



A Step-by-Step Approach to
Preventing School Violence
with School Safety Manager

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Edclick

Contents

Summary	3
Step 1: Anticipating and defusing threats.....	5
The nature of threats	5
Imitation.....	6
Threat levels.....	8
Reporting threats and concerns	11
What should be reported.....	11
The Violence Tracking List.....	14
How to conduct an inquiry for threat assessment	16
Who is responsible for the inquiry?	18
Does the student pose a threat of violence?	18
Step 2: Managing a threatening situation and monitoring progress.....	19
When urgent actions are required.....	19
Interventions.....	19
Interventions in the short term	19
Interventions in the long term	22
Why help these shooters?	23
Step 3: School culture: Proactive steps to minimize the likelihood of violence	25
Steps to prevent or reduce violence	25
The code of silence and the duty to warn	26
Teacher and staff skills for school safety	27
Students should both <i>be</i> safe and <i>feel</i> safe	27
Step 4: Edclick’s School Safety Manager helps organize and share the information	29
Endnotes	30

Summary

*“A school shooter doesn’t suddenly snap.”
- A conclusion of U.S. Secret Service, Safe School Initiative*

We all know that there has been far too much school violence in the United States, especially deadly school shootings. There has also been a lot of research on the matter. One of the main findings is that, contrary to popular opinion, school shooters don’t suddenly snap. Rather, shooters proceed with a process over time, the end of which is often deadly violence.

The fact that potential shooters proceed in a process that can take days, weeks, months or even years offers some hope for preventing school violence. The preparation time gives us a chance to detect the plans and preparations and to avert the attack. It also allows time to address student grievances and to help with challenges which the student has concluded there is no hope for solving.

The preparation process also implies that dealing with school safety issues is unlike dealing with other student behavior issues such as misbehaviors. Misbehaviors are typically assigned a penalty or consequence, which is then served, and the matter is over. Safety issues, on the other hand, must be monitored over time, sometimes as long as years. The actions being contemplated are more extreme, stemming from emotional issues that are more deeply rooted in the student. So assistance and problem-solving for the student become more critical. Research shows that many shooters would likely have abandoned their violent plan if others had not continued to provoke them and dare them to act out, while their plans went undetected and unaddressed by authorities. (Assessing Student Threats: Implementing the Salem-Keizer System (p. 22). Rowman & Littlefield Publishers. Kindle Edition.)

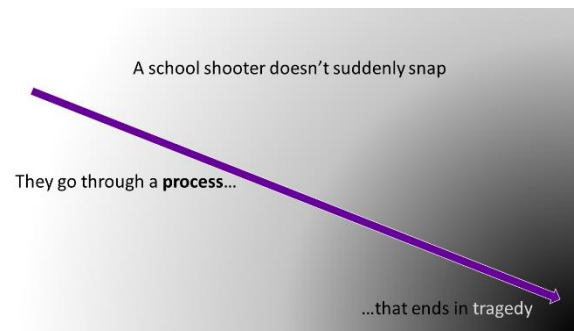
In preparation for the possibility of school violence, schools must consider two subjects

- Prevention and
- Emergency Response.

School Safety Manager is about prevention. We help schools organize and share information to support students and prevent tragedy.

This report is divided into three main steps.

Step 1: Anticipating and defusing threats. The first section will discuss how to identify that a student may be considering a violent act against other students. When the idea for violence appears to be developing, how serious is it and what should be done to prevent it.



Step 2: Managing a threat situation and monitoring progress. The response to a threat must also be treated as a process. Single actions are unlikely to change a student's mind away from violent acts. Simple responses such as suspension and expulsion are ineffective when dealing with plans of violence. As we've seen in Parkland, Florida and elsewhere, an expelled student not only has the ability to return to school and start shooting but by expelling, the school has lost the ability to turn the student's thinking around or, at minimum, keep tabs on whether the risk is increasing or decreasing.

Step 3: Proactive steps to minimize the likelihood of violence. Schools can teach the expectations of school safety. Students who turn to violence have often been bullied or harassed by their schoolmates. Students involved in gang activity are more likely to become violent than students who are not. Students who commit violent acts usually reveal their plans to other students. If those other students realize their safety responsibilities to others and notify adults in the school, whether directly or through anonymous tip lines, the violence can often be prevented.

Step 4: Organize and share information. School Safety Manager is designed to help schools and law enforcement personnel to collect information, prevent attacks and help students address the issues that lead them to contemplate violence.

School Safety Manager does not address emergency response. If a student has shown up at school with weapons and an attack is imminent or has begun, it is a matter for emergency response and law enforcement.

Step 1: Anticipating and defusing threats

Is anyone on your campus talking about or planning a violent attack? How serious are they? How far along are they? How can you know? What can you do about it?

The nature of threats

Research findings of the Safe Schools Initiative conducted by the U.S. Secret Service¹ listed 10 key findings.

1. Incidents of targeted violence at school are rarely sudden, impulsive acts.
The good news is that since these intentions and plans develop over some time, there is greater opportunity to detect a plan, intervene and prevent a tragedy.
2. Prior to most incidents, other people knew about the attacker's idea and/or plan to attack.
More good news. The challenge is to convince students to tell adults about violent plans that have been disclosed.
3. Most attackers did not threaten targets directly prior to advancing the attack.
4. There is no accurate or useful "profile" of students who engage in targeted school violence.
*The fact that a student is a loner or is considered "different" or plays violent games does **not** suggest that he or she is a threat to others.*
5. Most attackers engaged in some behavior prior to the incident that caused concern or indicated a need for help.
*This is the key to identifying students who pose a threat of violence: look at what they **do**, not so much what they say or what they look like. And "concerns" should be part of the developing picture.*
6. Most attackers were known to have difficulty coping with significant losses or personal failures. Many had considered or attempted suicide.
Students often don't realize that they have a range of choices available to them, even in times of great stress, grief or sorrow.
7. Many attackers felt bullied, persecuted, or injured by others prior to the attack.
Bullies are aggressors but it is often the ones who are bullied who respond with violence. Again, the student may not appreciate that there is a range of responses available in even these highly stressful situations. Some may depend on help from the staff at school or community agencies.
8. Most attackers had access to and had used weapons prior to the attack.
Weapons are efficient killing tools. Military style weapons are even more efficient. Access to weapons increases the threat.
9. In many cases, other students were involved in some capacity.
If other students have some involvement, it increases the chances that the plans will be

discovered and revealed.

10. Despite prompt law enforcement responses, shooting incidents were stopped by means other than law enforcement intervention.

