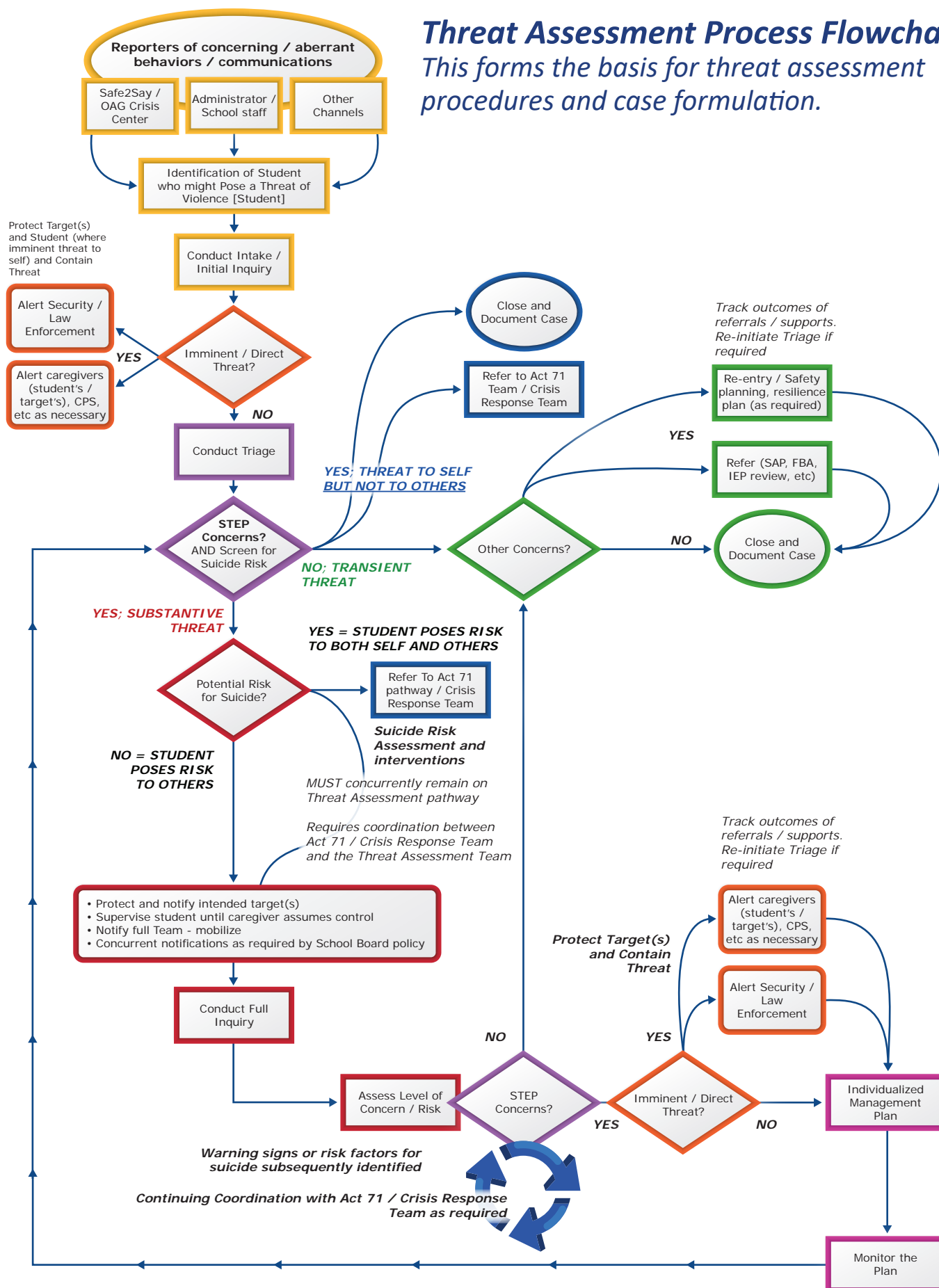# THREAT ASSESSMENT
CASE MANAGEMENT FORM

pennsylvania
COMMISSION ON CRIME
AND DELINQUENCY

Threat Assessment Process Flowchart:
This forms the basis for threat assessment procedures and case formulation.

