

An Overview:  
Missouri's Behavioral Risk  
Assessment Training for Schools



December 2016

# AMY BLEDSOE

## **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?



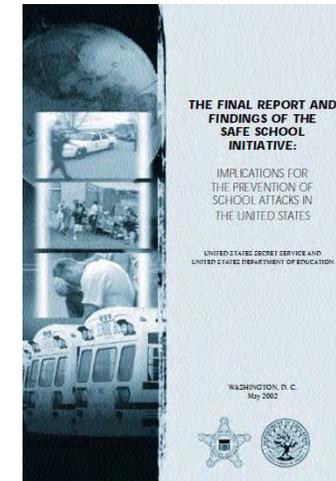
[https://www.youtube.com/watch?v=dICf\\_R5CfkI](https://www.youtube.com/watch?v=dICf_R5CfkI)

## 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.
  - Collaboration between US Secret Service and US Department of Education.
  - 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?**

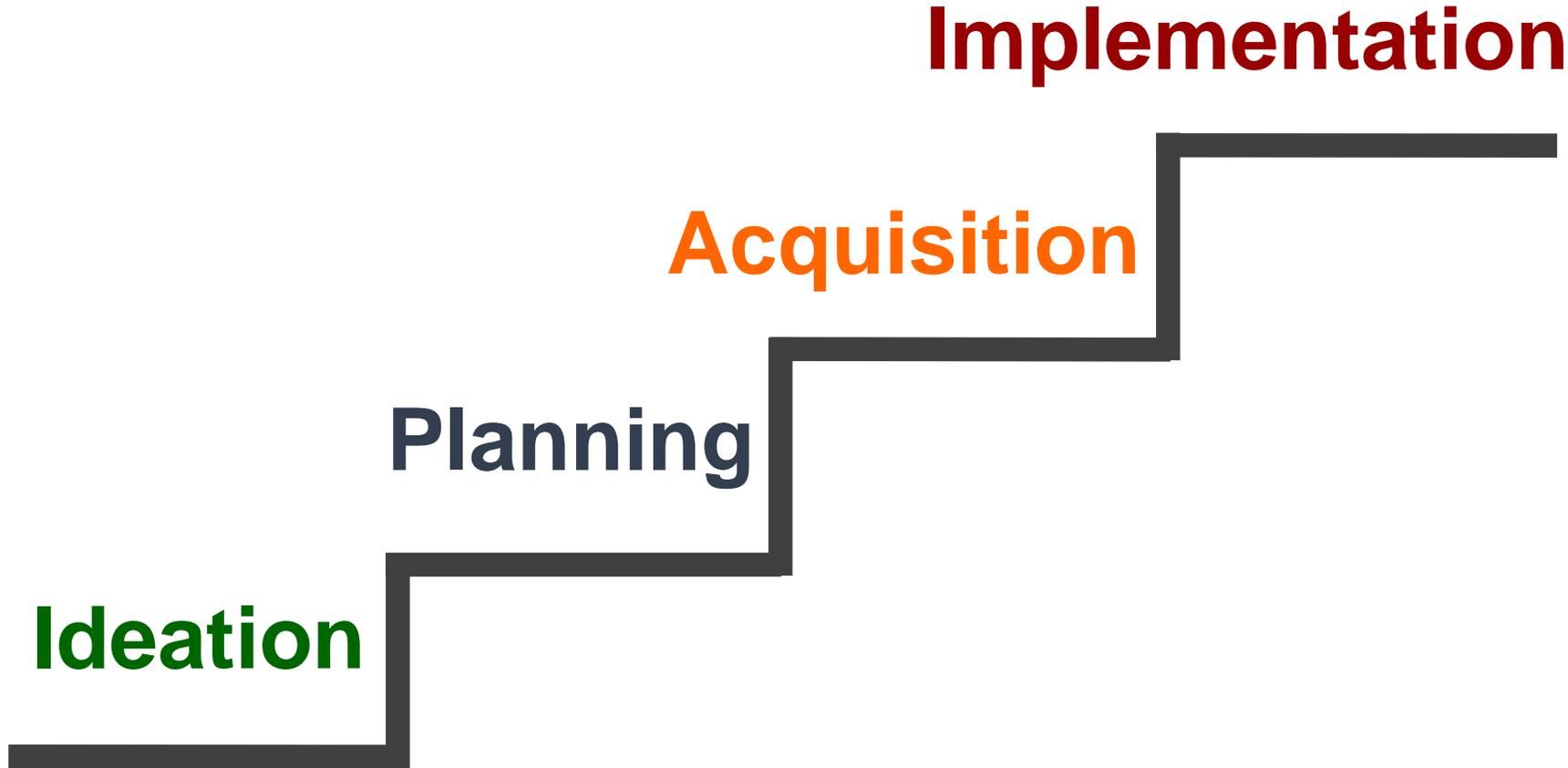
# Major Facts about School Shootings

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