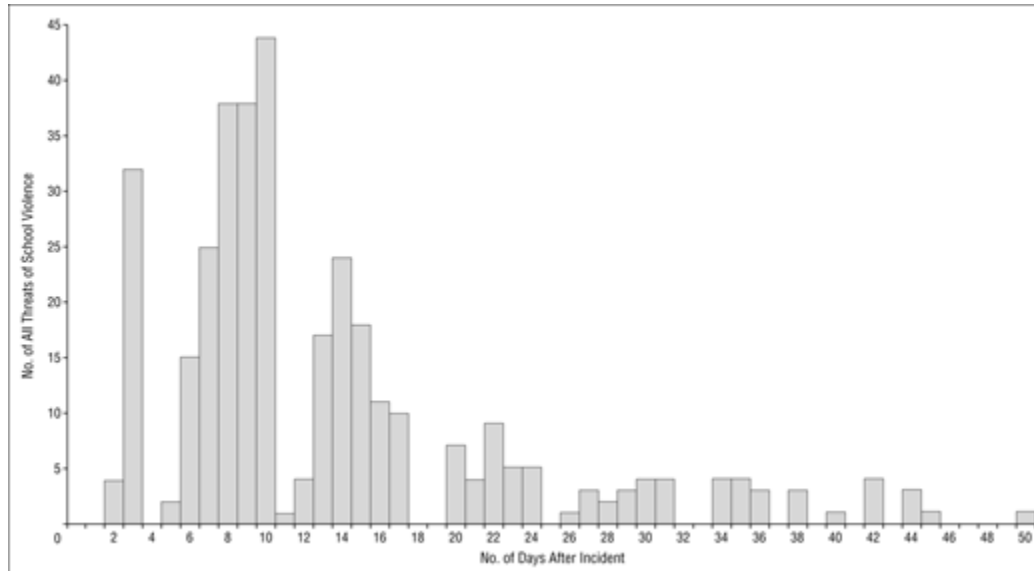
Effective prevention is preferable to even the best emergency response. If a violent attack starts, at least one life will be ruined (the perpetrator) and possibly many more. The earlier a plan is discovered, the more likely that tragedy can be averted.

Things that are not on the list.

- Mental illness is not a significant factor in determining violence potential.
- Violent video games or movies in themselves were not found to lead to violent attacks. However, games or movies are sometimes used as a rehearsal for a planned attack. Rehearsals of any variety do advance the planning process and so can increase the likelihood of an attack.

Imitation

Another significant factor in school violence is imitation of widely publicized incidents of school violence. In a study entitled *Threats of School Violence in Pennsylvania After Media Coverage of the Columbine High School Massacre/Examining the Role of Imitation*ⁱⁱ the authors found 354 threats of school violence in Pennsylvania schools in the 50 days following the Columbine shooting in 1999. 354 threats in 50 days far exceeded the 1 or 2 threats per year estimated prior to 1999. Similarly, imitation suicides around publicized suicides are well documented.



Daily number of all threats of school violence in Pennsylvania during the 50 days following the Littleton, Colo, school shootings. The typical rate of threats prior to the Columbine incident is estimated to be 1-2 per year.

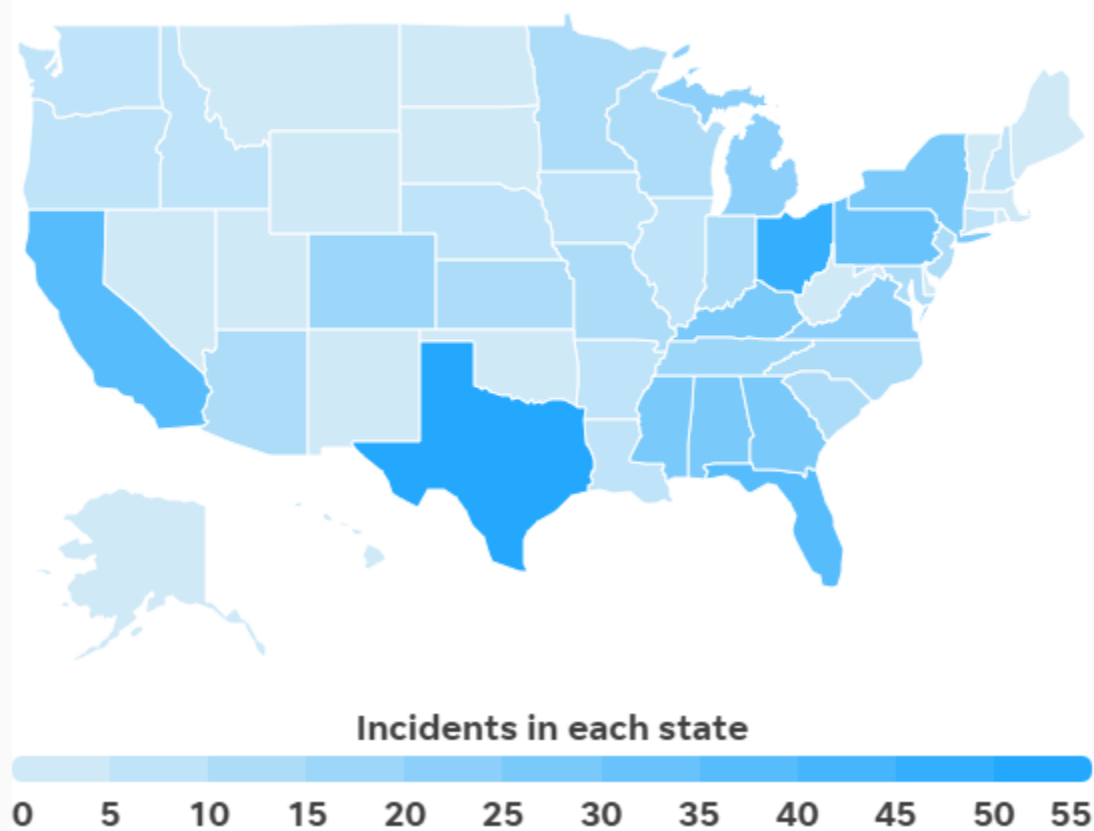
The recommendation for schools is to be on the lookout for imitation violence after highly publicized school violence events. Another recommendation is to communicate to the students that making a threat of school violence as a prank or hoax is serious, similar to saying “bomb” in an airport or “fire” in

a crowded theater. There can be severe consequences for such pranks but schools are typically reluctant to pursue them.

USA Today reported 638 threats targeting schools in the two weeks following the Parkland, FL school shooting.ⁱⁱⁱ

Time Magazine reported 756 copycat threats in the three weeks following the Parkland shooting.

Since the high school shooting in Parkland, Fla., there have been 638 reported threats targeting schools across the nation from Feb. 15 to Feb. 27.



There are, however, many imitation threats that are actually carried out as imitation attacks. Clearly, imitators cannot be dismissed without some level of investigation.

Threat levels

▲ Hide

Investigate and Evaluate In progress

started 8/4/2020 3:33 pm

If a threat of violence might be imminent, call 911 now.

Overview of the Threat Assessment and Response Protocol

▼ Show details

Talk to the student who made the threat

✎ Add note ↑

Talk to the target of or witnesses to a threat

✎ Add note ↑

Notes and templates to record findings

Key observations

✎ Add note ↑

EVALUATE Do the concerns about this student involve harm to others?

▲ Hide details

- If the concerns about this student do not concern harm to others, there is no need to do a threat assessment and this threat assessment case can be closed.

- The concerns about the student, even if not a threat, may be important and may require referral to others.

Decision points highlighted including rubrics for decision making

If NO, then STOP this worksheet. This is not a threat.

Assessment findings

✎ Add note ↑

EVALUATE Is this a transient threat?

▼ Show details

If YES, this is a transient threat. Add worksheet: *Respond to a transient threat.*

EVALUATE This is a substantive threat. Is it *serious* or *very serious*?

▼ Show details

If SERIOUS, then add worksheet: *Respond to a serious substantive threat.*

If VERY SERIOUS, then add worksheet: *Respond to a very serious substantive threat.*

Seal worksheet

ⓘ

Figure 1 Worksheets guide the threat assessment team step by step through the assessment process. Templates and notes document the findings. Decision points are highlighted and include rubrics for decision making.

Our goal here is to identify a threat level that a student's behavior indicates. Here is an example set of threat levels.

0. No threat
1. Transient or reactive threat
2. Serious threat (assault)
3. Very serious threat (kill, rape, inflict serious injury)
4. Very serious threat (involves a weapon)

First notice that we are not looking for a fine grained rating of the threat.

Next, an elaboration on the transient or reactive threat. This is a verbal statement making a threat which does not represent an actual plan or intent to commit a violent act. This is *making a threat* as opposed to *posing a threat* which would include intent and/or planning. These statements are usually made in anger. In contrast, serious plans for targeted aggression are usually expressed with little or no emotion and goals of power, revenge, dominance, money or sexual gratification.

Also keep in mind that these threat levels are based on the kind of violent act that is contemplated. But as we've discussed, threats go through a process of planning and implementing that may take days or even years. The real threat considers not only the kind of violent act contemplated, but also, how complete the planning and preparations are.

A student may say, "I'm going to blow this place up," or "I could shoot every one of these jerks." These indicate very serious threats because they involve weapons, but if they were stated in anger and not part of any intention to actually carry out the violent act, they would be considered transient threats. Transient threats need attention but they don't require a SWAT team.

Home > School Safety Manager

View entries for a specific student or all students
ARCHER, Conrad

Case file for Conrad ARCHER (401566)

View details on this case and carry out investigations and assessments.

Show additional help

Summary [More](#)

Last assessment	
Assessment date	6/24/2020 9:27 am
Status	
Grade	9
Considerations	None
Staff connections	<ul style="list-style-type: none"> Ro BAILEY Leslie BENNETT
First case record	5/16/2020 5:10 pm

Next review [Set](#)

Set an assessment
Sets an assessment on behalf of the team.

Select the threat assessment
Transient Threat

Violence was involved

Select the harm-to-self assessment
Choose one
[Understanding harm-to-self assessments show/hide](#)

Close this case

Team conclusion
Conrad shouted a threat at another student during an altercation on the soccer field. The threat was made in anger and Conrad has apologized to the other student.

[Submit](#) [Cancel](#)

d. Discipline student when time is appropriate
[Add note](#)

Figure 2 Setting the threat level. Questions in the worksheets lead the team to an assessment. Some schools include a harm-to-self assessment as well.

The figure shows the form that an assessment team would use to assign a threat level or type. The system pictured uses the CSTAG model (Comprehensive School Threat Assessment Guidelines).

0. No risk
1. Low or minor risk
 - Vague or indirect information contained within threat is inconsistent.
 - Threat is implausible or lacks detail and realism.
 - Context of threat suggests that action is unlikely.
 - Little history of serious risk factors or dangerous behavior.
 - Inhibitors are present.
 - Behavior that is aggressive but has little potential for physical injury. Minor bullying.
 - Threats are for stress relief, bravado, and affect.
2. Moderate risk
 - Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
 - No strong indication of preparatory steps although there may be some veiled reference or ambiguous evidence of threat possibility (reference the gun availability, movie with theme, or sequence specific violent act).
 - Some inhibitors present as well as an indication of desire for help.
 - Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

3. High risk

- Threat or behavior is targeted and appears to pose serious danger to others.
- Threat is direct, specific, detailed and plausible.
- Information suggests the presence of concrete preparations, target and planning.
- Few inhibitors present.
- Sees no or few alternatives to action.
- Identified precipitating events with justification and acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.

4. Imminent risk

- Same criteria as High Risk but with the possession of weapons and a situation that is scheduled or clearly close or too dangerous or explosive.

Reading through this rubric shows that the emphasis is on planning and preparation. It is the degree of planning and preparation that moves the evaluation to higher risk levels.

Note: Inhibitors will be discussed in more detail later. They are factors that may derail the planning the preparation process. Or inhibitors may induce the student to abandon the plan entirely. Not mentioned in the rubric are accelerators, the opposite of inhibitors. Think of accelerators like peers encouraging advancing the plan.

Reporting threats and concerns

What should be reported

You should encourage your community (students, staff, parents) to **always immediately report thoughts or plans about committing a violent attack.**

You should **make it easy and confidential to make these reports.** Sending a text, email or filling out a form on a phone as well as making a phone call or leaving a written note are all good.

Don't put a student in the position of having to go to the office or speak privately to a teacher in order to report a possible problem. Imagine a student who overhears talk of an imminent attack. That student may want to report what he's heard as soon as possible but not be seen doing so. Sending a text or an email is so commonplace that it is unlikely to raise suspicions by those around him. A text or email can also be deleted immediately after sending leaving no trace.

On the receiving end, be sure that incoming messages are handled urgently. Have them trigger notifications and be marked as Important and be copied to special folders reserved for urgent messages in case the notification is missed. You can also send one or more notifications to phones to notify people away from their desks. Keep in mind that email and phone text messages can talk to one another. See the box for details.

We recommend that you set up an email address like *e@mySchool.edu*

(with your school address instead of *mySchool.edu*) and publicize it widely. The e stands for **emergency**. It's easy to remember and can be sent from any email or text app.

School Safety Manager includes some forms for submitting Concerns, also called Concern Referrals.

The Concern Referrals allow a staff member to enter a referral by checking the appropriate concerns. There is also a space to enter details and buttons for urgency of the referral: Critical, Urgent or As Soon As Possible.

These referrals go to the school counselor. Keep in mind that these are referrals about concerns, not referrals about misbehavior, although for some of them you may also want to enter a referral for misbehavior.

The default set of concerns in School Safety Manager is show below. You are free to create your own list if you wish. Note that two categories of concerns are highlighted in red, Aggression/Violence and Aggression/Violence – Victim. These are the concerns that are relevant to safety issues. These, the safety issue concerns, will not only go to the counselor but also to an administrator who handles safety issues.

Concerns in School Safety Manager

All Concern Referrals go to the counselor. The concerns in the categories in **red** also automatically appear in the Violence Tracking List.

Academic

Absences	Academics
Completion of Assignments/Homework	Drop out risk
Tardy	Wk habits/organization

Aggression/Violence

Email ↔ Text

Any phone that can send or receive a text message can also send text-to-email and receive email-to-text. Text-to-email is easy. Just enter any email address as a recipient and compose and send a text. It will go to the email address.

Sending email-to-text is only slightly trickier. You need the email address of your phone. The easiest way to get it is to send a text-to-email message to yourself. The FROM address is your email-to-text address.

My email-to-text address, for example, is *number@messaging.sprintpcs.com* with my cell number instead of *number*. The other part depends on your cell carrier. Mine is Sprint and yours will be the same if you also use Sprint. Here are some common ones.

- number@mms.att.net* – AT&T
- number@myboostmobile.com* – Boost
- number@mms.mycricket.com* – Cricket
- number@mymetropcs.com* – Metro PCS
- number@pm.sprint.com* - Sprint
- number@tmomail.net* – T-Mobile
- number@vzwpx.com* – Verizon
- number@vmpix.com* – Virgin Mobile

To get text notifications of important incoming emails, set up a filter in your mailer to send a copy to your email-to-text address.

Aggression/Anger	Bullying
Dating violence	Exposure to violence
Fighting	Gangs
Harassment	Hurts self
Inappropriate access or use of firearms	Inappropriate touching
Multiple violence risk factors	Possible abuse
Sexual assault and rape	Suicide risk
Threats of violence	
Aggression/Violence - Victim	
Bullying	Dating violence
Exposure to violence	Harassment
Inappropriate touching	Possible abuse
Sexual assault and rape	Threats of violence
Career	
Decisionmaking	Exploration and Planning
Post-Secondary Applications	Post-Secondary Options
Family Problems	
Divorce	Family Problems
Grief	
Personal	
Always tired	Chews (paper/clothes/hair)
Cries easily for age	Daydream/fantasizes
Dramatic change in behavior	Easily distracted
Fears	Impulsive
Inattentive	Makes odd sounds
Motivation	Nervous/anxious
Non-touchable/pulls away	Overactive
Perfectionist	Sadness
Stress	Withdrawn
Worries	
Social	
Defiant	Destruction of property
Disrespectful	Lying
Peer relationships	Personal hygiene
Profanity	Self-image/confidence
Sexual acting out	Social skills
Stealing	Teasing

The counselor can review summaries of new referrals and click Counseling Session to record notes and duration of counseling sessions for students, whether face-to-face, over the phone, with parents, etc. These sessions form the basis of documentation of a student case over time.

For our purposes in recognizing and tracking possible safety threats, there are two relevant aspects of the counseling cases and sessions. First, as mentioned above, when concern referrals come in that relate to safety issues, they are automatically sent to an administrator and appear on the Violence Tracking List. Second, the counselor can check a box to add the student to the Violence Tracking List. The counselor's notes can remain confidential.

There is one other path for safety issues to automatically appear on the Violence Tracking List. If the school is using Edclick's Behavior Manager, referrals for misbehaviors that are flagged as safety issues will automatically appear on the Violence Tracking List. These are typically for fights or bullying incidents. We find that about 90% of the students with a behavior referral safety issue have only one in a school year. What becomes of interest to the safety administrators are the small minority of students that have referrals for several safety issues in a school year.

Students and parents also have an avenue to submit concerns to the counselor and administrator. Their forms don't have all the detail that is on the staff form so the counselor must determine whether to forward information to the administrator.

Although it is less structured, keep in mind that **referrals or tips from students may well be the most important that come in from a safety point of view**. A student who is planning violent activity usually shares the plan with some other people and those other people are most often students.

The Violence Tracking List

The Violence Tracking List has two functions: to keep tabs on a student who *may* be planning violent activity and to monitor a student's activities and views if he or she was planning violence but who is presumed to have abandoned the plan. In this section we will discuss tracking a student who *may* be planning a violent act. In a later section we will discuss monitoring students who are presumed to have abandoned their plans.

The Violence Tracking List is where all cases reside where we are tracking or monitoring the threat level posed by a student's activities. It includes the process steps to follow that correspond to having a student at a given threat level and it records which steps have been completed and which remain.

I will illustrate the Violence Tracking List with the case of Joshua Henry.

Entries in a student's record are shown in reverse chronological order. The original concern referral is at the bottom. A conversation was overheard and the librarian was alarmed that Joshua used the nickname Shooter. He also seemed to have an unusual interest in violence and seemed like the shooter "type," wearing a long duster jacket and being a loner.

The administrator immediately followed up and opened an inquiry. The most obvious aspect of this case was there was no evidence of intent to commit violence. No target, no plan, no steps taken. In an abundance of caution, the assistant principal started his inquiry by talking to the boys whose conversation was overheard. They said they did not say that Joshua called himself Shooter. The librarian admitted that she may have misheard.

The other characteristics (duster, loner) are personal characteristics which are not predictive of violent acts.

Joshua does have a knife collection but that is not unusual for a Boy Scout and none of the knives seemed particularly lethal. There are guns in his home but he does not have access to them.

There was follow-up with Joshua over the next three weeks but no new issues surfaced. Joshua's threat level was reduced to 0 – No Threat and the case was closed. It will be kept on file in case new concerns emerge in the future.

▲ Hide

Assessed to **Low Level** ⓘ

assessed 6/26/2018

Team conclusion

Case closed

Interviewed Cody Quinn. He states that he did not say Joshua refers to himself as Shooter. He said that he heard another student referring to him as Shooter because he's a loner and wears a duster coat. Cody thinks Joshua is a nice guy although very quiet. Another student (Richard Ramos) who was in the conversation in the library confirmed what Cody said, that someone else referred to Joshua as Shooter because of the coat. I spoke with Joshua. Joshua confirmed that he has a knife collection with about 15 kinds of knives. He says that his largest knife has a blade about 6" long that he takes on Boy Scout campouts. He has been a Scout for two years. When asked if there are any guns in his house at home he stated yes. His father hunts and has three rifles and a shotgun. They are kept in a gun safe. He was unaware that another student was referring to him as Shooter. He stated that he does not refer to himself as Shooter or any other nickname. I asked if there were any students in the school who he was in conflict with. He said no. I asked Ms. Crane if the Shooter nickname might have been a misunderstanding in light of the statements of the two boys in the conversation. She agreed that it could have been. I see no evidence of a plan or preparation for violence. The main concern, calling himself Shooter, appears to have been a misunderstanding. The isolation and duster are not indicative of a plan. We will keep the threat level at 1. I will check back with Joshua for three weeks. Unless there is evidence otherwise, at that time I will change the threat level to 0.

e-signature: Harry Tennant
<small>Username: tennanth
6/26/2018 6:18:11 PM
IP: 47.185.180.59</small>

▲ Hide

Safety concern referral, 6/26/2018, by Leona Crane

reported on 6/26/2018

Multiple violence risk factors

I overheard a conversation in the library about school shootings. One of the students (Cody Quinn) said that Joshua refers to himself as "Shooter". Joshua has a fascination with weapons and violence. Joshua doesn't seem to have friends. He always wears one of those long duster coats like the Columbine shooters wore.

Joshua Henry's case is fictitious. However, the facts are based on a true story. Unfortunately, the true story did not come out so well^v.