Reporters of concerning / aberrant behaviors / communications
- Safe2Say / OAG Crisis Center
- Administrator / School staff
- Other Channels

Identification of Student who might Pose a Threat of Violence [Student]

Conduct Intake / Initial Inquiry

Protect Target(s) and Student (where imminent threat to self) and Contain Threat

Imminent / Direct Threat?
- YES → Alert Security / Law Enforcement
- YES → Alert caregivers (student's / target's), CPS, etc as necessary
- NO → Conduct Triage

Close and Document Case

Refer to Act 71 Team / Crisis Response Team

Track outcomes of referrals / supports. Re-initiate Triage if required

Re-entry / Safety planning, resilience plan (as required)

Refer (SAP, FBA, IEP review, etc)

Close and Document Case

STEP Concerns? AND Screen for Suicide Risk
- YES; THREAT TO SELF BUT NOT TO OTHERS
- NO; TRANSIENT THREAT → **Other Concerns?** → YES / NO
- YES; SUBSTANTIVE THREAT

YES = STUDENT POSES RISK TO BOTH SELF AND OTHERS

Potential Risk for Suicide?
- Refer To Act 71 pathway / Crisis Response Team

Suicide Risk Assessment and interventions

MUST concurrently remain on Threat Assessment pathway

Requires coordination between Act 71 / Crisis Response Team and the Threat Assessment Team

NO = STUDENT POSES RISK TO OTHERS

- Protect and notify intended target(s)
- Supervise student until caregiver assumes control
- Notify full Team - mobilize
- Concurrent notifications as required by School Board policy

Conduct Full Inquiry

Assess Level of Concern / Risk

STEP Concerns?
- NO
- YES → **Imminent / Direct Threat?**

Track outcomes of referrals / supports. Re-initiate Triage if required

Protect Target(s) and Contain Threat

- YES → Alert caregivers (student's / target's), CPS, etc as necessary
- YES → Alert Security / Law Enforcement
- NO → Individualized Management Plan

Warning signs or risk factors for suicide subsequently identified

Continuing Coordination with Act 71 / Crisis Response Team as required

Monitor the Plan

THREAT ASSESSMENT CASE MANAGEMENT FORM

PART 1: INTAKE / INITIAL INQUIRY

Person Completing Form:

Position:

Date Reported:

Time: ☐ AM ☐ PM

Was this a Safe2Say Something Report? ☐ Yes ☐ No **If Yes; Safe2Say Something Ref#:**

REPORTING PARTY:

Name:

Contact Phone:

School/Program/Grade:

Position:
☐ Student
☐ Teacher
☐ Administrator
☐ Staff
☐ Anonymous
☐ Volunteer
☐ Parent/Guardian
Other

Did you witness this threat? ☐ Yes ☐ No **If NO, how did you learn about it?**

STUDENT WHO MAY POSE A THREAT OF VIOLENCE (SUBJECT OF CONCERN):

Student Name:

Grade:

Date of Incident:

Time: ☐ AM ☐ PM

Student ID:

Location of Incident:

Mode:
☐ In-Person
☐ Phone
☐ Text
☐ Gesture
☐ Letter
☐ Social Media
☐ Internet
☐ Email
Other:

Did the threat involve a weapon? ☐ Yes ☐ No **If yes, identify type of weapon:**

Name(s) of any witnesses:

Description of Concerning Behaviors or Communications *(Use additional paper if needed to provide as much detail as possible, including language quoted. Attach copies of files/images/videos received in writing or electronically):*

Does this student have an IEP/504? ☐ Yes ☐ No **If yes/unknown, contact Director of Special Education.**
DATE/TIME notified:

STUDENT ENGAGING IN THREATENING OR OTHERWISE CONCERNING BEHAVIOR:
(If more than one student, complete additional forms)

Student Interview Summary:

TARGET (1):

Name:

ID#:

Relationship to STUDENT [SUBJECT OF CONCERN]:

Position:

☐	Student	☐	Volunteer
☐	Teacher	☐	Parent/Guardian
☐	Administrator		Other
☐	Staff		
☐	Contractor		

School/Program/Grade:

Did you witness this threat? | Yes ☐ | No ☐ | **If NO, how did you learn about it?**

Emergency Contact NAME:

Emergency Contact Number:

Target Interview Summary:

If more than one student subject of concern or more than one target in this incident, attach additional copies of this page.