Source: U.S. Secret Service and U.S. Department of Education, *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of Targeted School Violence in the U.S.* (2002).



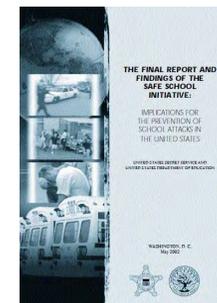
# Pathway to Violence



# 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."

Source: U.S. Secret Service and U.S. Department of Education, *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of Targeted School Violence in the U.S.* (2002).



# 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.



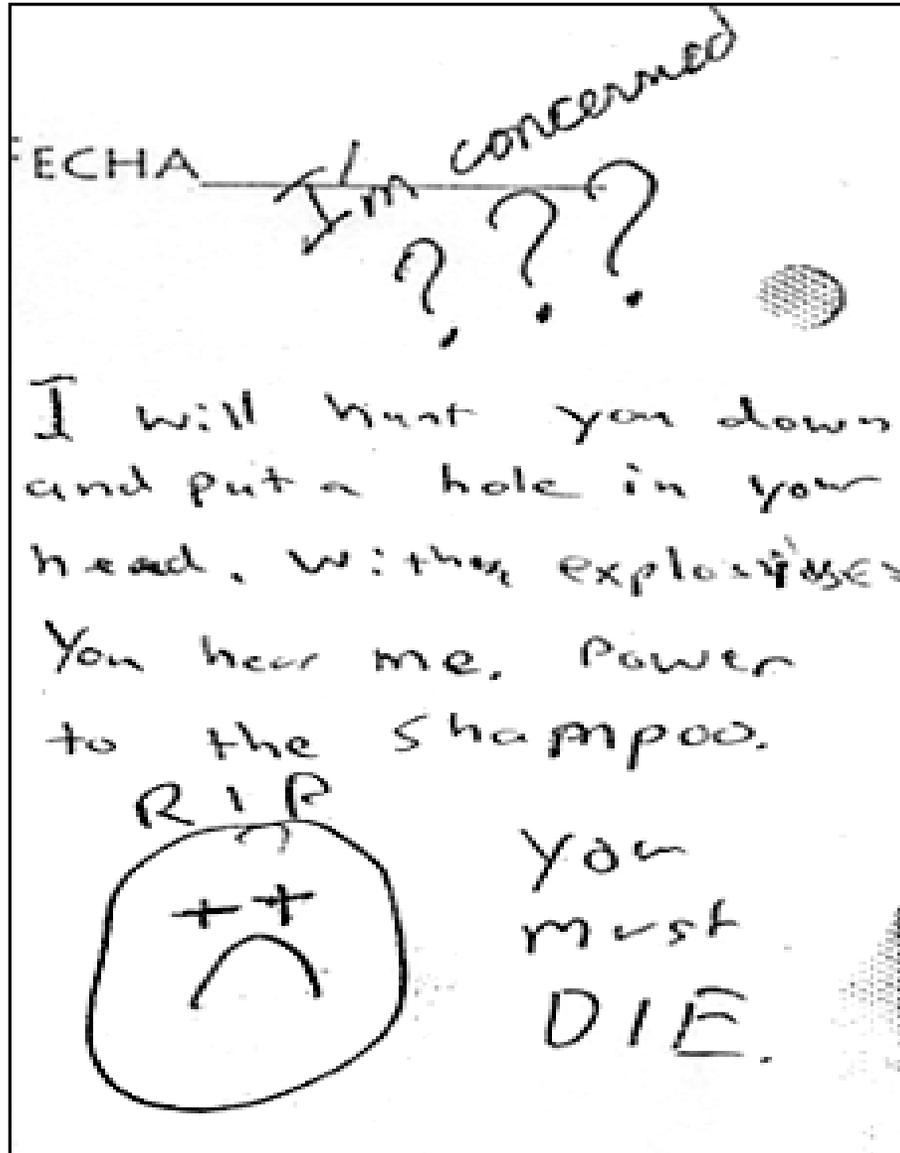
# Major Facts about School Shootings

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.