In the true story, the boys in the library were never interviewed and the misunderstanding that Joshua used the name Shooter was never discovered. The dubious profile of a shooter consisting of a loner wearing a duster was taken as significant rather than irrelevant. The investigators didn't take note of the fact that there was no evidence of a plan or preparation for violence. In the true story, police were sent with a warrant to search Joshua's house. The secured guns were found in the house and removed (with the owner's consent). However, the Threat Level was *increased*, not decreased. The excuse for increasing the threat level was to enable the school to offer "Joshua" a greater range of interventions. But in fact, no interventions were ever offered to "Joshua." His backpack and locker were subjected to random searches over the next few weeks. A pair of rounded end scissors was found in his backpack and confiscated, probably a less lethal weapon than a pencil.

In the true story, "Joshua" was highly stressed by the episode and dropped out of school. This is not what a threat assessment is for. First, it is important to define threat level criteria and process steps to take when a threat level is assigned. But then the process must be followed. Stories and facts must be

checked. Some judgement must be applied to answer the question, does this make sense? And most important, we must remember that a few personality traits or fashion choices do not predict a violent attack. We are looking for evidence of a plan and preparation for violence.

Keep in mind when conducting a threat assessment, we want to protect children in two ways. We obviously want to protect them from the unlikely but terribly tragic possibility of serious school violence. At the same time, we want to protect students from undisciplined investigations and unjustified accusations. An organized process helps in both ways.

How to conduct an inquiry for threat assessment

The first question is, **How much time do we have?** If the threat appears imminent, you must go directly into emergency response and contact law enforcement.

The following describes how to conduct a threat assessment if the threat does not appear imminent.

The U.S. Secret Service recommends focusing on eleven questions about a student's behavior in a threat assessment.

1. What are the student's motives and goals?
2. Has the student expressed intent to attack?
3. Has the student shown inappropriate interest in school attacks, weapons, mass violence?
4. Does the student engage in attack-related behaviors: developing a plan, practice with weapons, casing potential sites, rehearsing attacks?
5. Does the student have the ability to carry out an attack?
6. Is the student experiencing hopelessness, desperation, despair?
7. Does the student have a trusting relationship with a responsible adult?
8. Does the student see violence as problem-solving?
9. Is the student's story consistent with actions?
10. Are other people concerned about student's potential for violence?
11. What circumstances might increase or decrease the likelihood of an attack?

These questions are about the main question, Is the student planning and preparing for a violent attack? Keep in mind that the purpose of the inquiry is ultimately to decide what will be done about it. Keep the threat level rubric discussed above in mind and let it help guide your inquiry.

In order to answer these questions, interviews will probably be most helpful. If the student came to your attention because of some incident, talk to the people involved in the incident including witnesses and bystanders. Talk to the student himself. Talk to the parents. Talk to teachers and coaches. Here are some topics you might consider talking about with the student. They are grouped by topics from the 11 questions above. Keep the conversation non-confrontational. Your goal is to understand the situation.

Interviewing the student

- Intent, motives, goals
 - Ask directly about intentions
 - It has been reported that... How do you explain what has been reported?
 - When did you do it?
 - Who are you upset or angry with?

- Are people making you the target of bullying, harassment, intimidation, gang issues, or threats to you?
- Violence as problem solving
 - Why did you do it?
 - What do you hope to accomplish?
 - Why do you think people are concerned?
- Planning, preparing
 - Who else is involved?
 - Do you plan to hurt anyone, including yourself? Who?
 - Have you practiced your plan?
 - Do you have any weapons or are you trying to get them?
 - Have you posted things on social media that others might be concerned about?
 - Have you been keeping a journal or recording videos about your plans and preparations?
- Accelerators and Inhibitors
 - What are some good things going on in your life?
 - Who are your friends? What do they say about your aggression?
- Is there anything else I should know?
- What can we do to help you?
- Characterize the interview:
 - Interviewer's relationship with the student is: difficult, neutral or positive
 - Student seemed: guarded, defensive or open and honest
 - Is the student able capable of carrying out the threat?

When **interviewing witnesses** of an incident, ask the same sorts of questions as you would ask of the student. In addition, ask the witnesses what *exactly* was said and by whom. Also ask about the reasons that were given for the incident.

When **interviewing parents**, ask whether they have concerns about the student's behavior and whether they feel there may be a potential for violence. Ask about the availability and access to weapons in the house or elsewhere.

When **interviewing a potential target** of violence, ask about the relationship they have with the student. What recent interactions have they had? Are there grievances or grudges between them?

You may also need to consider what protection to offer the target student, if any. If protection is deemed necessary, create a plan and notify the targeted student, the targeted student's parents and law enforcement. The protection will need to be defined to fit the situation but make sure it is clear to all what responsibilities each has.

- What the target student(s) will do to aid in his/her/their own protection
- Support from the school
- Support from home
- Support from the community
- Support from law enforcement

Who is responsible for the inquiry?

Responsibility for a safety inquiry begins with school administrators. Many inquiries will be conducted entirely by a principal or assistant principal. If early results of the inquiry suggests that planning or preparation for violence is indeed underway, a **threat assessment team** should get involved as soon as possible.

A threat assessment team brings together people with multiple perspectives to help conduct the inquiry and make the judgement calls about actions to take.

- School administrator
- School counselor
- School resource officer (SRO)

A threat assessment team must include community resources when the threat exceeds the school's ability to address the threat. Community members include

- School district representative
- Law enforcement
- Community mental health agencies

Does the student pose a threat of violence?

The inquiry, whether by an assistant principal, a threat assessment team or law enforcement, is first and foremost tasked with answering the question, ***Does the student pose a threat of violence?*** It is a judgement call but should be backed up by evidence. In many cases, it will be determined that a *No Threat* assessment is appropriate. There may be consequences for the student for bullying or threatening language or for whatever prompted the inquiry, but the case can be closed.

In some cases, it may be determined that there is some level of threat of violence, some level of planning or preparation for violence has been made. This should trigger a process of steps to take that are consistent with the threat level. School Safety Manager comes with a set of process steps which you are free to use or replace with other steps that you prefer. It is important to have process steps ready to go to avoid confusion, omissions and delays when they are needed.

What if the evidence can't be found? If there was sufficient evidence to initiate an inquiry but the key questions for a threat assessment cannot be answered, you must err on the side of safety and proceed as if there is a threat. Convene the threat assessment team. Protect the target(s) as needed. Meanwhile, keep looking for the evidence that would answer the threat questions more definitively.

Step 2: Managing a threatening situation and monitoring progress

This phase includes:

- Implementing the response process steps
- Implementing interventions
- Regularly monitoring progress in reducing the threat level over time
- Ideally, getting to and maintaining a zero threat level for each monitored student

When urgent actions are required

- Contact law enforcement
- Control/contain the situation and student to prevent the possibility of attack
 - Depends on the student, target and situation
 - Focus on short term safety
- Protect possible targets

Interventions

Those with responsibility to manage a student assessed as posing a threat of targeted violence should consider options for the long term management of threatening situations in the context of the primary goal of prevention. The response with the greatest punitive power may or may not have the greatest preventive power.

- U.S. Secret Service^v

Interventions in the short term

Is punishment the most important first step? The U.S. Secret Service warns that severe punishments may not be effective for the primary goal: long term safety. Urgent needs for safety must be addressed immediately but long term safety requires solving the problems that lead the student to plan a violent act. Suspension and expulsion can seem like the best intervention because violence is so serious and suspension and expulsion are the most extreme tools that school administrators have available to them.

Resist suspending and expelling – We have seen in many cases of plans that become violent acts, that suspension and expulsion simply removes the student from the school, only to return later with guns and ammo and even greater resentments. If it's safe to keep the student closer and address his issues, there may be a more positive outcome. If containment is the goal, a student can be more reliably contained in alternative placement, where he can be helped and monitored, than simply “not here” where he can be accumulating his arsenal, practicing his aim and developing his explosives. The shooter at Stoneman Douglas High School had been expelled. He spent his free time accumulating more guns and ammo until he was ready to walk into the school with a duffel bag of death. Give careful consideration to following the Secret Service^v advice and resist suspending or expelling students who plan for violence.

Remove access to weapons – Guns are overwhelmingly the weapon of choice but consider bombs and bomb making materials also.

Suicide prevention – In many cases, people who are planning violent acts are planning their own suicide. If the student seems prone to suicide, get help immediately from a mental health professional. The professional will explore feelings, look for undiagnosed depression, consider whether the student has been self-medicating with alcohol or drugs. The professional will be seeking to find what has been causing so much pain and the feelings of devastation and depression that may be present.

Connection to adults through CICO – Students with recurring behavior problems often respond well to Check In/Check Out (CICO), an intervention where the student's behavior is graded in each class every day with a preview of the day in the morning and review of the day in the afternoon. Typically, the scores from the day need to be signed off by the parent each night. It is thought that the success of Check In/Check Out is largely due to the frequent positive daily interactions with adults. Arranging for frequent positive interactions with teachers and other adults on a regular basis could be an effective inhibitor.

Threat response

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This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Note if action was recommended but for some reason not completed (e.g., parent refusal).

- Increased contact/monitoring of subject
- Reprimand or warning
- Parent conference
- Student apology
- Contact target of threat including parent
- Counseling
- Conflict mediation
- Schedule change
- Transportation change
- Mental health assessment
- Mental health service in school
- Mental health service outside of school
- Assess need for special education services
- Review IEP for students already receiving services
- 504 plan or modification of 504 plan
- Behavior support plan created or modified
- Check In/Check Out
- Restorative discipline
- In-school time out or suspension
- Out-of-school suspension
- Referral for expulsion
- Other disciplinary action
- Change in school placement
- Services for other persons affected by threat
- Law enforcement consulted
- Legal actions
- Other

Figure 3 Choose from a list of common interventions.

Relationships with trusted adults – Relationships with one or more trusted adults can help the student escape the isolation that he felt driving him to such a desperate act. Build a positive, open relationship that includes empathic listening (listening without jumping in with fixes or judgements.) Let him know

you are willing to listen. Avoid retaliative punishments. Have the student make amends for his actions and his plans.

Eliminate possible triggers – Are there events that are likely to be triggers, a last straw that convinces the student that the time for the violence he’s been planning and preparing for is *Now*? The shooters at Columbine had been planning, preparing, rehearsing and experimenting for more than a year prior to the attack. Why then? Was it because of their nemesis bullies who squirted them with ketchup and mustard and called them “faggots” and “queers” two weeks before the attack? We don’t know if that was the trigger. The shooters didn’t live to tell us.

If you uncover a student with a violent plan, try to understand what his triggers might be and do your best to eliminate them. Are there others in his circle who encourage him to violence? Will contact with others, such as the other in a relationship conflict, convince him that the time is *Now*? Are there online contacts or content that may set him off? Eliminate the possible triggers immediately.

Increase inhibitors – Identify and further develop inhibitors, the activities, relationships, or experiences of value that inhibit the possibility of carrying out a violent plan. We’re now looking for things that would inhibit taking action *in the short term*. These will vary from one individual to the next but may include getting a job, medical treatment, connecting to a church, contact with family or friends, sports, music, art, extracurricular activities, structure and stability, dignity and pride or getting a pet. Just one example from this list: pet therapy has been shown to reduce stress, anxiety and depression. Since planning for violence is often a means for planning for suicide, getting a dog that brings joy and shows unqualified love could have the same positive effect for a would-be shooter as it has been shown to have for would-be suicides.

A student found to be developing a plan to be a violent perpetrator is very often himself or herself a victim of abuse by others. It is very common that school shooters have had a history of being bullied or harassed. Their violent plans are often retaliation for the abuse they have been subjected to. They are obviously not justified in deciding to respond with violence, but when trying to resolve the issues, it is important to understand where they come from.

Victims of aggression and violence, even if they are on the verge of becoming perpetrators of violence, can benefit from supportive interventions. They may be feeling worthless, angry, shamed, isolated, humiliated, belittled and powerless.

Counseling for bullied students – Therapy can help bullying victims notice and share their painful feelings. A counselor may teach coping skills like boundary setting and assertive communication. The therapy may be individual or group therapy.

Counseling for bullies – Bullies may not recognize that they need therapy but through therapy they can come to understand the pain they are inflicting on others. They can also explore the reasons that they bully and how it may relate to personal experiences of their own.

Peer support program^{vi} – Student peers who have received training in listening skills can provide a useful resource to students who are victims of bullying. These peer supporters are not therapists but they can be sympathetic listeners and may have had experienced the pain of being bullied themselves. They show that being bullied is not just a part of growing up but can be a very painful experience. And it can be overcome. The students who become shooters never get that message.

Conflict resolution – Conflict resolution programs teach people to find peaceful solutions to conflict. In many cases, violent attacks are devised as a solution to problems with one or a group of individuals. Often, it is a case of relationships gone bad. Conflict resolution programs use negotiation, mediation and consensus decision-making to find solutions that are positive for all parties. They attempt to create win-win situations. Conflict resolution is not effective in situations where the parties involved have unequal power, as is the case in bullying.

Interventions in the long term

Over the long term, the goal is to have the student change his behavior to reduce the threat level to zero. For a student who started planning and preparing for violence because he couldn't cope with the stresses he was under, interventions may help to accomplish that. Other students may not respond to interventions and never get to a point where they aren't perceived to pose a threat.

We will discuss some interventions that can be applied over the long term. One reason that these interventions are considered long term interventions is that they take time to become effective. Social skills training, for example, will take a while.

During this period, you must remain attentive to safety. Does the student need to be contained or restricted in any way? Does the target of his plan and preparations for violence need protection? Do you need to be particularly cautious about certain triggers that might motivate him to restart his plan for violence?

The goal is to reduce the threat of violence through interventions. To monitor progress your threat assessment team should revisit the assessment on a regular basis, documenting your observations and conclusion on the Violence Tracking List.

Supervision – Supervision will be essential for the student who is considered to pose a threat of violence. The need for supervision will decline as the threat level declines. Below are several types of supervision to consider.

- Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Travel card and time accountability.
- Increase supervision in specified settings.
- Modifications of daily schedule, late arrival or early dismissal.
- Decrease or eliminate pass time or unsupervised time.
- Intermittent check of backpack, locker, pockets, purse, etc.