PART 1: INTAKE / INITIAL INQUIRY | WITNESS INQUIRIES

WITNESS (1):

Name:

ID#:

Relationship to STUDENT:

Position:

☐ Student	☐ Volunteer
☐ Teacher	☐ Parent/Guardian
☐ Administrator	Other
☐ Staff	
☐ Contractor	

School/Program/Grade:

Emergency Contact NAME:

Emergency Contact Number:

Witness Interview Summary:

WITNESS (2):

Name:

ID#:

Relationship to STUDENT:

Position:

☐ Student	☐ Volunteer
☐ Teacher	☐ Parent/Guardian
☐ Administrator	Other
☐ Staff	
☐ Contractor	

School/Program/Grade:

Emergency Contact NAME:

Emergency Contact Number:

Witness Interview Summary:

*If more than two witnesses in this incident, attach additional copies of this page.

PART 1: INTAKE / INITIAL INQUIRY | RECORD REVIEW & OUTCOME OF SEARCH OF PERSON / PROPERTY

RECORDS CHECKED	S=Significant NS=Not Significant NA=Not Applicable	Remarks [include only where associated with significant findings]
Photo	☐S ☐NS ☐NA	
Prior Threat Assessment Case(s)	☐S ☐NS ☐NA	
Prior Act 71/Suicide Risk Case(s)	☐S ☐NS ☐NA	
Health Records	☐S ☐NS ☐NA	
SAP Referrals	☐S ☐NS ☐NA	
Conduct/Discipline	☐S ☐NS ☐NA	
Class Schedule	☐S ☐NS ☐NA	
Academic Records	☐S ☐NS ☐NA	
IEP/504	☐S ☐NS ☐NA	
Records from prior schools	☐S ☐NS ☐NA	
Mental Health Evaluations	☐S ☐NS ☐NA	
Criminal Records	☐S ☐NS ☐NA	
Law Enforcement Contacts	☐S ☐NS ☐NA	
Juvenile Probation Records	☐S ☐NS ☐NA	
Driver License Information	☐S ☐NS ☐NA	
Vehicle/Parking Information	☐S ☐NS ☐NA	
SRO/School Police Contacts	☐S ☐NS ☐NA	
Protective/No Contact Orders	☐S ☐NS ☐NA	
No Trespass Notice	☐S ☐NS ☐NA	
Weapons Permit(s)	☐S ☐NS ☐NA	
Social Media Presence	☐S ☐NS ☐NA	
Internet Usage/Search History	☐S ☐NS ☐NA	
Title IX Actions	☐S ☐NS ☐NA	
Search of person or property	☐S ☐NS ☐NA	
Records from Outside Agencies (e.g. social services/mental health)	☐S ☐NS ☐NA	
Other (Describe):	☐S ☐NS ☐NA	

*Attach additional copies of this page or supporting documentation if needed.

PART 2: IMMINENT/DIRECT THREATS

	Yes	No
Did the student subject of concern identify a direct target?		

If yes, include NAME(S) of targets:

	Yes	No
Were target(s) notified?		

Date/Time notified:

	Yes	No
Were parents of target(s) notified?		

Date/Time notified and Name of Parent/Guardian:

	Yes	No
Is this an imminent threat requiring law enforcement attendance?		
Is medical attention required?		

The following have been notified:

☐	**9-1-1**	☐	**Parents/Guardians**
☐	**SRO/School Police**	☐	**Other Threat Assessment Team Members**
☐	**Building Principal**	☐	**School Safety and Security Coordinator**
☐	**Superintendent**	☐	**Children & Youth Services**

	Yes	No
Is there imminent suicide risk? IF YES, DO NOT LEAVE THE STUDENT ALONE.		
If YES, have parents been notified?		
Is there imminent suicide risk?		

	Yes	No
If YES, have parents been notified?		

If YES, DO NOT LEAVE THE STUDENT ALONE.

For all imminent/direct threats, protect target(s) and student (for threat to self) and contain threat.

Additional Information Regarding the Reported Student or Incident/Behavior:

	Yes	No
Is this student acting alone?		

