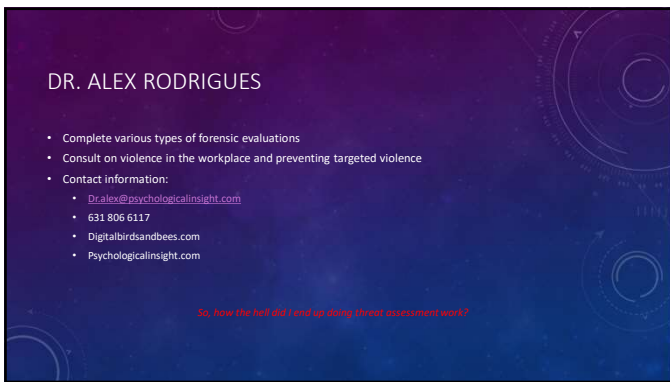
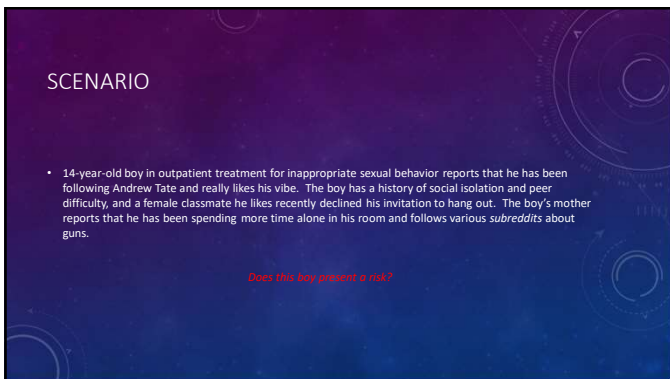


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2



3

BRAINSTORMING QUESTIONS

- What constitutes a school attack?
- What is the approach your local school adopts in addressing attacker threats?
- Do you consult on school threat cases?
- Why is school threat assessment relevant to clinicians?

4

SCHOOL ATTACKER TERMS & DEFINITIONS

- Targeted violence
 - Any incident of violence where an attacker selects a particular target prior to an attack (cue: premeditated)
- Threat assessment involves...
 1. Identifying concerning or threatening individuals (identify)
 2. Conducting an evaluation of the concerning individual (evaluate)
 3. Taking action to manage the risk (management)
- Multi-disciplinary threat assessment team
 - Teachers, school administrators, guidance counselors, school resource officers, community leaders, law enforcement, mental health professionals

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SCHOOL ATTACKER TERMS & DEFINITIONS

- Elements of a school attack
 - Actor is a current or former student
 - Attack occurs on or near school grounds
 - Attack is planned in advance
 - Purposeful use of a weapon...
 - To injure at least one other student or faculty
- Excludes violent offenses on school grounds, which are attributable to other motives or phenomenon (i.e., gang violence, drug violence), or spontaneous occurrences

Why am I using the term school attacks/er as opposed to school shooter?

6

SCHOOL ATTACKER TERMS & DEFINITIONS

- Mass attack
 - Includes harm to three or more persons, not including the attacker
- National Threat Assessment Center (NTAC)
 - Created in 1998
 - Under the auspice of the U.S. Secret Service
 - Conducts research, consultation, and training regarding threat assessment, including potential school threats

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FREQUENCY OF SCHOOL ATTACKS

- How many U.S. school attacks occurred in 2022?
It depends...
- 302 (K-12 School Shooting Database)
 - Includes gang shootings, domestic violence, shootings at sports games and afterhour events, suicides, fights that escalate into shootings, and accidents
- 51 (Education week)
 - Includes events where one person other than the attacker is injured by gunfire on school property or during a school-sponsored event

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NTAC'S PROTECTING AMERICA'S SCHOOLS 2019 REPORT

- Examined 41 incidents of targeted school violence, occurring between
- 2008-2017 (excludes more recent attacks, including Marjorie Stoneman Douglas (Parkland) and Robb Elementary Schools (Uvalde))
- Assorted records collected from:
 - Police investigations
 - Publicly available court materials
 - School
 - Mental health
 - Collateral interviews
 - Social media content

9

NTAC'S PROTECTING AMERICA'S SCHOOLS 2019 REPORT

- Attacks occurred almost exclusively at public schools
- Evenly divided among urban, suburban, and rural settings
- Most schools had some type of physical safety measure implemented
- 2/3 had either a full-time or part time SRO
- Only 7 (17%) of schools had an early reporting system
- 9 schools (22%) had some type of program to assess potential threats
- Most attacks occurred during the first half of the day
- Attacks frequently happened after a return from a school break (September & January)
 - Many coincided with the anniversaries of past shootings/tragedies (April 20th)
- Most attacks ended within 5 minutes, 2/3 (88%) lasting two minutes or less
- Half of attacks ended without external intervention (suicide, fleeing to the scene, or surrendering to school staff)
- No attacks were ended by outside law enforcement agencies responding to the scene from off campus

Is any of this data surprising?

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NTAC'S PROTECTING AMERICA'S SCHOOLS 2019 REPORT

- No prototype offender or profile (contradicts an earlier FBI report)
 - Attackers varied according age, race, sex, education, socioeconomic class
 - 7 attackers were female
 - However all attackers were grade 7 or higher
- Varied motivations, but...
 - Perceived grievances were most often cited
 - They were most often targeted for alleged bullying
 - Staff and romantic partners were also targeted
 - Desire to kill, which was defined as
 - Sadistic interest, interest in violence or related topics, desire for power,
 - Suicide
 - But suicide was never identified as a chief motive, rather tertiary
 - Infamy/notoriety
 - Interaction with law enforcement evidence

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NTAC'S PROTECTING AMERICA'S SCHOOLS 2019 REPORT

- Half of attackers engaged in planning
 - Weapons research and selection, packing an attack bag, surveillance, etc.
- Firearms frequently employed, which were routinely secured from home
- Contact with law enforcement beforehand (arrests, welfare checks, etc.). None of the attackers had hx of sexual offending.
- Mental health hx
 - 20% had mental disorder dx
 - Depressive symptoms, suicidality, anxiety, psychosis*, authority noncompliance, impulsivity, ADHD*, neurological issues, narcissism*

12

NTAC'S PROTECTING AMERICA'S SCHOOLS 2019 REPORT

- Violence
 - Half of attackers had a violence hx (physical or verbal aggression)
 - Interest in violence and past attacks (Columbine, Hitler, & Nazis recurrent themes)
- Chaotic homelife
 - Nearly all but one had experienced an ACE (most frequent: divorce followed by financial strife)
- Recent stressor (< 6 months of attack)
 - Social stressor most frequently encountered

13

NTAC: AVERTING TARGETED SCHOOL ANALYSIS (2021)

- Involved 67 instances of averted school violence, spanning from 2006 to 2018
- Key findings
 - School attacks are preventable
 - Schools should intervene before a student's behavior warrants legal consequences
 - Students were most likely to observe and report potential threats
 - Families of attackers also thwarted attempts via early reporting
 - Removing a student from school does not alleviate risk

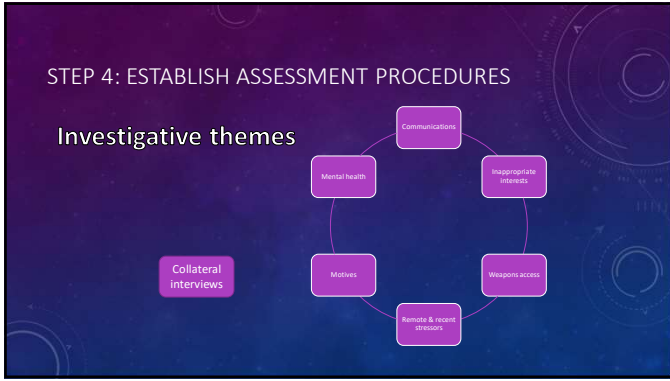
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NTAC: ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

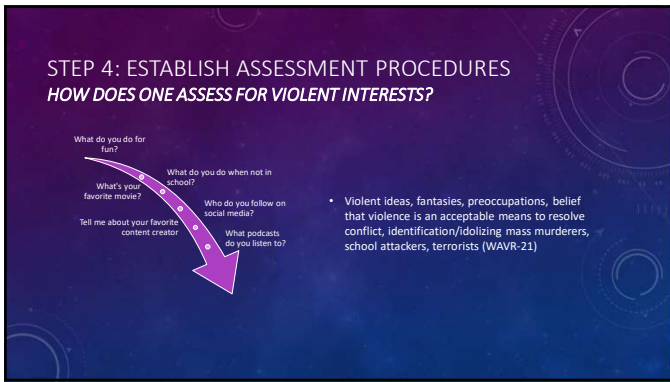
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graph LR
    A[Establish MTA team] --> B[Define guidelines & concerning behavior]
    B --> C[Create & train on a central reporting system]
    C --> D[Identify threats for law enforcement intervention]
    D --> E[Establish assessment measures]
    E --> F[Develop Risk Management Options]
    F --> G[Create and promote a safe school climate]
    G --> H[Provide regular training for all]
  
```

15



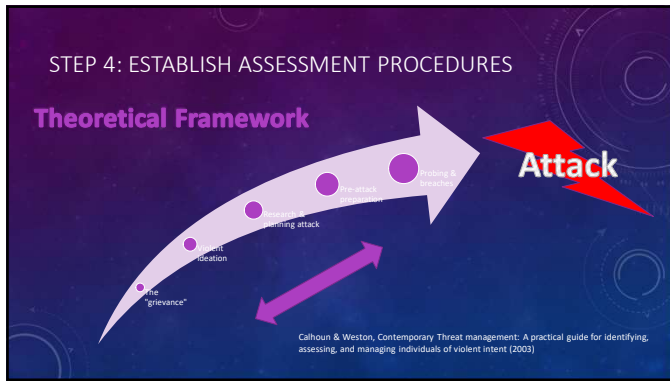
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- STEP 4: ESTABLISH ASSESSMENT PROCEDURES
- Collateral informants
 - Peers
 - Parents
 - Teachers
 - Mentors
 - Guidance counselor
 - Mental health provider
 - Athletic coach (if relevant)
 - Religious leader (if relevant)

18



19

- STEP 4: ESTABLISH ASSESSMENT PROCEDURES
- Threat assessment vs. risk assessment (What's the difference?)
 - Remember risk is not a static factor operating in a vacuum
 - Person x environment x time = risk
 - No available actuarials, adopt a structured professional judgment/case management approach
 - Construct risk scenarios (low-risk vs. high risk scenario) (timing: hours, days, weeks)
 - Identify behaviors that signal escalating/de-escalating risk
 - Earlier intervention is better
 - Continue to monitor after an initial assessment

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Questions & Discussion

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