

# STAT REFERENCE AND REVIEW

## LEVEL 2 ASSESSMENT

**Up to 10 minutes:** Case manager (school administrator / counselor, agency case worker, and/or police officer) reviews threat or incident, concerns, current supervision and intervention, and outcomes of current supervision and intervention.

**Up to 15 minutes:** STAT investigative team (Level II) presents results of assessment.

**Up to 20 minutes:** STAT conducts further assessment, consults on supervision strategies and explores community resources.

## CASE UPDATE

**Up to 10 minutes:** Case manager (School administrator / counselor, agency case worker, and/or police officer) reviews any changes of concerns, the implementation of supervision plan and intervention, and outcomes of current supervision and intervention.

**Up to 20 minutes:** STAT reports on new information gathered through further investigation, any evaluation or assessment completed, or the development of resources, interventions and community supervision changes.

## SUPERVISION RECOMMENDATIONS

### RECOMENDATIONS

#### *STAT Level 2 - STAT Recommendations*

**These recommendations were generated through the efforts of the Mid-Valley Student Threat Assessment Team (STAT), and are for consideration in the management of threatening or dangerous circumstances involving students. STAT is a consultation team that assesses the concern for violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.**

- **Next Steps:**
  1. Case will be staffed by Mid-Valley Student Threat Assessment Team (STAT).
  2. Administrator will request further assessment if concern for aggression escalates (see Risk Factors guide).
  3. Continue Level 1 Supervision Plan.
  4. Warn intended victim(s) and/or guardians.
  5. Design and implement a safety plan (using the Plan to Protect Targeted or Victimized Student form) for identified targets/victims. Consider targeted student's physical and psychological safety needs.
  6. Protective response initiated by Security Department.
- **Individual/Student Options:**
  1. Individual Accountability Plan.
  2. Initiate Suicide Risk Assessment (use District Suicide Risk Assessment Protocol).
  3. Student will self-manage. Describe:
  4. Student will identify triggers and agitators and agrees to "safe room" or resource of support.
  5. Diversion.
- **School Options:**
  1. Review educational plan.
  2. Consider the making the following firearms admonition to guardians: "Firearms are the responsibility of the owner. Do not assume a child/student/adult has not learned the combination to a gun safe or the

location of the key. Keys can be removed and duplicated, and combinations have been discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time, and place of the admonition, as well as the guardian’s response.

3. Consider specialized class options.
  4. Develop travel card and time accountability.
  5. Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
  6. Refer student to social skill building programs.
  7. Consider social skill building programs.
  8. Increase supervision in the following settings:
  9. Make modifications of daily schedule (e.g., late arrival or early dismissal).
  10. Require entry/exit check with:
  11. Alert staff and teachers on a need-to-know basis.
  12. Decrease or eliminate pass time or unsupervised time.
  13. Conduct intermittent check of backpack, locker, pocket, purse, etc.
  14. Assign identified staff to build trusting relationship through check-in or mentorship: administrator; mentor; child development specialist/counselor; school resource officer; teacher; other.
  15. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
  16. Offer other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
  17. Identify and further develop activities, relationships, or experiences of value that inhibit the possibility of the student acting out.
  18. Provide school counselor, or other school-based mental health intervention.
  19. Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.
  20. Refer to district social worker.
  21. Referral to appropriate school team to consider alternative placement, such as administrative transfer, expulsion, or interim alternative educational setting (IAES), per district policy. (If criteria are met, district may unilaterally remove the student to IAES; however, if the student is receiving specialized instruction, the IEP team decides the actual placement.)
  22. Recommend home supervision pending further assessment.
  23. Refer to appropriate Special Ed. Team to consider: psycho-educational evaluation for special education; review of education goals and placement options; or referral to alternative education placement. (NOTE: If the student is on an IEP/504 plan, any change in placement or Special Education services must be done through the Special Education team process or 504 team process.)
  24. Refer to behavior specialists, behavior team, or other behavior support resources.
  25. Continue to monitor communications and behavior for an escalation of concerns for aggression (see Risk Factor guide).
  26. Conduct safety planning at site of attendance.
  27. Other school option:
- **Family / Home Options:**
    1. Increase supervision.
    2. Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
    3. Use a Family Social Media Contract or refer to [www.common sense media.org](http://www.common sense media.org) for information on appropriate youth media.
    4. Safety proof home.
    5. Request that parents increase supervision and vigilance.
    6. Refer for domestic violence intervention and safety planning.
    7. Refer parent to parenting classes.
    8. Review and pursue crisis and/or mental health services.
    9. Other:
  - **Community Options:**
    1. Refer to Youth Service Team or other community-based youth support team.
    2. Recommend mental health evaluation.

3. Review mental health options and providers for possible evaluation and/or counseling.
4. Refer to anger management program.
5. Refer to alcohol and drug evaluation and/or counseling.
6. Refer to parenting programs.
7. Refer to mentoring programs.
8. Notify probation/parole officer.
9. Refer to faith-based community programs.
10. Foster positive community activities and interests.
11. Explore grant money assistance for inhibitors and other needs.
12. Other:

## LEVEL OF CONCERN RUBRIC AND GLOSSARY

**TARGETED THREAT:** The attacker considers and selects a particular target prior to an attack. The consideration occurs through the process of an idea with motive, planning, preparation, and eventually action.

**REACTIVE OR AFFECTIVE THREAT:** The attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult, or other affront. The behavior is often a temporary, explosive, or impulsive act without pre-meditation, planning, plotting, or specific targeting. Reactive behavior can be a function within a pattern of socialization, as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

**MILD TO MODERATE AGGRESSION:** This involves harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

**EXTREME OR VIOLENT AGGRESSION:** This involves harmful behavior that is directed at another person(s) and causes or is intended to cause serious or lethal injury.

### LEVEL OF CONCERN FOR AGGRESSION:

Levels of concern are transitory and can either decrease or increase as a result of changes in circumstances (e.g., supervision, monitoring, intervention, etc.). The assignment of a level of concern is, at best, useful in assisting and supporting management recommendations. Note that a situation may have features from more than one level, and thus change as a result of addressing those features.

## LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR

### LOW OR MINOR:

- Vague or indirect information contained within the threat is inconsistent.
- The threat is implausible or lacks detail and realism.
- The context of the threat suggests that action is unlikely.
- Little history exists of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior is aggressive but has little potential for physical injury (e.g., minor bullying).
- Threats are for stress relief, bravado, and affect.

### MODERATE:

- Indication exists of some premeditation or planning, with general implications of place, time, and target (but still short of detailed plan).
- No strong indication exists of preparatory steps, although, there may be some veiled reference or ambiguous evidence of a threat possibility (e.g., reference to gun availability or fascination with movie with theme or sequence for a specific violent act).
- Some inhibitors present, as well as an indication of desire for help.

### HIGH:

- 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 are present.
- The student sees no or few alternatives to action.
- Precipitating events identified, with justification and the acceptance of consequences.
- The student is likely to qualify for immediate arrest or hospitalization.

**IMMINENT:**

- Same criteria as “High,” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

<b>LEVEL OF CONCERN FOR REACTIVE/AFFECTIVE BEHAVIOR</b>
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**LOW OR MINOR:**

- Responsive to interventions.
- Has little or no history of affective hostility or violent reaction.
- Behavior is reactively aggressive, not violent, and has little potential for physical injury.
- Behavior is for stress relief, bravado, and affect.

**MODERATE:**

- Interventions are effective, but student can be resistive and hostile given the identified agitation. The student is somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.

**HIGH::**

- Behavior is frequently impulsive, reactively aggressive, or violent.
- Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable to restrain aggression/violence.
- The student is unresponsive or has limited response to intervention.