Source: U.S. Secret Service and U.S. Department of Education, *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of Targeted School Violence in the U.S.* (2002).



# 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.

Source: U.S. Secret Service and U.S. Department of Education, *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of Targeted School Violence in the U.S.* (2002).



# Overview of Threat Assessment in Schools and the Shooter

The School Shooter:  
A THREAT ASSESSMENT PERSPECTIVE



Critical Incident Response Group (CIRG)  
National Center for the Analysis of Violent Crime (NCAVC)  
FBI Academy  
Quantico, Virginia 22135



# 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

The School Shooter:  
A THREAT ASSESSMENT PERSPECTIVE



Critical Incident Response Group (CIRG)  
National Center for the Analysis of Violent Crime (NCAVC)  
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Source: Critical Incident Response Group, National Center for the Analysis of Violent Crime, FBI Academy. *The School Shooter: A Threat Assessment Perspective*. (1999).

# All Risks/Threats are NOT Equal



All risks must be  
assessed in a timely  
manner

The School Shooter:  
A THREAT ASSESSMENT PERSPECTIVE



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Source: Critical Incident Response Group, National Center for the Analysis of Violent Crime, FBI Academy. *The School Shooter: A Threat Assessment Perspective*. (1999).

# 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

Source: Critical Incident Response Group, National Center for the Analysis of Violent Crime, FBI Academy. *The School Shooter: A Threat Assessment Perspective*. (1999).

The School Shooter:  
A THREAT ASSESSMENT PERSPECTIVE



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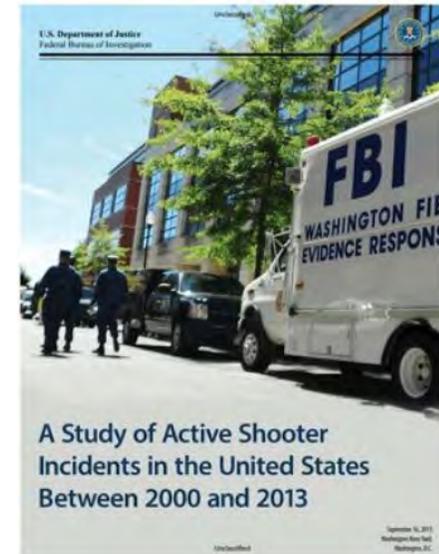
# Key Components and Functions of a Management Strategy

- 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

Source: US Secret Service and US Department of Education, *Threat Assessment In Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (2002).



# 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)



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Shooters in Higher Education Environments

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



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Day Occurred in Higher Education Environments

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



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Incident Ended in Higher Education Environments

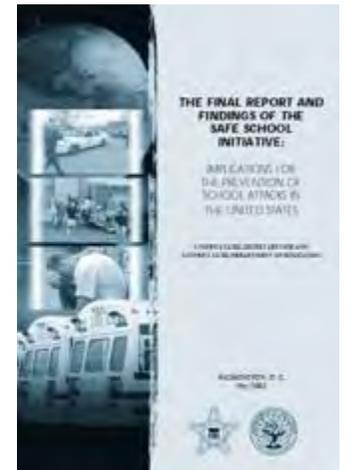
- 5 shooters apprehended by police at the scene (2 restrained by off-duty police officers)
- 4 shooters completed suicide at the scene
- 2 killed by police at the scene
- 1 shooter fled and was apprehended by police at another location

Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).



# Shooters in Pre-K -12 Schools

Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).



# 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



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Day Occurred in High School Environments

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



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# 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



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# 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



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Day Occurred in Middle School Environments

- 3 Mondays
- 2 Tuesdays
- 1 Thursday

Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).



