

## Violence/Harm toward Others Screening Summary Worksheet

	<i>Lower Risk</i>	<i>Medium Risk</i>	<i>Higher Risk</i>
<b>Plans</b>			
A. Details	<input type="checkbox"/> Vague.	<input type="checkbox"/> Some specifics.	<input type="checkbox"/> Direct, plausible, specific, very detailed.
B. How prepared	<input type="checkbox"/> Means not available; lacks realism.	<input type="checkbox"/> Has means close by, or thoughts as to how would carry out	<input type="checkbox"/> Has means in hand; steps taken toward carrying out
C. Immediacy	<input type="checkbox"/> No specific time.	<input type="checkbox"/> Within a few days or hours; indication of time.	<input type="checkbox"/> Immediately
D. Lethality	<input type="checkbox"/> Fists/Fighting/Kicking	<input type="checkbox"/> General statement about availability of weapons	<input type="checkbox"/> Weapons or statement including acquiring
E. Chance for Intervention	<input type="checkbox"/> Others present most of the time.	<input type="checkbox"/> Others available if called upon.	<input type="checkbox"/> No one nearby, intended victim is isolated
<b>Negative Emotions</b>			
A. Tolerance	<input type="checkbox"/> Emotions are bearable.	<input type="checkbox"/> Emotions are almost unbearable.	<input type="checkbox"/> Emotions are unbearable.
B. Desperation	<input type="checkbox"/> Wants emotional pain to stop, but not desperate.	<input type="checkbox"/> Becoming desperate for relief from emotional pain.	<input type="checkbox"/> Desperate for relief from emotional pain.
C. Coping	<input type="checkbox"/> Identifies non-violent ways to stop emotional pain.	<input type="checkbox"/> Has limited ways to cope with emotional pain.	<input type="checkbox"/> Has few or minimal ways to cope with their emotional pain.
<b>Resources</b>			
A. Availability/Quality	<input type="checkbox"/> Help available; student acknowledges that significant others are concerned and available to help.	<input type="checkbox"/> Family and friends are available, but are not perceived by the student to be willing to help.	<input type="checkbox"/> Family and friends are not available and/or are hostile, injurious, or exhausted.
B. Accomplices	<input type="checkbox"/> No accomplices for their plan.	<input type="checkbox"/> Indicates passive support from friends and/or family members.	<input type="checkbox"/> Indicates active support from friends and/or family members.
<b>Prior Violent Behavior</b>			
A. Self	<input type="checkbox"/> No prior violent behavior.	<input type="checkbox"/> At least 1 violent incident in the past year; or a history of making threats/stalking.	<input type="checkbox"/> History of multiple (2+) violent acts in the past year, and/or following through on a violent threat/stalking.
B. Significant Others	<input type="checkbox"/> No significant others have engaged in violent behavior.	<input type="checkbox"/> Significant others have recently engaged in violent behaviors.	<input type="checkbox"/> Significant others have a significant history of violent behaviors.
C. Bullying Others	<input type="checkbox"/> No prior bullying behavior.	<input type="checkbox"/> At least 1 bullying incident in the past year.	<input type="checkbox"/> History of multiple (2+) bullying acts in the past year
<b>Mental Health</b>			
A. Coping Behaviors	<input type="checkbox"/> History of mental illness, but not currently considered mentally ill.	<input type="checkbox"/> Mentally ill, but currently receiving treatment.	<input type="checkbox"/> Mentally ill and not currently receiving treatment.
B. Medical status	<input type="checkbox"/> No significant medical problems.	<input type="checkbox"/> Acute, but short-term, or psychosomatic illness.	<input type="checkbox"/> Chronic debilitating or acute catastrophic illness.
C. Other Psychopathology	<input type="checkbox"/> Stable relationships, personality, and school performance.	<input type="checkbox"/> Recent acting-out behavior and substance abuse; acute violent behavior in an otherwise stable personality.	<input type="checkbox"/> Violent behavior in unstable personality; emotional disturbance; repeated difficulty with peers, family, and teachers.
<b>Stress</b>			
A. Current Levels	<input type="checkbox"/> No significant stress.	<input type="checkbox"/> Moderate reaction to loss and environmental changes.	<input type="checkbox"/> Severe reaction to loss or environmental changes.
B. Bullying Victim	<input type="checkbox"/> No prior incidents of being bullied	<input type="checkbox"/> At least 1 bullying incident in the past year.	<input type="checkbox"/> History of multiple (2+) bullying acts in the past year
<b>Total Number of Checks</b>			

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	<i>Lower Risk</i>	<i>Medium Risk</i>	<i>Higher Risk</i>
<b>Total Number of Checks</b>			
<b>Multiplied by:</b>	1	2	3
<b>Weighted Scores</b>			
<b>Total Weighted score</b>			
<b>Divided by:</b>	3		
<b>Final Risk Assessment Score</b>			
<b>Risk Level</b>	Transient Threat ( $\leq 9$ )	Serious Substantive Threat (10 to 14)	Very Serious Substantive Threat ( $\geq 15$ )

### Scoring for Violence/Harm toward Others Risk Assessment Worksheet:

1. Multiply total checks in the “lower” column by one.
2. Multiple total checks in the “medium” column by two.
3. Multiple total checks in the “higher” column by three.
4. Add these three weighted scores.
5. Divide the total of the weighted scores by three.
6. Final risk assessment:
  - a. Transient Threat = score of  $\leq 9$
  - a. Serious Substantive Threat = score of 10 to 14
  - b. Very Serious Substantive Threat = score  $\geq 15$

*\*Note: The total score is not norm referenced but is to be used as a guide in consideration with other factors and data gathered.*

Response to Transient Threat	Response to Serious Threat	Response to Very Serious Threat
Contact student's parents if necessary.	Mobilize crisis management team members as needed.	Mobilize crisis management team.
Notify intended victim's parents if necessary.	Notify student's parents and caution the student about the consequences of carrying out the threat.	Notify student's parents.
See that threat is resolved through explanation, apology or making amends.	Protect and notify intended victim and parents/sponsor(s) of victim.	Protect and notify intended victim and parents/sponsor(s) of victim.
Consult with law enforcement, SRO, security personnel if necessary.	Provide direct supervision of student until parents assume control.	Provide direct supervision of student until parents assume control.
Refer for conflict mediation or counseling, to resolve problem, if appropriate.	Consult with law enforcement/security personnel.	Consult with law enforcement/security personnel.
Follow established discipline procedures.	Refer student for conflict resolution or counseling.	Follow established discipline procedures.
Develop Behavior Intervention Plan, as appropriate.	Follow established discipline procedures.	Refer for comprehensive mental health assessment.
Maintain threat screening documentation.	Develop/revise Behavior Intervention Plan.	Develop/revise Behavior Intervention Plan.
	Maintain threat screening documentation.	Maintain threat screening documentation.

*\*Note: The above list of responses to threats is not all-exhaustive. The threat/risk assessment team should determine the appropriate course of action for each case.*