

Threat Assessment Worksheet

Date:

Re:

Identify behavioral signs. To protect the privacy of the student, label the sheet with the date and a name for the incident (e.g., 05/20/13 Re: Art Class Threat).

Personality Traits and Behavior

Low Tolerance for Frustration

Yes

No

Easily bruised, insulted, angered, or hurt by real or perceived injustices.

Notes:

Poor Coping Skills

Yes

No

Does not deal with frustration, criticism, disappointment, failure, rejection, or humiliation. Responses to stressors are inappropriate, exaggerated, immature, or disproportionate.

Notes:

Lack of Resiliency

Yes

No

Unable to recover from a frustrating experience, setback, or putdown.

Notes:

Failed Love Relationship

Yes

No

Appears humiliated after the end of a love relationship, or cannot accept rejection.

Notes:

"Injustice Collector"

Yes

No

Nurses resentment over real or perceived injustices, and will not forget or forgive wrongs or those who are "responsible." Keeps a hit list of people who have wronged him.

Notes:

Signs of Depression

Yes

No

Shows symptoms such as lethargy, a dark outlook, and a loss of interest in normal activities. May display uncontrolled anger, a generalized hatred toward peers, and feelings of hopelessness. Exhibits psychomotor agitation, restlessness, inattention, and sleep or eating disorders.

Notes:

Narcissism**Yes****No**

Self-centered, shows no concern for the needs of peers, and blames others for failures. Displays signs of paranoia and an attitude of self-importance or grandiosity.

Notes:

Alienation**Yes****No**

Consistently behaves as though he feels different or estranged from others. Exhibits feelings of isolation, sadness, loneliness, not belonging or fitting in.

Notes:

Dehumanizes Others**Yes****No**

Fails to see or treat others as fellow humans. Attitude appears in writings and artwork, interactions with others, or in comments during conversation.

Notes:

Lack of Empathy**Yes****No**

Shows an inability to understand, and appears unconcerned about the feelings of others. Ridicules those who show emotion as weak or stupid.

Notes:

Sense of Entitlement**Yes****No**

Expects special treatment, and reacts negatively if it is not received.

Notes:

Attitude of Superiority**Yes****No**

Considers self as smarter, more creative, talented and experienced than others.

Notes:

Exaggerated Need for Attention**Yes****No**

Shows an extreme need for attention from adults and peers (positive or negative).

Notes:

Externalizes Blame**Yes****No**

Refuses to take responsibility for actions and blames other people, events or situations for any failings.

Notes:

Masks Low Self-Esteem

Yes

No

Conduct covers low self-regard. Avoids high visibility activities, and others consider him a nonentity.

Notes:

Anger Management Problems

Yes

No

Bursts out in temper tantrums, or broods in silence. Anger may be out of proportion to cause, or directed toward others who are not involved.

Notes:

Intolerance

Yes

No

Expresses racial or religious prejudice, or displays graphic symbols of intolerance.

Notes:

Inappropriate Humor

Yes

No

Jokes or humorous comments are macabre, insulting, belittling, or mean.

Notes:

Seeks to Manipulate Others

Yes

No

Manipulates others to win their trust so they will tolerate menacing behavior.

Notes:

Lack of Trust

Yes

No

Suspicious of others, to the point of clinical paranoia. Expresses distrust of social institutions.

Notes:

Closed Social Group

Yes

No

Appears introverted or associates with a small group. Describe composition and qualities of close peers.

Notes:

Change of Behavior

Yes

No

Dramatic changes in behavior: decline in academic performance or reckless disregard for school rules, schedules, dress codes, and other regulations.

Notes:

Rigid and Opinionated

Yes

No

Appears judgmental, unwilling to compromise and cynical. Voices strong opinions on subjects about which they have little knowledge. Disregards facts, logic, and reasoning that challenge their opinions.

Notes:

Unusual Interest in Violence

Yes

No

Obsessed with school shootings or other heavily publicized acts of violence. Admires those responsible for the acts, or criticizes them for "incompetence" or failing to kill enough people. Explicitly states a desire to carry out a similar act, possibly as an act of "justice."

Notes:

Negative Role Models

Yes

No

Drawn to inappropriate role models such as Hitler, Satan, or others associated with violence.

Notes:

Behavior Relevant to Threat

Yes

No

Occupied in activities related to carrying out a threat: e.g., practicing with firearms or researching violent acts on web sites. These activities overtake normal everyday pursuits such as homework, attending classes or spending time with friends.

Notes:

Social Dynamics

Media, Entertainment, Technology

Yes

No

Has easy and unmonitored access to movies, television shows, computer games, and Internet sites with themes and images of extreme violence.

Notes:

Peer Groups

Yes

No

Intensely and exclusively involved with a group who share a fascination with violence or extremist beliefs. Spends little or no time with anyone who thinks differently and does not face any "reality check."

Notes:

Drugs and Alcohol

Yes

No

Any known use of drugs and alcohol, or changes in use of substances.

Notes:

Outside Interests

Yes

No

Known interests in activities outside the home or school. Note long and short term activities.

Notes:

Copycat Effect

Yes

No

School shootings that receive intense media attention generate threats or copycat violence elsewhere. Anecdotal evidence indicates that threats increase in schools after a shooting. Teachers, staff and law enforcement should be more vigilant in noting disturbing student behavior in the days, weeks and months following a heavily publicized incident.

Notes:

School Dynamics

Assess a student's role in the school culture to identify motives for targeting the school.

Attachment to School

Yes

No

Student appears to be "detached" from other students, teachers, and school activities.

Note:

Tolerance for Disrespectful Behavior

Yes

No

The school does little to prevent or punish disrespectful behavior between individual students or groups of students. Bullying is part of the school culture and school authorities seem oblivious to it. Students frequently act in the roles of bully, victim, or bystander. The school atmosphere promotes racial or class divisions or allows them to remain unchallenged.

Notes:

Inequitable Discipline

Yes

No

Discipline is not applied, or does not appear to be applied in a uniform manner.

Notes:

Inflexible Culture

Yes

No

The school seems fixed in time or bound by an idiosyncratic tradition. The patterns of behavior, values, and relationships among students, teachers, and staff are rigid and insensitive to changes in society or the needs of students.

Notes:

Pecking Order Among Students

Yes

No

Specific groups of students are given more prestige and respect than others. Those in the favored groups are allowed to act in a dominant manner.

Notes:

Code of Silence

Yes

No

Few students act as if they can tell teachers or staff if they are concerned about a student's behavior or attitudes. Little trust exists between students and staff.

Notes: