An Overview: Missouri’s Behavioral Risk Assessment Training for Schools
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Position / Role
• Center for Education Safety Consultant

Education, Training & Certifications:
• Trainer for Behavioral Risk Assessment based on Sigma Training
• Licensed Professional Counselor

Experience in Risk Assessment:
• Crisis Intervention and Response: maximum security facilities and Military

Personal investment in the issue/training:
• Parent, School Board Member
Call to Action: Why do we need this?

https://www.youtube.com/watch?v=dlCf_R5CfkI
**COURSE OBJECTIVES: 8 HOUR TRAINING**

At the conclusion, participants will:

- Identify and define the four steps of the path to violence.
- List and define the four steps of the risk assessment process.
- Discuss the elements of an effective school risk assessment program.
- Demonstrate the ability to conduct a risk assessment inquiry and develop a case management plan by working through risk scenarios.
- Identify information of risk cases that may be shared regarding FERPA and HIPPA.
Overview of Targeted School Violence and Prevention
Safe School Initiative

• Background:
  ▪ Largest federal study of school shootings in the US.
  ▪ 37 incidents, 41 attackers
  ▪ Focus was on operational information – what could be detectable and usable
Major research question:
Can we prevent these attacks from happening?
Major Facts about School Shootings

1. School-based attacks are rarely sudden, impulsive acts.

Pathway to Violence

1. Ideation
2. Planning
3. Acquisition
4. Implementation
Major Facts about School Shootings

2. Prior to the attacks, others usually knew of attacker’s idea/plan.

3. Most attackers did not threaten their targets directly prior to the attack.

4. There is no accurate or useful profile of the “school shooter.

Female School Shooter? What?

Two 16-year-olds have been charged with plotting a mass shooting at their suburban Denver high school, in an exceptional case that finds two teenage girls on trial instead of teenage boys.
Major Facts about School Shootings

5. Most attackers had seriously concerned others in their lives prior to the attack.

6. Most attackers had significant difficulties with losses or failures. Most were suicidal.

7. Many felt bullied, persecuted, or injured by others prior to the attack.

Is this a concern?

From a shooter’s Spanish homework.

Note comment by teacher at top.
Major Facts about School Shootings

8. Most attackers had access to weapons – and has used weapons -- prior to the attack.

9. In many cases, other students were involved in some capacity.

10. Despite prompt law enforcement response, most incidents were stopped by means other than law enforcement intervention.

- Most were very brief in duration.

Overview of Threat Assessment in Schools and the Shooter
Wrong or Unverified Impressions of School Shooters

- School violence is an **epidemic**
- **All** school shooters are alike
- The school shooter is **always** a loner
- School shootings are **exclusively** revenge motivated
- Easy access to weapons is **THE** most significant risk factor

All Risks/Threats are NOT Equal

All risks must be assessed in a timely manner

The Path To Violence
Making Our Schools Safer

Prevented attack Roy High School

• http://video.pbs.org/video/2336803730/
Suggestions to Implement: Improve the School Climate

- Establish Internal Teams in Schools
- Encourage Student Assistance Programs
- Establish Peer Assistance Groups
- Develop programs to educate parents in recognizing signs of concern AND where to access professional assistance

Key Components and Functions of a Management Strategy

- Controlling/containing the situation and/or subject in a way that will prevent the possibility of an attack
- Protecting and aiding possible targets
- Providing support and guidance to help the subject deal successfully with his or her problems

Overview of U.S. Active Shooter Incidents 2000-2013
Incidents in Education Environments

- 39 incidents (27 schools, 12 higher education)
- Resulted in 117 individuals killed and 120 wounded
- Highest death toll occurred at Virginia Tech (32 killed, 17 wounded)
- Second highest death toll occurred at Sandy Hook Elementary (26 killed, 2 wounded)

Shooters in Higher Education Environments

- 5 former students ages 18-62 (2 female)
- 4 current students
- 2 employees
- 1 patient visiting a medical center

Day Occurred in Higher Education Environments

- 5 Fridays
- 2 Thursdays
- 1 Sunday
- 1 Tuesday
- 1 Wednesday

Incident Ended in Higher Education Environments

- 5 shooters apprehended by police at the scene (2 restrained by off-duty police officers)
- 4 shooters completed suicide at the scene
- 2 killed by police at the scene
- 1 shooter fled and was apprehended by police at another location

Shooters in Pre-K -12 Schools

Shooters in High School Environments: 14 Incidents

- 12 current students ages 14-19
- 1 former student
- 1 student from another school

Location:
- 9 in classroom/hallway
- 2 in cafeteria
- 1 outside

Day Occurred in High School Environments

- 5 Mondays
- 4 Wednesdays
- 2 Thursdays
- 2 Fridays
- 1 Tuesday

Incident Ended in High School Environments

• 10 shooters apprehended by police at the scene (7 restrained by school employees/students, 1 by off-duty police officer)
• 3 shooters completed suicide at the scene
• 1 shooter fled and completed suicide at another location

