APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

STAGE I VTRA REPORT FORM			
Violence / Threat Making Behaviours examples: (addressed in this protocol but not limited to) - Serious violence with intent to harm or kill - Verbal /written threats to kill self and/or others **(Clear, Direct and Plausible)** - Internet/ blogs/ MSN/ and other social media - threats to kill others - Possession of weapons (including replicas) - Fire setting - Sexual intimidation or assault - Gang related intimidation and violence			
Child/Youth		School	
Date of Birth		Student Number	
Grade			
Age		Parent/ Guardian Names	
DATE OF REPORT			
Date of Incident			

If there is imminent danger CALL 911

Step 1: Make Sure All Students Are Safe and Call Police Member for the CTAT

➢ Appropriately monitor and/or detain the child/youth or concern until the police member of the team is present
➢ Do not allow access to coats, backpacks, desks or lockers

Step 2: Determine if the threat maker has access to the means (knives, guns, etc.).

Step 3: Interview witnesses including all participants directly and indirectly involved.

Step 4: Notify the child/youth's parent(s) or guardian(s)   Parent/Guardian Notified _____

Step 5: Initiate the VTRA Data Collection.

The following warning signs are offered to guide the threat assessment process. The purpose of

this process is to determine whether a student **poses a threat** to the safety of others and/or

themselves.

➢ Does the child/youth appear to have the resources, intent, and motivation to carry out the threat?
➢ Is there evidence of attack-related behaviours that suggest movement from thought to violent action?
➢ Document and discuss all warning signs that apply.

Immediate Data may be obtained from multiple sources including

- **Reporter(s)**
- **Target(s)**
- **Witnesses**
- **Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)**
- **Friends, classmates, acquaintances**
- **Parent(s)/guardian(s)/caregiver(s) (Call both Parents)**
- **Current and previous school records (Call the sending school)**
- **Police Check**
- **Check the student(s) locker, desk, backpack, recent text books/assignments binders, cars, etc. for data consistent with the threat making or threat-related behaviour**
- **Check/Search or question parent(s)/guardian(s)/caregiver(s) about the student(s) bedroom etc.**
- **Activities: internet histories, diaries, notebooks**
- **Other**

Threat Assessment Hypothesis:

➢ **CRY for Help**
➢ **Conspiracy of 2 or more**
➢ **Fluidity**

Immediate Data – may be obtained from multiple sources including:	
Reporter(s)	
Target(s)	
Witnesses	
Teachers and other school staff (secretaries, educational assistants, bus drivers, etc.)	
Friends, classmates, acquaintances	
Parent(s)/Guardian(s) (call both parents)	

Current and previous school records (call the sending school)	
Police Involvement	
Check the child/youth's locker, desk, backpack, recent textbooks, assignments, binders, etc.	
Establish if there is a vehicle on site (contact police)	
Question parent(s)/guardian(s) about the child/youth's bedroom	
Activities: internet histories, cell phone, face book, videos, music, books, movies, free time activities, etc.	

OTHER AGENICES: as per the formal signed protocol, other agency partners may be involved in the initial CTAT process as consultants to the school/police team and sources of initial data relevant to the case at hand, such as past or current involvement with other agencies that once they are informed of the initial school/police data may release necessary information or physically join the team.

Children's Aid Society – record check relevant to the case at hand	
Mental Health Agencies – record check relevant to the case at hand	
Youth Probation – record check relevant to the case at hand	
Others:	

Series 1 Questions: The Incident
When did the incident happen and when?
How did it come to the interviewer's attention? (Give details)
What was the specific language of the threat, detail of the weapon or gesture made?
Was there stated: o **J**ustification for the threat?   o **M**eans to carry out the threat?   o **C**onsequences weighed out (I don't care if I live or die)?   o **C**onditions that could lower the level of risk (unless you take the Facebook post down I will stick my knife in your throat)?
Who was present and under what circumstances did the incident occur?
What was the motivation or perceived cause of the incident?

What was the response of the target (of present) at the time of the incident? Did they add or detract from Justification Process?

What was the response of others who were present at the time of the incident? Did they add or detract from the Justification Process?

Series 2 Questions: Attack Related Behaviours
Has the child/youth sought out information consistent with their threat-making or threat-related behaviour?
Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?
Has the child/youth attempted to gain access to weapons or do they have access to weapons they have threatened to use?
Have they developed a **plan** and how general or specific is it (time, date, identified target selection, site selection, journal or justifications, maps, floor plans)?
Has the child/youth been engaging in suspicious behaviours (e.g. inordinate interest in alarm systems, sprinkler systems, video surveillance in school or elsewhere, schedules and location of police, etc.)?

Have they engaged in rehearsal behaviour or fascination with violent electronic media, including possessing or exposing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting?
Are there any other items of attack related materials in their lockers (e.g. hit lists, student schedules and/or teacher schedules, etc.), backpacks, car trunk, etc. at the school or bedroom at home (shed, garage, etc.)?
Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen"?
NOTE: After the completion of Series Questions 1 & 2 a Threat/Risk Assessment Summary Form including an Intervention Plan (Appendix C) can be developed as the CTAT continues its investigation by completing Series Questions 3-8.

Series 3 Questions: Threat Maker Typology

Do they appear to be more: (Descriptions found in Appendix G: Definitions)

- Traditional Predominately Behavioural Type?
- Traditional Predominately Cognitive Type?
- Mixed-Type?
- Non-Traditional?

Does the threat-maker have a history of violence or threat of violence? If yes, what is their past:

- HTS – History of Human Target Selection
- SS – History of Site Selection
- F – Frequency of Violence or Threats
- I – Intensity of Violence or Threats
- R – Recency

In the case at hand, what is their current

- HTS – History Target Selection
- SS – Site Selection

Does it denote a significant increase in **baseline** behaviour?

Does the child/youth have a history of depression or suicidal thinking?

Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

Is there evidence of fluidity (for definition see Appendix G: Definitions) in their writings, drawings, verbalizations?

Does the threat-maker use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?

Series 4 Questions: The Target Typology

In some cases the Target is a higher risk for violence than the threat-maker with the most common case being where the Threat-Maker is the victim of bullying and the Target is the Bully.

Does the **target** have a history of violence or threats of violence?

If yes, what is the **f**requency, **i**ntensity and **r**ecency (FIR) of the violence?

What has been their past human target selection (have they been engaged in bullying behaviour)?

What has been their past site selection?

Is there evidence the target has instigated the current situation?

Series 5 Questions: Peer Dynamics
Who does the threat-maker associate with?

- Who are their peers?
- Do they belong to a peer group?
- What activities at school does the threat-maker participate in with their peer group?

What role does the threat-maker take on in their peer group (e.g. leader, co-leader, follower, etc.)?

Is there a difference between the threat-maker's individual baseline behaviour and their peer group baseline behaviour?

Is there a peer who could assist with the plan or obtain weapons for the necessary attack?

Are there others involved in the incident that may have intentionally or unintentionally be contributing to the justification process?

Series 6 Questions: Empty Vessel
Does the child/youth of concern have a healthy relationship with a mature adult?
Does the child/youth have **inordinate knowledge** versus **general knowledge** or interest in violent events, themes or incidents, including school-based attacks?
How have they responded to prior violent incidents (local, national, etc.)?
What type of violent games, movies, books, music, internet searches, does the child/youth fill themselves with?
Is there evidence that what they are filling themselves with is influencing their behaviour? (**imitators vs innovators)**

What related themes are present in their writings, drawings, comments, etc.?
Is there evidence of fluidity and/or religiosity?
What important adult connection(s) could be utilized to stabilize the current situation?

Series 7 Questions: Contextual Factors
Has the threat-maker experienced a recent loss, such as a death of a family member/friend; recent break-up; rejection by a peer or peer group; cut from a sports team; received rejection notice from a college or university etc.?
Have their parents just divorced or separated?
Are they victims of child abuse and has the abuse been dormant but resurfaced at this time?
Are they being initiated into a gang and is it voluntary or forced recruitment?
Have they recently had an argument or fight with a parent/guardian or someone close to them?
Have they been recently charged with an offense or suspended or expelled from school?

Is the place where they have been suspended to likely to increase or decrease their level of risk?

What is the threat-maker's relationship with their teachers/administration/support staff?

What is the relationship of the threat-maker's family with teachers/administration/support staff?

What is the threat-maker's general achievement level in school? What is their attendance record? Has this changed recently?

Series 8 Questions: Family Dynamics

How many homes does the child/youth reside in (shared custody, parents, guardians, grandparents, etc.)?

Is the child/youth connected to a healthy, mature adult in the home?

Who all lives in the home? (full and part-time) Has anyone entered or left the home who may be influencing level of risk?

Who seems to be in charge of the family and how often are they around?

Has the student engaged in violence or threats of violence towards their siblings or parent(s)/guardian(s)? If so, what form of violence and to whom including **f**requency, **i**ntensity and **r**ecency?

What is the historical baseline at home? What is the current baseline at home? If there evidence of evolution at home?

Are parent(s)/guardian(s) concerned for their own safety or the safety of their children or others?

Does the child/youth's level of risk (at home, school, in the community) cycle according to who is in the home? (e.g. the child/youth is low risk when the father is home but high risk when the father travels for work?

Does the child/youth have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.?

Has the child /youth been diagnosed with a DSM IV (medical, social, developmental) diagnosis?

Is there a history of mental health disorders in the family?

Is there a history of drug or alcohol abuse in the family?

Genogram