



# Behavioral Threat Assessment and Intervention Plan (BTAIP)



<b>Student Name:</b>		<b>District/School:</b>		<b>Today's Date:</b>	
<b>Grade:</b>		<b>DOB:</b>	<b>Was screener completed?</b> <input type="checkbox"/> yes <input type="checkbox"/> no		
<b>Does the student have an identified educational disability under IDEA or Section 504?</b> <input type="checkbox"/> yes <input type="checkbox"/> no					
If yes <input type="checkbox"/> IEP or <input type="checkbox"/> 504		Identified Disability:		Case Manager:	
<b>Parent/Guardian #1:</b>			<b>Parent/Guardian #2:</b>		
Phone:			Phone:		
Email:			Email:		
<b>BTAM Team Lead/Case Manager:</b>					

This protocol does not predict future violence nor is it a foolproof method of assessing an individual's or group's risk of harm to others. This protocol is not a checklist that can be quantified. It is a guide designed to assist in the inquiry/investigation of potential danger (identify circumstances and risk factors that may increase risk for potential youth aggression) and to assist districts in development of a threat assessment and management plan. Furthermore, as circumstances change, so too does risk potential; therefore, if you are reviewing this protocol at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

### INCIDENT DETAILS THAT INITIATED FULL ASSESSMENT:

**Date of Incident:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Description of Incident (include specific behavior/comments heard or reported):**

**Location:**  school property: specify:  school bus  school sponsored activity  other:

**Threat Type:**  verbal  stalking  assault  physical  sexual  harassment  
 suicidal/self-harm  other:

**Mode:**  in-person  text  email  letter  social media  internet  other:

<input type="checkbox"/> <b>Transient Threat</b>	<input type="checkbox"/> <b>Substantive Threat</b>
<ul style="list-style-type: none"> <li>• Non-genuine expression</li> <li>• Non-enduring intent to harm</li> <li>• Temporary feelings of anger</li> <li>• Tactic in argument</li> <li>• Intended as joke or figure of speech</li> <li>• Resolved on scene or in office (time-limited)</li> <li>• Ends with apology, retraction, or clarification</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and plausible details such as a specific victim, time, place, and method</li> <li>• Repeated over time or conveyed to differing individuals</li> <li>• Involves planning, substantial thought, or preparatory steps</li> <li>• Recruitment or involvement of accomplices</li> <li>• Invitation for an audience to observe threat being carried out</li> <li>• Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)</li> </ul>

**Demonstrates:**  risk factors  warning signs  escalating patterns of behavior

**Motive:**  no known reason to act on plan at this time  possible reasons due to recent circumstances  
 definite triggers or events that would make student likely to act now

**Potential Targets:**  another student  school staff  group  school community  other:

**Referral Source:**  another student  school staff  parent  community member  tip line/phone call  
 other:

**Additional Information:**

**Reason for FULL Assessment:** (Describe cause for concern that student *may pose a continued threat*. If screener was completed, please attach/submit with this document.)

**ASSESS LEVEL OF RISK AND DOCUMENT BELOW**

**To align with best practice, review and complete ALL of the following steps:**

**1. Assemble the school threat assessment team and determine facts. If there is risk of imminent danger, contact the SRO or local police immediately.**

<b>Check and provide names of those school team members involved.</b> At minimum <u>must</u> include administration, school mental health professional, and law enforcement (if a weapon involved/suspected to be involved) or another threat assessment team member.		
<input type="checkbox"/> Administrator: _____	<input type="checkbox"/> Nurse: _____	<input type="checkbox"/> Special Education: _____
<input type="checkbox"/> School Psychologist: _____	<input type="checkbox"/> Classroom Teacher: _____	<input type="checkbox"/> Other: _____
<input type="checkbox"/> School Counselor: _____	<input type="checkbox"/> SRO: _____	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Social Worker: _____	<input type="checkbox"/> Mental Health Professional: _____	<input type="checkbox"/> Other: _____

**2. Information gathering (consider all of the following and check sources of information used in this assessment):**

- Current school academic and discipline records, including previous threat assessments
- Previous school academic and discipline records
- Law enforcement records of student (if moderate, high, imminent risk): Agency checked: \_\_\_\_\_
- Search of student, locker, car (if applicable) on school property, according to district policy
- Review of student issued technology (chrome books, hot spot, etc)
- Search (or search warrant) of room/home/vehicle with law enforcement, if appropriate
- Interview with student of concern
- Parent/guardian interview
- Parent/guardian has not been notified because:
- Interview with school staff and/or classroom teacher(s)
- Interview with target individual(s) of threat
- Interview with other student(s)
- Internet histories/activities; written and artistic material, etc.
- Social media history/activity
- Contact with: \_\_\_ Probation \_\_\_ Diversion \_\_\_ Social Services CMH \_\_\_ other involved agencies
- Other contact(s): \_\_\_\_\_
- Other: \_\_\_\_\_

**INTERVIEW NOTES**

### 3. Evaluate information. Consider both risk and protective factors.

The following risk assessment questions are based upon the Secret Service Model for threat assessment. Protective factors also need to be assessed. Together this information helps: 1) determine the individual's current intent, ideation, and feasibility of plan to harm others and/or self; 2) determine if the individual **POSES** a threat; 3) guides intervention planning.

All data gathered needs to be taken into consideration to answer the questions below. An interview with the individual of concern is to be conducted in private, conveying nonjudgmental support for the individual and their reported feelings, perceptions, and thoughts. Others with knowledge are also to be interviewed. Regardless of specific responses, if the individual is believed to be at imminent risk of harming others and/or self, **DIRECT SUPERVISION AT ALL TIMES** is required until the student is released to approved individuals to pursue immediate mental health assessment or law enforcement intervention. Use your *professional discretion but err on the side of caution*.

**DIRECTIONS: Answer each question with Yes, No, or Unable to Determine**

Critical Risk Factors		Assessment Questions	Yes	No	Unable to Determine
<b>Motives/goals</b>	1.	Has expressed strong motivations, reasons, or goals for the planned violence? Grievances, grudges? Specify:			
	2.	Grievances against: <input type="checkbox"/> other student(s) <input type="checkbox"/> teacher(s) <input type="checkbox"/> parent <input type="checkbox"/> sibling <input type="checkbox"/> other:			
	3.	Situation/circumstances that led to threat still exist? Specify:			
	4.	Efforts were unsuccessful to resolve the perceived problem/grievance? Specify:			
<b>Communicated Intent</b>	5.	Communicated ideas and/or intent to harm others now or in near future? (includes verbal, non-verbal, electronic, written, pictures, gestures, social media) Specify:			
	6.	Told others of plan to harm/kill others? Who:			
<b>Identification &amp; Fixation</b>	7.	Has shown inappropriate interest in previous attacks, weapons, incidents of mass violence? Specify:			
	8.	Identifies with previous acts/perpetrators of violence (e.g., Internet writings, news accounts, music, etc.)? Specify:			
<b>Behaviors</b>	9.	Has engaged in attack-related behaviors?			
	10.	Has capacity to carry out the act of violence?			
	11.	Previously tried to hurt others/animals? Specify:			
	12.	Previously practiced violent acts? (e.g. stalking, rehearsal) Specify:			
<b>Capacity and Will</b>	<b>Time</b>	13. Plan is <i>specific</i> in regards to time and location? Specify:			
	<b>Opportunity</b>	14. Has means/access to guns/weapons? Specify:			
<b>Ability</b>	15.	Has made efforts/preparation to get hold of a gun(s)/weapons? Specify:			
	17.	Is the plan <i>viable</i> (i.e., can access means and enact plan)? Specify:			
	16.	Plan is organized. Thoughts of how to get around security measures?			

Critical Risk Factors		Assessment Questions	Yes	No	Unable to Determine
Desire (Planning)	17.	Plan is <i>detailed</i> (including materials, means, and method to be used)? Specify:			
	18.	Has taken steps to carry out plan? Specify:			
	19.	Specific thoughts about how he/she would get close to target (i.e., persons or building)?			
Stimulus/ Stressors	20.	Experiencing/expressing hopelessness, helplessness, desperation, and/or despair? Specify:			
	21.	Expressed thoughts of hurting self (e.g., suicidal ideation)? Specify: <b>*Must conduct suicide risk assessment.</b>	*		
	22.	Had a recent death of a loved one or a significant loss of person/ relationship? (e.g., breakup of a romantic relationship) Specify:			
	23.	Experienced a <u>new</u> trauma/stressor and/or perceives current stress as high? Specify: <b>Specify:</b> <b>What:</b> _____			
	24.	Experienced <u>chronic</u> /ongoing stressors? (e.g., feelings of loneliness, life stress) Specify: <b>Specify:</b>			
	25.	Experienced a significant health concern? (self or other) Specify:			
	26.	Experienced abuse or victimization at home and/or school? Specify:			
	27.	Violent/chaotic/inconsistent structure in home			
Changes in Mood /Behavior	28.	Demonstrated abrupt changes in behaviors? (e.g., aggression, thoughts of revenge; changes in eating, sleeping, decline in school performance, quit club/sports, activities, gave away personal possessions). Describe:			
	29.	Demonstrated recent, dramatic changes in mood? (e.g., change from depression to contentment, happiness to depression, etc.)			
Mental Illness	30.	Has a history of mental illness/difficulties? (i.e., depression, conduct, or anxiety). Specify:			
	31.	Has delusional ideas, feelings that others are out to get him/her (i.e., paranoia)? Explain.			
	32.	Has hallucinations where someone is commanding him/her to do something? Explain.			
	33.	Has acted on delusions and/or hallucinations? Explain:			
Personal Risk Factors	34.	Sees violence as an acceptable, desirable and/or only way to solve problems?			
	35.	Student has been victim of bullying/harassment: Specify:			
	36.	Student has engaged in bullying/harassment of other students: Specify:			
	37.	Has a history of substance abuse? Specify:			

Critical Risk Factors		Assessment Questions	Yes	No	Unable to Determine
Other Circumstances Affecting Likelihood of Attack	38.	Presenting Affect: <input type="checkbox"/> Calm <input type="checkbox"/> Elated <input type="checkbox"/> Depressed/Despondent <input type="checkbox"/> Irritable <input type="checkbox"/> Enraged <input type="checkbox"/> Labile Indicate "yes" if concern is present			
	39.	Presenting Behavior: <input type="checkbox"/> Cooperative <input type="checkbox"/> Withdrawn <input type="checkbox"/> Avoidant <input type="checkbox"/> Defensive <input type="checkbox"/> Hostile <input type="checkbox"/> Varied Indicate "yes" if concern is present			
Other Circumstances Affecting Likelihood of Attack	40.	Environment explicitly or implicitly supports/endorse violence as acceptable way to solve problems?			
	41.	Others have encouraged student to engage in violence?			
	42.	Conversation and "story" provided by student are inconsistent with actions.			
	43.	Behaviors are of concern to others. (e.g., seen as impulsive, acting-out, quickly escalates, flees/runs away, adults have had to intervene)? Specify:			
Protective Factors (can help to mitigate risk)	44.	Has a trusting relationship with at least one responsible adult? Specify:			
	45.	Has a support system of family? Specify:			
	46.	Has a support system of prosocial friends? Specify:			
	47.	Demonstrates empathy towards others? Specify:			
	48.	Has a sense of purpose in his/her life? (e.g., commitments, goals) Specify:			
	49.	Readily identifies plans for the future/indicates a reason to live? Specify:			
	50.	Views homicide and/or suicide as taboo (e.g. religious, spiritual, cultural belief systems) Response: _____			
	51.	If previous concerns, interventions are in place and have been mostly effective Specify:			
	52.	When distressed student seeks help: If yes, name(s) of resource sought: _____			
	53.	Identifies prosocial ways that he/she has coped with angry or depressed feelings in the past? Specify.			
	54.	Has shown ability to self-monitor or self-restrain?			
55.	Has engaged adults that help to provide monitoring when concerns expressed?				
56.	Currently in counseling? With whom:				
57.	Wants help/willing to access help when offered? Specify:				

Critical Risk Factors		Assessment Questions	Yes	No	Unable to Determine
	58.	Efforts were successful to resolve perceived problem/grievance? Specify:			
	59.	Supportive agencies involved providing help to student/family?			