If No, include NAME(S) of others also engaging in concerning behaviors/communications:

PARENT/GUARDIAN CONTACT (COORDINATE WITH BUILDING PRINCIPAL):

Parent Guardian NAME(S):

Contact Phone Number(s):

Date Notified:

Method of Contact:

Name of Staff who Contacted Parent(s)/Guardian(s)

ONLY ONCE THE IMMINENT / DIRECT THREAT IS CONTAINED CAN THE THREAT ASSESSMENT TEAM PROCEED TO PART 3

PART 3: TRIAGE (Questions adapted from INVESTIGATIVE THEMES described by the National Threat Assessment Center (NTAC))

INVESTIGATIVE THEMES		SIGNIFICANT FINDINGS
Motive: Does the student have motive(s) or grievances? What first brought them to someone's attention?	☐ Yes ☐ No ☐ Unknown	
Communications: Has the student engaged in concerning, or otherwise threatening communications suggesting ideas, intent, planning or preparation for violence?	☐ Yes ☐ No ☐ Unknown	
Inappropriate Interests: Has the student shown any inappropriate interest in, fascination, and / or identification with other incidents of mass attacks or other acts of targeted violence?	☐ Yes ☐ No ☐ Unknown	
Weapons Access: Does the student have (or are they developing) the capacity to carry out an act of targeted violence?	☐ Yes ☐ No ☐ Unknown	
Stressors: Has, or is, the student experiencing stressful events, setbacks, challenges or losses or are there circumstances that may affect the likelihood of an escalation to violent behavior?	☐ Yes ☐ No ☐ Unknown	
Desperation or Despair: Is the student experiencing hopelessness, desperation, and/or despair?	☐ Yes ☐ No ☐ Unknown	
Mental Health Disorders and Developmental Issues: Does the student have a diagnosed mental health disorder or developmental issue or exhibit behaviors that suggest a mental health disorder or developmental issue?	☐ Yes ☐ No ☐ Unknown	
Violence as an Option: Does the student see violence as an acceptable, desirable (only?) way to solve a problem?	☐ Yes ☐ No ☐ Unknown	
Concerned Others: Are other people concerned about the student's potential for violence?	☐ Yes ☐ No ☐ Unknown	
Planning and Capacity to Carry Out an Attack: Does the student have the ability, intent and will to plan and carry out an attack?	☐ Yes ☐ No ☐ Unknown	
Consistency: Are the student's conversation and "story" consistent with his or her actions?	☐ Yes ☐ No ☐ Unknown	
Protective Factors: Does the student have a positive, trusting, sustained relationship with at least one responsible person?	☐ Yes ☐ No ☐ Unknown	

TRIAGE NOTES (ALSO REFER TO APPENDIX 1 FOR CASE FORMULATION):

THREAT CLASSIFICATION

☐	No Threat / Transient Threat	☐	Substantive Threat	☐	Imminent/Direct Threat	☐	Threat to SELF

TRIAGE RECOMMENDATION:

☐ No Threat / Transient Threat: **DOCUMENT & CLOSE CASE _UNLESS_ OTHER CONCERNS EXIST – IN WHICH CASE CONDUCT RE-ENTRY / SAFETY PLANNING AND / OR REFER (E.G., TO SAP)**	☐ Unknown or Substantive Threat: **INITIATE FULL INQUIRY**	☐ Imminent/Direct Threat **INITIATE CRISIS RESPONSE PROTOCOL (CRP) FROM EMERGENCY OPERATIONS PLAN***	☐ Threat to SELF **REFERRAL(S) CLOSE THREAT ASSESSMENT CASE UNLESS THREAT TO OTHERS IS ALSO PRESENT**

*For Imminent/Direct Threats, initiate full threat assessment inquiry once the student, target, and environment are made safe.