Supervision at home – The student may need or benefit from increased supervision at home to avoid aggravators and triggers. Some options are listed below.

- Strategize safety options and create a home safety plan.
- Impose a curfew, monitor communications, monitor in community, supervise transportation, etc.
- Remove all weapons or potential weapons, add/test smoke detectors, etc.
- Monitor social media activity for concerning statements, triggers, threats, or behavior related to the preparation of an attack.
- Contact community crisis and mental health services.

Social skills training – Students who are lacking in social skills often become socially isolated, which may result in feelings of isolation, anger and resentment. Sometimes this is a factor in planning violent retaliation against those seen as causing the pain and disappointment that the student is experiencing.

Problem-solving skills – Violence is sometimes seen as a problem-solving skill. It is portrayed that way in movies. Superman and most of our cultural heroes use violence for problem solving. Nations often settle international disputes with the violence of war, or at least the threat of it. Some people plan violent acts because they see violence as an effective solution or perhaps the only option available to them. Teaching problem-solving skills can provide better options.

Diversity issues – Violent acts are often based less on grievances to be redressed or conflicts to be resolved. Other times they may be based on deep seated hatred of racial, ethnic or religious groups. Diversity acceptance training may help. As a practical matter, learning about the consequences of intolerance may change perspectives.

Dealing with loss of relationships – Many shooter situations start as a conflict between two people whose relationship has deteriorated. Others get caught up in the conflict when one of them shows up at school with a gun to straighten things out.

Alternative placement – Consider alternative placement to keep the student attending school (not suspended or expelled) but separated from other students that may aggravate the student or trigger a relapse to planning violence. It is hoped that as new skills are developed, the student can be returned to regular classes.

Therapy for trauma – The student may suffer from a stress disorder if he has been a victim or witness of aggressive or violent behavior. Has the student been the victim of abuse or has he been neglected by parents or guardians? Has he repeatedly witnessed domestic abuse or other forms of violence? Has he been the victim of bullying, harassment or intimidation? If any of these conditions apply, he may benefit from treatment.

Anger management – Does the student have tantrums and uncontrollable angry outbursts that are abnormal for his age? Does he consistently make violent threats when angry? Does he often use name calling, cursing or abusive language? Does he intimidate others? Does he often depict anger or violence in his writing or art projects? He may benefit from anger management training.

Change social group – Are the student's friends repeatedly engaged in problem behaviors? Is he involved in a gang or some other form of anti-social group? Does his social group advocate violence? If so, his social group is likely a deterrent to extricating himself from the path toward violence he is on.

Professional services – Communities generally have an array of professional services that help individuals with psychological and social difficulties. Referral to professional services is likely to be among the interventions offered to the student.

Why help these shooters?

Students who plan and prepare for violence are *not* shooters. A shooter is someone who has shot at someone. The students we've been discussing were found to be on a very disturbing descent *toward* violence. With the help of alert teachers or perhaps a student who understood the serious threat to

safety and took responsible action, the descent has been interrupted. There is now a chance to thwart the plan and turn its author around. Care must be taken but it may save lives.

Students who have become shooters are now likely dead themselves or in the custody of law enforcement. They are not the ones we're talking about.

You may be confronted with some difficult cases. Occasionally a student will be charged with a serious crime, even murder, and then returned to school while he awaits trial. Parents' anxiety is understandable if their son or daughter is sitting next to him in math class. Special situations require special attention. They must be addressed with care.

Step 3: School culture: Proactive steps to minimize the likelihood of violence

The safest schools have plans in place to prevent violence, identify persons at risk, intervene with risk concerns as they are indicated or develop, respond to violent acts if they occur, and recover from an event, should it take place.
- *Assessing Student Threats: Implementing the Salem-Keizer System^{vii}*

The ultimate goal is to create a school culture of safety, respect and emotional support for all students. We would like to see no student planning and preparing for violence, much less taking violent action. And if plans and preparations have begun, we would like to intervene as early as possible.

Steps to prevent or reduce violence

Eliminating inappropriate aggression – Analysis after the Columbine shooting in 1999 indicated that there was a culture that accepted bullying, particularly from the football players. The shooters were among the victims of this bullying. This was the start of nationwide anti-bullying campaigns. Although they have certainly raised awareness, bullying still exists. Eliminating bullying, intimidation and harassment at your school should continue to be a priority.

Violence is not an acceptable problem solving tool. It should not be overlooked or allowed to continue in school. Its presence communicates to victims, bystanders and bullies that it is acceptable and undermines the climate of safety, respect and emotional support that students need. The social and emotional needs of children need to be addressed in addition to academic needs if they are to flourish in life.

Each student has a positive connection to at least one adult at school – Don't just hope that this happens. Many schools list all their students and have teachers initial the ones that they have or will develop a positive connection with. Not only is this beneficial for the students, it helps the adults become aware of problems as they develop.

As we know, a student that is having inner problems and turmoil are often exactly the ones that are most difficult to get close to. But they are often the ones most in need.

Prevention curriculum, instruction, or training for students – Positive approaches to student behavior have shown how effective it is to teach the expectations of proper behavior rather than punish misbehaviors. The same applies to safety: teach the expectations of safe behavior and a culture of safety. This can include techniques of conflict resolution, anti-bullying, and dating violence prevention.

Counseling, social work, psychological, or therapeutic activity for students

Individual attention, mentoring, tutoring, or coaching of students by adults and by students

Recreational, enrichment, or leisure activities for students – Having activities and things to do other than “hanging out and doin’ nothin’” has long been recognized as a way to keep students from getting into trouble.

Practice in problem-solving and support – This includes programs such as student involvement in peer mediation and student court for student conduct problems and minor offenses. It can also include peer support programs which are not designed to solve problems but to provide support by listening to fellow students.

Eliminate corporal punishment; use instructive interventions – As the saying goes, *Children learn by imitation. Give them something worth imitating.* What might students learn from corporal punishment in school? That violence is a useful problem-solving technique? But fighting at school will get you suspended. Maybe violence is okay as long as the pain is being inflicted on someone who can't fight back? Many of us grew up in a culture that used spankings, paddling, rulers on knuckles and slogans like, *Spare the rod and spoil the child.* That doesn't make it right.

There are many more constructive and instructive interventions than corporal punishment. They include re-teaching expectations, Check In/Check Out, restorative discipline, restitution, behavior and character building questionnaires and more.

Social emotional learning (SEL) training for student – Lack of social skills, emotional awareness and anger management skills can lead to behavior problems. It can also lead to safety problems. These are important skills that, if neglected, will hobble the student throughout life.

The code of silence and the duty to warn

A key research finding^{viii} is that the potential shooter almost invariably shares his plans with others before the event. In the past, that information has often not been shared with the authorities in school or law enforcement. There is an implicit code of silence among students. When students and the community at large advocate for government to “do something” about school shootings, they often overlook one of the most effective things to do: where the students themselves break the code of silence when it comes to safety issues. They also found:

“In a climate of safety students are willing to break the code of silence. Students are more likely to turn to trusted adults for help in resolving problems. Moreover, students are more willing to share their concerns about the problem behavior of peers with their teachers and other adults in positions of authority within the school without feeling that they are “snitching” or “ratting” on a buddy or friend.”

Holding information in confidence is an important part of good character. Some professions make holding information in confidence a key part of their code of ethics. Examples are doctors, lawyers, psychologists, therapists, religious leaders and others. However, even in the professions where confidence is explicit, there is also the **duty to warn** when there is a serious danger to the individual and to others. In the case of students and school violence, we aren't looking for students to become snitches or tattletales. We are wanting to teach students the concept and responsibility of the duty to warn when others seem to be planning or preparing to put themselves or others in danger.

Following the Parkland, Florida school shooting in 2018 there was a wave of student activism. There were demands that governments should “do something” to stop the killings in schools.

One of the most effective things to do is channeling that student activism into a culture change in schools that values safety over silence. Students, parents, teachers and administrators can accept that we are all responsible for safety and that among these groups, students are the most powerful. They are

the most powerful because there are almost always some students who know about a planned or imminent attack before it happens.

Schools can help students take the right steps to help save lives from violence. Teach students what to look for: plans and preparations for a violent attack, access to or seeking of weapons, selecting the target(s) of the violence along with time and place. Practice and rehearsals. Sharing plans, warnings and threats. Believing that a violent attack will solve their problems and will bring recognition, sympathy, respect and power. The students hear these things while the adults may have no clue. Teach the students to assume that each one of them may be the only one to voice a concern. Make it easy by providing tip lines that can be anonymous.

In addition, students can help prevent common causes of student violence by refusing to participate in bullying, intimidation and harassment. They can also speak out against the bullies when they witness that it's happening to others. Students can come to accept that they have an ethical and moral responsibility to take care of their fellow students.

When it comes to school violence, the worst enemy is silence. In **most** cases of school violence, warnings from students could have prevented tragedy.

Each student in school should be able to answer the question: *If there was something at school that is bothering you, is there an adult at school you would talk to? Who?*

Teacher and staff skills for school safety

Most teachers and staff have the knowledge and skills critical for school safety that are listed below. If they don't, they should.

- Conflict resolution and management.
- Hostility and anger management.
- Victim sensitivity and support.
- Crisis/critical incident management.
- Bullying and harassment recognition, prevention, and intervention.
- Who should, how to, and where to refer students and families to social service agencies.
- Classroom management.
- How to identify and defuse potentially violent situations.
- How teachers' and other staff members' own behavior may diffuse or escalate conflict.
- How to identify troubled students.
- How to communicate and work with parents/guardians in order to intervene in the behavior of troubled students.
- How to most effectively work with classes that have ethnic and economic diversity.

Students should both *be safe and feel safe*

Incidents of school violence are rare and their frequency is declining. But it doesn't feel that way when a terrible school shooting is in the news. Rare as they are, they are even rarer in other countries so certainly we can do better. In the meantime, we don't want to stress children unduly with the possibility of school violence.

The National Association of School Psychologists offers a list of safety measures that schools can take to improve safety and reassure students^{ix}.

1. Create a safe, supportive school climate (e.g., school-wide behavioral expectations, caring school climate programs, positive interventions and supports, and psychological and counseling services).
2. Encourage students to take responsibility for their part in maintaining safe school environments, including student participation in safety planning.
3. Reiterate the school rules and request that students report potential problems to school officials.
4. Remind students of the importance of resisting peer pressure to act irresponsibly.
5. Create anonymous reporting systems (e.g., student hot lines, suggestion boxes, and “tell an adult” systems).
6. Control access to the school building (e.g., designated entrance with all other access points locked from the exterior).
7. Monitor school guests.
8. Monitor school parking lots and common areas, such as hallways, cafeterias, and playing fields.
9. Include the presence of school resource officers, security guards, or local police partnerships.
10. Use security systems.
11. Develop crisis plans and provide preparedness training to all staff members.
12. Develop threat-assessment and risk-assessment procedures and teams for conducting the assessments.
13. Hold regular school-preparedness drills (e.g., intruder alerts, weather, fire, lockdown, evacuation).
14. Create school-community partnerships to enhance safety measures for students beyond school property.
15. Cite school safety incident data. Many school districts have local data that support a declining trend in school violence. When possible, citing local data helps families and students feel more at ease.
16. Be a visible, welcoming presence at school, greeting students and parents and visiting classrooms.
17. Conduct an annual review of all school safety policies and procedures to ensure that emerging school safety issues are adequately covered in current school crisis plans and emergency response procedures.
18. Review communication systems within the school district and with community responders. This should also address how and where parents will be informed in the event of an emergency.
19. Highlight violence prevention programs and curricula currently being taught in school. Emphasize the efforts of the school to teach students alternatives to violence including peaceful conflict resolution and positive interpersonal relationship skills.

Step 4: Edclick's School Safety Manager helps organize and share the information

The challenges of threat assessment are that

- Information may come in bits and pieces from multiple sources. School Safety Manager helps collect and organize it.
- The information needed for making threat assessments and monitoring progress must be available to many people with different areas of expertise and authority. School Safety Manager is a central repository of information that can be viewed by multiple authorized people as needed.
- Thankfully, threat assessments in school don't need to be done every day. But that causes those responsible for setting and monitoring threat levels to get hazy about it after a period of disuse. School Safety Manager presents information and steps in the processes so that users can do a good job of threat assessment and monitoring even if they do it infrequently.
- Threat assessment and monitoring is based on a set of processes which differ according to the threat. The effectiveness of processes like these is that people actually follow them. School Safety Manager structures the forms and dialogs to ensure that users are aware of the process steps and know what to do next.
- School shootings are especially tragic because the victims are children. They get extensive coverage in the media. It makes students and parents anxious about whether tragedy might strike at their school. School Safety Manager is designed to **prevent** violent attacks based on the research and experience from the accumulated experience of the violent attacks that have been all too numerous. When parents ask, "What are you doing to prevent these violent attacks from happening at your school?" you've got a good answer: you've got School Safety Manager.

Endnotes

ⁱ *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, United States Secret Service and United States Department of Education.

ⁱⁱ <https://jamanetwork.com/journals/jamapediatrics/fullarticle/190989>

ⁱⁱⁱ <https://www.usatoday.com/story/news/2018/03/07/within-nine-days-after-florida-shooting-there-were-more-than-100-threats-schools-across-u-s-its-not/359986002/>

^{iv} [https://www.oregonlive.com/expo/news/erry-](https://www.oregonlive.com/expo/news/erry-2018/06/75f0f464cb3367/targeted_a_family_and_the_ques.html?curator=MediaREDEF)

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^v U.S. Department of Education. *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (p. 64). Unknown. Kindle Edition.

^{vi} <https://www.education.com/reference/article/peer-support-anti-bullying-initiative/>

^{vii} *Assessing Student Threats: Implementing the Salem-Keizer System* (pp. 9-10). Rowman & Littlefield Publishers. Kindle Edition

^{viii} U.S. Department of Education. *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (p. 14). Unknown. Kindle Edition.

^{ix} <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/school-violence-prevention>