**ADDITIONAL RISK FACTORS TO CONSIDER:**

- Student has been disciplined by school: truancy suspensions expulsion(s) Details: \_\_\_\_\_
- Legal concerns: prior assault charges other charges probation \_\_\_\_\_ Details: \_\_\_\_\_

**Additional Assessment Notes:**

**EVALUATE INFORMATION AND DOCUMENT BELOW: Consider both risk and protective factors.**

4. **A contextual assessment was performed.** Team looked at:  Subject  Target(s)  Environment  Precipitating Event  
 Developmental understanding  Disability, if applicable (504/special ed.)

5. **Based on the factors listed above and after consideration of risk and protective factors, determine the level of risk.**

**Assessment Results – Level of Concern: (Check the appropriate level of risk below and follow appropriate procedures.)**

- Yes  No The decisions made below regarding level of risk and the interventions, monitoring and supervision to be conducted were a team decision involving at least the three core team members of the threat assessment team.

**LOW LEVEL: Risk to target(s), students, staff, and school safety is minimal.**

- Threat is vague, indirect, inconsistent, implausible
- Information contained within the threat lacks detail or realism
- No “true” threat; student lacks developmental understanding
- Available information suggests that the person is unlikely to carry out the threat or become violent
- No identified grievances; thought was in passing to a specific circumstance, remorseful
- Supports available and accessible

Actions (Check actions taken):

Parent/guardian called and briefed about the situation:

Parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student released to:  parent/guardian  routine after-school transportation.  Other:

Notified victim/victim’s parents (if target identified)

Notified on: Date: \_\_\_\_\_ Time: \_\_\_\_\_ By whom: \_\_\_\_\_

Threat/situation resolved through mediation, restorative conference, and/or problem-solving process

Assisted with connecting to school and community resources, including follow-up supports, if needed.

Specify action:  Develop/revise *Intervention and Monitoring Plan*  Schedule IEP/504 review  Other:

Refer for evaluation \_\_\_\_\_  Consulted with community provider

Provided information regarding community resources

Notified building principal of outcome, if he/she was not a member of the assessment team

Followed discipline procedures (if applicable), per conduct policy.  Other:

**MODERATE LEVEL: The threat could be carried out but supports are available and student willing to access supports.**

- Threat is plausible but lacks specifics.
- No clear indication that the student has taken preparatory steps, although there may be ambiguous or inconclusive references pointing to that possibility.
- Some grievances but does not view situation as hopeless.
- Moderate or lingering concerns about a student’s potential to act violently but willing to access supports. Open to help.
- Has at least some protective factors present

Actions (Check actions taken):

Consulted with law enforcement and/or they participated in the assessment as a team member.

Parents notified. Parent(s) to report to school or other identified location.

Parent: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Secured/removed weapon(s) or item(s) mentioned in the student’s plan (involve law enforcement support, as appropriate).

Provided direct supervision of student at all times (including restroom).

Protect(ed) and notified intended victims(s) and their parents/guardians (if specific individuals were identified).

Notified on: Date: \_\_\_\_\_ Time: \_\_\_\_\_ By whom: \_\_\_\_\_

Notified school principal and superintendent/designee. Date: \_\_\_\_\_ Time: \_\_\_\_\_ By whom: \_\_\_\_\_

Released student to (do not allow student to be released to routine after school transportation):

\_\_\_ Parent/guardian committed to constant supervision and seeking additional mental health supports.

\_\_\_ Law enforcement/SRO took child into protective custody.