PART 4: THREAT TO SELF

For All Threats to Self, Implement the Following:
- Refer to Act 71 Team / Crisis Response Team (CRT)
- Close and Document Case
- Should the Act 71 Team / CRT identify potential for thereat to others, refer back to the Threat Assessment Team

PART 5: TRANSIENT THREATS

Are OTHER Concerns Present?	☐ Yes	☐ No	☐ Unknown

If NO OTHER Concerns, Close and Document Case

If YES, OTHER Concerns are Present or Unknown, Then Implement the Following:
- Re-Entry / Safety Planning; Resilience Plan (as required)
- Referrals (SAP, FBA, IEP Review, etc.)
- Track Outcomes of Referrals / Supports; Re-Initiate Triage if Required

TRIAGE COMPLETED BY:

Name	Position	Signature	Date

REVIEWED BY:

Name	Position	Signature	Date

PART 6: SUBSTANTIVE THREATS – FULL INQUIRY

Is there also potential suicide risk?	☐ Yes ☐ No	If YES, RETURN to PART 4

If YES, DO NOT LEAVE THE STUDENT ALONE.

If YES, RETURN to PART 4
Student remains on Threat Assessment Pathway
Act 71 Team / CRT coordinate with TAT

For ALL Substantive Threats, Implement the Following:
- Protect and notify intended target(s)
- Supervise student until caregiver assumes control
- Notify full team – mobilize
- Concurrent notifications as required by School Board Policy

CONDUCT FULL INQUIRY & ASSESS LEVEL OF CONCERN / RISK

STUDENT ENGAGING IN THREATENING OR OTHERWISE CONCERNING BEHAVIOR:
(If more than one student, complete additional forms)

Student Interview Summary (A more in-depth interview may be conducted for substantive threats. Provide detail here):

PARENT/GUARDIAN INTERVIEW

Name:

Relationship to STUDENT [SUBJECT OF CONCERN]:

Parent/Guardian Interview Summary:

*If more than one student subject of concern or more than one parent/guardian interview, attach additional copies of this page.

CONTRIBUTOR INTERVIEW (May include other caregivers, teachers/school staff, police/SRO, community-based providers, other students, etc.)

Name:

ID#:

Relationship to STUDENT:

Position:

- [ ] Student
- [ ] Teacher
- [ ] Administrator
- [ ] Staff
- [ ] Contractor
- [ ] Volunteer
- [ ] Parent/Guardian

Other

School/Program/Grade:

Emergency Contact NAME:

Emergency Contact Number:

Interview Summary:

CONTRIBUTOR INTERVIEW (May include other caregivers, teachers/school staff, police/SRO, community-based providers, other students, etc.)

Name:

ID#:

Relationship to STUDENT:

Position:

- [ ] Student
- [ ] Teacher
- [ ] Administrator
- [ ] Staff
- [ ] Contractor
- [ ] Volunteer
- [ ] Parent/Guardian

Other

School/Program/Grade:

Emergency Contact NAME:

Emergency Contact Number:

Interview Summary:

CONTRIBUTOR INTERVIEW (May include other caregivers, teachers/school staff, police/SRO, community-based providers, other students, etc.)

Name:

ID#:

Relationship to STUDENT:

Position:

☐	Student	☐	Volunteer
☐	Teacher	☐	Parent/Guardian
☐	Administrator	Other	
☐	Staff		
☐	Contractor		

School/Program/Grade:

Emergency Contact NAME:

Emergency Contact Number:

Interview Summary:

CONTRIBUTOR INTERVIEW (May include other caregivers, teachers/school staff, police/SRO, community-based providers, other students, etc.)

Name:

ID#:

Relationship to STUDENT:

Position:

☐	Student	☐	Volunteer
☐	Teacher	☐	Parent/Guardian
☐	Administrator	Other	
☐	Staff		
☐	Contractor		

School/Program/Grade:

Emergency Contact NAME:

Emergency Contact Number:

Interview Summary:

*If additional contributors in this incident, attach additional copies of this page.

PART 6:

SUBSTANTIVE THREATS – FULL INQUIRY (Questions adapted from INVESTIGATIVE THEMES described by the National Threat Assessment Center (NTAC)) – The themes explored here deliberately replicate those used at the Triage stage (PART 3) as they are consistently valid in the assessment of threat for violence. At FULL INQUIRY however, greater detail, including from other contributor interviews / information is generated

INVESTIGATIVE THEMES		SIGNIFICANT FINDINGS
Motive: Does the student have motive(s) or grievances? What first brought them to someone's attention?	☐ Yes ☐ No ☐ Unknown	
Communications: Has the student engaged in concerning, or otherwise threatening communications suggesting ideas, intent, planning or preparation for violence?	☐ Yes ☐ No ☐ Unknown	
Inappropriate Interests: Has the student shown any inappropriate interest in, fascination, and / or identification with other incidents of mass attacks or other acts of targeted violence?	☐ Yes ☐ No ☐ Unknown	
Weapons Access: Does the student have (or are they developing) the capacity to carry out an act of targeted violence?	☐ Yes ☐ No ☐ Unknown	
Stressors: Has, or is, the student experiencing stressful events, setbacks, challenges or losses or are there circumstances that may affect the likelihood of an escalation to violent behavior?	☐ Yes ☐ No ☐ Unknown	
Desperation or Despair: Is the student experiencing hopelessness, desperation, and/or despair?	☐ Yes ☐ No ☐ Unknown	
Mental Health Disorders and Developmental Issues: Does the student have a diagnosed mental health disorder or developmental issue or exhibit behaviors that suggest a mental health disorder or developmental issue?	☐ Yes ☐ No ☐ Unknown	
Violence as an Option: Does the student see violence as an acceptable, desirable (only?) way to solve a problem?	☐ Yes ☐ No ☐ Unknown	
Concerned Others: Are other people concerned about the student's potential for violence?	☐ Yes ☐ No ☐ Unknown	
Planning and Capacity to Carry Out an Attack: Does the student have the ability, intent and will to plan and carry out an attack?	☐ Yes ☐ No ☐ Unknown	
Consistency: Are the student's conversation and "story" consistent with his or her actions?	☐ Yes ☐ No ☐ Unknown	
Protective Factors: Does the student have a positive, trusting, sustained relationship with at least one responsible person?	☐ Yes ☐ No ☐ Unknown	

FULL INQUIRY NOTES (Also refer to Appendix 1 for case formulation):

FULL INQUIRY: THREAT CLASSIFICATION

☐ Low/Transient	☐ Moderate	☐ High	☐ Imminent/Direct Threat

Has subsequent suicide risk been noted? Yes ☐ No ☐

If YES:
- Continue with Full Inquiry and assessment of level of risk to others; AND
- RETURN to PART 4: THREAT TO SELF
- Act 71 Team / CRT coordinate with TAT

If YES, DO NOT LEAVE THE STUDENT ALONE.

If NO, Return to Part 5: TRANSIENT THREATS

If YES, Is this an Imminent/Direct Threat? Yes ☐ No ☐

If this is an IMMINENT/DIRECT THREAT, RETURN to PART 2

If this is NOT an IMMINENT/DIRECT THREAT, Implement the Following:
- Individualized Management Plan (PART 7)
- Monitor and update the Plan as required
- Return to PART 3: TRIAGE: STEP CONCERNS to continue to monitor progress and screen suicide risk

Are there STEP Concerns? Yes ☐ No ☐

FULL INQUIRY COMPLETED BY:

_____   _____   _____   _____
Name   Position   Signature   Date

REVIEWED BY:

_____   _____   _____   _____
Name   Position   Signature   Date

PART 7: CASE MANAGEMENT PLAN

Student Name:

ID:

INTERVENTION/TASK	PERSON RESPONSIBLE	DATE DUE
SUBJECT INTERVENTIONS: De-escalate, contain, or control the individual who may take violent action		
TARGET INTERVENTIONS: Decrease vulnerabilities of the target		
ENVIRONMENTAL INTERVENTIONS: Address environment and systems to discourage escalation		
PRECIPITATING EVENTS: Prepare and mitigate against precipitating events that may trigger adverse reactions		

DATE FOR NEXT REVIEW:

Print Name of Team Leader:

Date:

Signature of Team Leader:

PART 7: CASE MANAGEMENT PLAN | UPDATE
(To Be Updated Regularly While Case is Active)

Student Name:	ID:

INTERVENTION/TASK
SUBJECT INTERVENTIONS: De-escalate, contain, or control the individual who may take violent action