# 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



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# 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



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Day Occurred in Elementary School Environments

- 2 Fridays
- 1 Wednesday
- 1 Thursday

Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).



# 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

Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).



# Shooter in Pre-K Through 12<sup>th</sup> Grade School Environment: 1 Incident

- 1 Adult age 32

## Location:

- Classrooms/hallway



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Day Occurred in Pre-K through 12<sup>th</sup> Grade School Environment

- Monday



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Incident Ended in Elementary School Environments

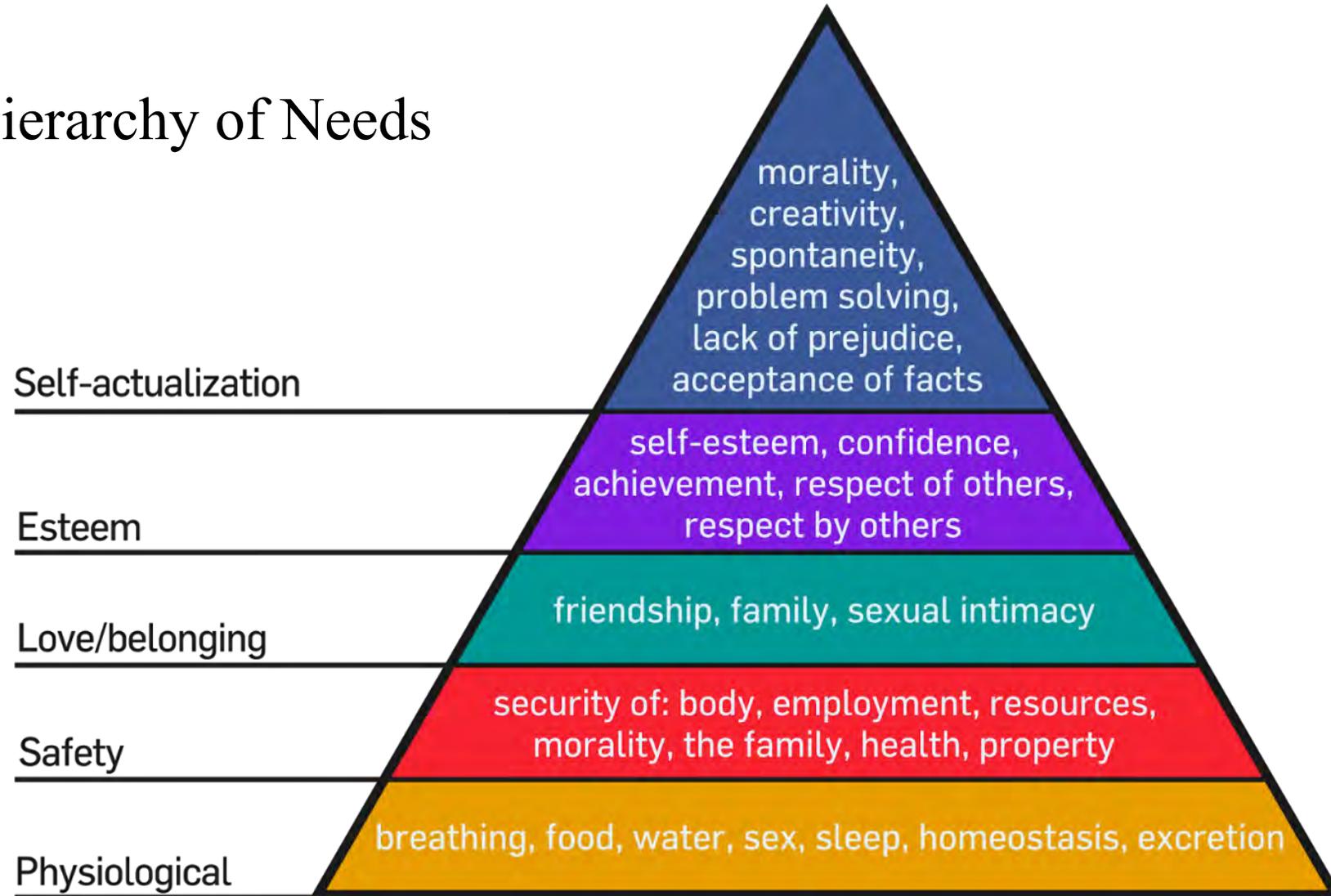
- 1 shooter completed suicide at the scene



Source: US Department of Justice and FBI, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* (2013).

# Connecting Safety/Security to Student Success

## Maslow's Hierarchy of Needs



# 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)



# 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

Percent of US public that believes that people with schizophrenia are likely or very likely to act violently

**60%**

**PUBLIC PERCEPTION**



Jeff Swanson  
Duke University

The image is a composite graphic. On the left, a vertical bar with a color gradient from purple to orange is labeled '60%' at the top. To the left of the bar, text reads 'Percent of US public that believes that people with schizophrenia are likely or very likely to act violently'. Below the bar, the words 'PUBLIC PERCEPTION' are written in large, red, stylized letters. To the right of the bar is a 3D rendered scene of a living room with a television and a person sitting on the floor, overlaid with a 3D rendered alien figure. On the far right, a video feed shows a man, identified as Jeff Swanson from Duke University, speaking.

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

# Summary

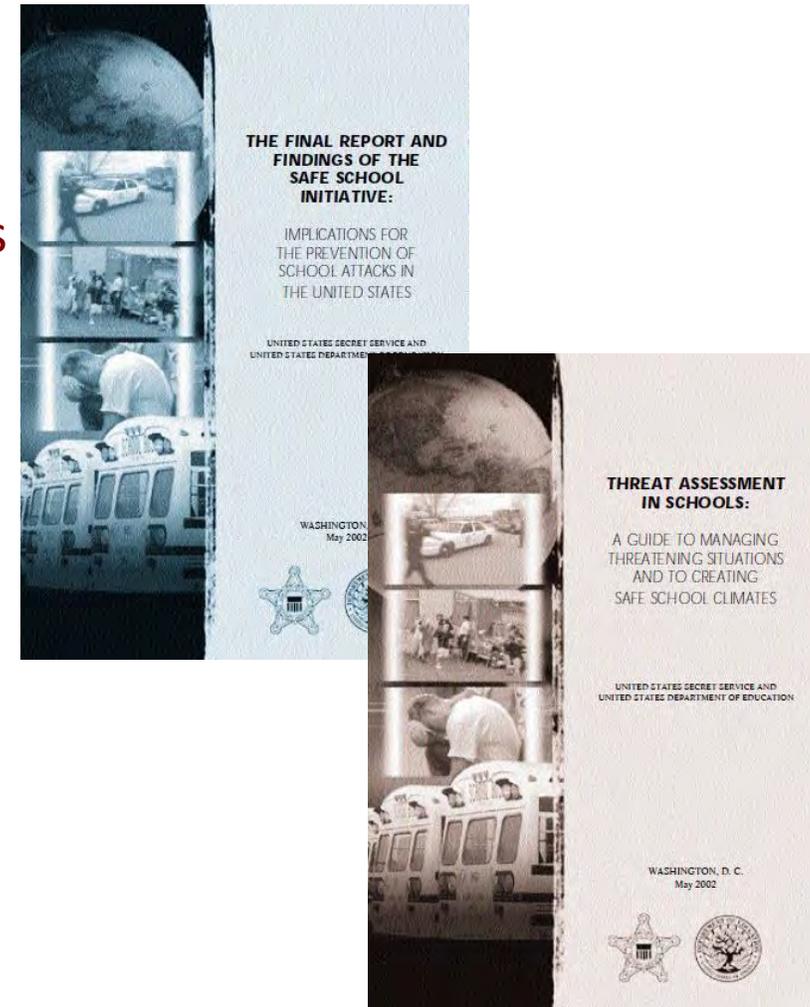
- Prevention is possible.
- Risk assessment teams can identify and help address a broad array of problematic behavior.
- A multi-disciplinary team, liaison relationships, and a positive climate can facilitate the overall process.
- Periodic training and/or process review are critical to effective risk assessment.
- Consult, consult, consult!

# Questions?

# Contact Information:

- **SIGMA Threat Management Associates**
- 703-647-7419
- Training@SigmaTMA.com

- [www.SigmaTMA.com](http://www.SigmaTMA.com)



Report and Guide available for download at: [www.SigmaTMA.com](http://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