\_\_\_ Department of Social Services (if warranted due to concerns in the home environment).

Developed an *Intervention and Monitoring Plan* involving parents and school and/or community mental health

Referred to school and community resources, as identified in the *Intervention and Monitoring Plan*.

Followed discipline procedures, per conduct policy.

Other:

**IMMINENT: Clear and imminent safety risk. NEEDS IMMEDIATE CONTAINMENT** via law enforcement intervention and/or mental health hold/hospitalization. Has means, method, and desire to execute plan in short-term if no containment.

**HIGH LEVEL: The threat or situation of concern appears to pose a serious danger to the safety of others. Immediate containment is not needed but immediate safety planning is necessary and constant supervision is needed.**

- Threat is specific and plausible. There is an identified target or strong indication of target(s).
- Information suggests concrete steps have been taken to act on the threat and has means (e.g. acquired or practiced with weapon, has victim under surveillance).
- Information suggests a strong concern about a student's potential to act violently.
- Strong grievance; intent on violence as only solution.
- Minimal to no supports; resistive to problem solving/interventions.

Actions (ALL boxes should be checked):

**NOTIFIED LAW ENFORCEMENT** and/or  **ENGAGED MENTAL HEALTH SUPPORTS IMMEDIATELY TO CONTAIN THREAT**

LE Notified on: date: \_\_\_\_\_ time: \_\_\_\_\_ by whom: \_\_\_\_\_

MH Notified on: date: \_\_\_\_\_ time: \_\_\_\_\_ by whom: \_\_\_\_\_

Parent notified. Parents to report immediately to school or law enforcement facility.

Parent: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Provided direct supervision of student at all times (including restroom).

Protect(ed) and notified intended victims(s) and their parents/guardians (if an intended target).

Notified on: Date: \_\_\_\_\_ Time: \_\_\_\_\_ By whom: \_\_\_\_\_

Notified principal and superintendent/designee. Date: \_\_\_\_\_ Time: \_\_\_\_\_ By whom: \_\_\_\_\_

Follow procedures, per conduct policy.

If **imminent** risk, only release student to:

Law enforcement/SRO took child into protective custody

Ambulance transport to hospital requested by: parents, school, or unable to contact parent.

If **high** risk, only release student to:

Primary caregivers if agree to provide constant supervision and seek supports (*if caregivers refuse to supervise, it rises to imminent risk*)

Department of Social Services (if warranted due to concerns in the home environment or parents refuse to supervise).

Consider if additional mental health and/or law enforcement assessment is necessary.

If student to return, develop an *Intervention and Monitoring Plan* involving parents, school, community mental health and/or law enforcement/SRO.

Assign team member(s) to monitor student and ensure *Intervention and Monitoring Plan* is followed, including follow-up meetings to review progress.

Prepare a *Re-Entry Plan*/meeting involving parents, school, law enforcement, and/or community mental health personnel.

Other:

***\*The analysis is based upon information available at this time. Should additional information or case materials become available at a later date, certain aspects of this analysis and therefore, the conclusion, may be subject to modification or change.***

**TEAM RATIONALE FOR DECISION:**



**Develop Intervention and Monitoring Plan (attach; optional for low risk)**

- Plan will be reviewed on \_\_\_\_\_
- Assigned team member to monitor student(s) and ensure Intervention and Monitoring Plan is followed  
Team member to monitor: \_\_\_\_\_ Back-up team member: \_\_\_\_\_

**6. Obtain parent/guardian signature(s) on the Parent Notification & Agreement (attach)**

**7. Documentation and Review.**

- Print, sign, & send copy to: \_\_\_\_\_ [district department who oversees threat assessments]  
Date sent: \_\_\_\_\_ by whom: \_\_\_\_\_
- School shall maintain the original documentation in a secure, confidential location
- Enter applicable discipline actions in student information system to indicate a threat assessment was conducted

Signatures:

_____	_____
Administrator	SRO/Law Enforcement (if situation warranted involvement)
_____	_____
School Mental Health	School Mental Health
_____	_____
Other	Other

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