UPDATES:	SOURCE

INTERVENTION/TASK	PERSON RESPONSIBLE	DATE DUE

TARGET INTERVENTIONS: Decrease vulnerabilities of the target

UPDATES:	SOURCE

INTERVENTION/TASK	PERSON RESPONSIBLE	DATE DUE

ENVIRONMENTAL INTERVENTIONS: Address environment and systems to discourage escalation

UPDATES:	SOURCE

INTERVENTION/TASK	PERSON RESPONSIBLE	DATE DUE

PRECIPITATING EVENTS: Prepare and mitigate against precipitating events that may trigger adverse reactions

UPDATES:	SOURCE

INTERVENTION/TASK	PERSON RESPONSIBLE	DATE DUE

COMMENTS (If CASE CLOSED, Include Reasons):

DATE FOR NEXT REVIEW (or CASE CLOSED):

Person Completing Update Form:	Date:

Signature of Person Completing Form:

CURRENT THREAT CLASSIFICATION

☐ No Threat / Transient Threat   ☐ Substantive Threat   ☐ Imminent/Direct Threat   ☐ Threat to SELF

CURRENT TRIAGE RECOMMENDATION:

☐ No Threat / Transient Threat: **DOCUMENT & CLOSE CASE**	☐ Continued Substantive Threat: **SUSTAIN TAT CASE**	☐ Imminent/Direct Threat **INITIATE EMERGENCY OPERATIONS PLAN**	☐ Threat to SELF **REFERRAL(S) CLOSE CASE**

REFERRALS:

Targeted violence stems from an interaction among the subject(s), the target(s), the environment and the precipitating events. Continuously reflect on all parts of STEP to ensure vital information is not missed.

Use the following STEP© Concerns to guide case conceptualization for both TRIAGE and FULL INQUIRY.

STUDENT / SUBJECT OF CONCERN

The goal of threat assessment and management is to gain a holistic understanding of the subject of concern – the individual who might pose a threat of violence. This may be revealed by gathering information from school educational and discipline records, witnesses, social media posts, the individual themselves, and observations made by teachers, counselors, administrators, School Resource Officers or other Law Enforcement Officers and others who know the individual. Consider the following with regard to the subject:
- Self-perception, coping skills, mental health, response to rules and authority
- Exposure to or engagement in violence
- Access to and experience with weapons and motivation towards using violence as a means to solve problems
- Behavior(s) causing concern or impacting others
- Concerning communications and/or directly communicated threats
- Leakage behaviors: intentional or unintentional communication of intent to do harm
- Identified grievances and/or motives for violence; fixation on grievances or target(s)
- Pathway to violence behaviors: ideation/intent, planning, preparation (means, method, opportunity)
- Interest in or identification with perpetrators or violent acts
- Despondency, despair, isolation, difficulty coping, or suicidality
- Significant changes of behavior or mental health concerns
- Lack of protective factors

TARGET/OTHERS

The target may be an individual, a group of individuals or a location. In some cases, the relationship between a grievance and the target may be identified; however, in other cases it may be difficult or impossible to identify the relationship. Consider the following:
- The potential target and the factors that may increase or decrease their vulnerability for harm
- Are potential target(s) fearful of harm; does the subject present as a safety concern?

ENVIRONMENT (or SETTING)

A focus on the environment gives consideration to the context in which the individual is operating both in school and in the community. An understanding of the environments in which the individual exists, both in and out of school, is critical to determine the level of concern. Consider the following:
- School climate and culture (e.g., bullying, bias, poor conflict management, high rates of stress or violence, etc.)
- Social relationships, including adverse peer influences
- Family dynamics and relationships
- Lack of support, guidance, or resources at home, school and/or community

PRECIPITATING EVENTS (or SITUATION)

An understanding of the stressors affecting the individual of concern is an important step in assessing and managing the case. Stressors may be acute or chronic and can be anything in their life that causes them tension or worry. In general, the more stressors in a person's life, the more difficult it will be for them to cope. For this reason, an understanding of the individual's response to stressors is as important as identifying the stressors themselves. The threat assessment team must operate with the understanding that, in the face of multiple precipitating events, an individual's stress level may be such that they are vulnerable to a "last straw" or triggering event, an event which causes them to advance on the path to violence. Consider the following:
- Impending loss or failure or return to school after separation
- Key dates, events, triggers/reminders, or anniversaries of loss

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