Shooters in Middle School Environments: 6 Incidents

- 5 current students ages 12-15
- 1 adult age 32

Location:
- 3 in classrooms/hallway
- 1 in cafeteria
- 2 outside

Day Occurred in Middle School Environments

- 3 Mondays
- 2 Tuesdays
- 1 Thursday

Incident Ended in Middle School Environments

- 4 shooters apprehended by police at the scene (3 after being restrained by school employees)
- 2 shooters completed suicide at the scene

Shooters in Elementary School Environments: 4 Incidents

- 4 Adults ages 20-48

- 1 of the 4 was a former teacher
- 1 of the 4 had a relationship with an individual at the school

Location:
- 1 classrooms/hallway
- 1 outside

Day Occurred in Elementary School Environments

• 2 Fridays
• 1 Wednesday
• 1 Thursday

Incident Ended in Elementary School Environments

- 3 shooters apprehended by police at the scene (1 after being restrained by citizens)
- 1 shooter completed suicide at the scene

Shooter in Pre-K Through 12th Grade School Environment: 1 Incident

- 1 Adult age 32

Location:
- Classrooms/hallway

Day Occurred in Pre-K through 12th Grade School Environment

- Monday

Incident Ended in Elementary School Environments

- 1 shooter completed suicide at the scene

Connecting Safety/Security to Student Success

Maslow’s Hierarchy of Needs

- **Physiological**
  - breathing, food, water, sex, sleep, homeostasis, excretion

- **Safety**
  - security of: body, employment, resources, morality, the family, health, property

- **Love/belonging**
  - friendship, family, sexual intimacy

- **Esteem**
  - self-esteem, confidence, achievement, respect of others, respect by others

- **Self-actualization**
  - morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
Proponents of Safety/Security

Reactive
Emergency Response
Crisis Intervention
Discipline
Restraint

Proactive
Character Development
Restorative Discipline
De Escalation
Behavioral Risk Assessment
Physical safety mitigation
MTSS
Connecting Overview

• Proactive Tools
  • MTSS - Identifying levels of support
  • Character Development - Who we are, climate culture, helps to develop moral individuals
  • Restorative Discipline - students take responsibility and reconnect
  • De Escalation - Relationships, supports, reconnect
  • Behavioral Risk Assessment - Identifies need for students who need further supports, gets them the supports they need
Implementing the Missouri Model
Missouri Model

- CES and MSBA recommend behavioral risk assessment teams for schools
- Local school board adopts policies and procedures for team establishment/plan is placed in the crisis plan for the school/district (add to crisis plan)
- The superintendent of the district creates a multidisciplinary team (for district or each building)
Risk Assessment Program Components

- **Risk Assessment Team**
  - School-based team and/or
  - District-level team / Supervisory Union – level team

- **Administration support**

- **Basic procedures and necessary policies**

- **Risk assessment training**

- **Legal counsel input on information-sharing**

- **Support resources (school, region, state)**
TOGETHER EVERYONE ACHIEVES MORE
Team is Comprised of:

- School administrator/School Safety Coordinator
- Counselor/Social Worker/Nurse
- Teacher
- School Resource Officer/Law Enforcement
The Team:

- Trains school staff on identifying/recognizing risks
- Hold an assembly with students and faculty/staff to explain “any door” process
- Team implements assessment process upon report of possible risk following board adopted policies
- Team leader reports preliminary assessment determination to superintendent
- Team leader maintains data on actions and team involvement
Skills of Effective Team Members

- Passionate about the goals of the team
- Familiar with threat assessment principles and practices
- Demonstrates an inquisitive, skeptical mindset
- Exercises good sense of judgment, objectivity, and thoroughness
- Effectively facilitates team discussion
- Advocates for necessary resources
- Relates well with others
Working with Limited Resources

- Identify and list local resources (school-based, community-based)
- Establish liaisons with resources and secure access (including after-hours)
- Develop relationships with other districts / supervisory unions
- Identify state-level resources
- Identify virtually-accessible subject matter expertise
Relationships Matter
“Kids don’t care how much you know, until they know how much you care.”

- Dr. Madeline Hunter

UCLA
Mental Illness and Violence

https://www.youtube.com/watch?v=HNsiHaGmdno
Summary

• Prevention is possible.

• Risk assessment teams can identify and help address a broad array of problematic behavior.

• A multi-disciplinary team, liaison relationships, and a positive climate can facilitate the overall process.

• Periodic training and/or process review are critical to effective risk assessment.

• Consult, consult, consult!
Questions?
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Report and Guide available for download at: www.SigmaTMA.com
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http://moces.org
Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.

– Dr. Seuss
END