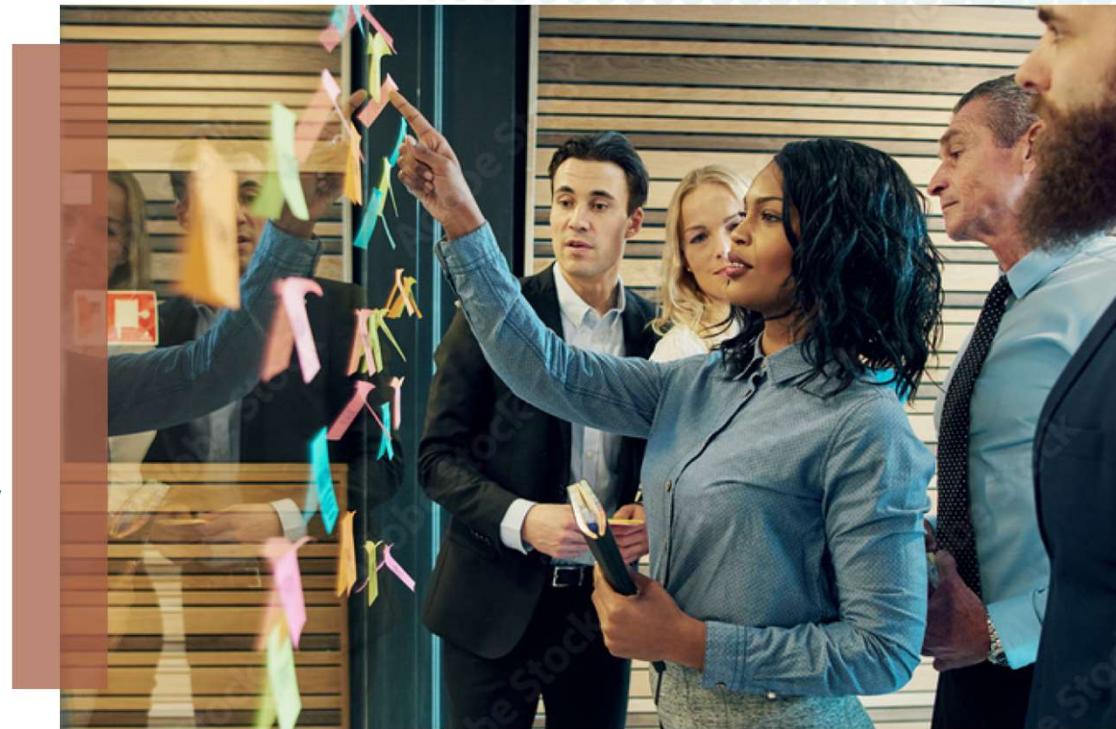


Preventing Violence: Root Cause Analysis & Early Interventions

“Threat management is about diverting direction of interest, diminishing dangerous and concerning behaviors, and altering a trajectory toward targeted violence.”

- *Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks*



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Introduction

- Curtis Herring
- 10 years in Education (Comal ISD)
 - Teacher/Coach
 - High School Counselor
 - Lead High School Counselor
 - Counseling Coordinator
 - Director of Counseling & Student Support
- WestEd
 - School Safety Technical Assistance Specialist
 - BTA implementation in 10 states (so far)

Topics

Comprehensive Threat Management Planning

- Goal
- Process
- Intervention Options
- Tools to Help
- Practice

Progress Monitoring

- Goal
- Process
- Standardization
- Tools to Help

Comprehensive Threat Management Planning: Goal

- Threat management is about diverting direction of interest, diminishing dangerous and concerning behavior, and altering a trajectory toward targeted violence.
- Use facts from BTA inform the management plan
- Effectively use passives and active strategies to prevent violence.

Comprehensive Threat Management Planning: Process

- Carefully planned intervention or series of interventions focused around the person of concern (subject), potential targets, situation, setting in which violence could occur.
 - Sometimes called STEP concerns:
 - S: Subject
 - T: Target
 - E: Environment
 - P: Precipitating Events (which fall in the situation category described above)
- Team approach- assess intervention form each discipline present
- Re-assess or monitor progress

Comprehensive Threat Management Planning: Intervention Options

- Brainstorm and write a list of all interventions you currently use in threat management plans.
- Brainstorm and write down a list of all the things you do intentionally (have discernment over) to make individual students succeed academically and feel connected, safe, and accepted in their school and community.
- Positive (Supportive) VS Negative (Punitive)
- Environment and Precipitating Event focused interventions are often overlooked.
- Organize intervention options into useful categories.
- Management techniques are only limited by the team's creativity and the law.

Comprehensive Threat Management Planning: Tools to Help

[Case Management Intervention Options](#)

Scenario 1- Create a Case Management Plan

Allison threatens to stab Crystal the next time she sees her when she found out that Crystal had been talking to her boyfriend. Both students are frequent flyers in the Admin office.

The following information resulted from the BTA

- Only one of Allison's teachers expressed concern regarding Allison's behavior when she is in class. This is her only female teacher this year.
- Allison states that she doesn't connect with anyone in the school.
- One of her friends describes Allison as distant and shared that her home life is not good.
- Allison is failing a few classes, and she has already missed 15 days of school this year.
- Another friend of Allison says that she thinks she will actually stab Crystal because she doesn't have anything to lose, and Crystal has been bullying Allison for far too long.
- Crystal usually sits at the table next to Allison's during lunch time and their friend groups are often feuding over a variety of issues.
- Allison carries a pocketknife frequently and her friends confirm that she has access to multiple knives and a few guns at her Dad's house.
- Allison is passing art and attends that class on days when she skips other classes.
- Allison and Crystal regularly argue over social media.
- A review of Allison's discipline record reveals that she does have a history of violent behavior.
- The nurse indicated that Allison usually takes medication daily but has not been to her office in several weeks.
- The two girls are in the same English class, but the English teacher has been aware of their feud for some time now and keeps them on opposite sides of the room.

Scenario 2- Create a Case Management Plan

- Bryce's recent behavior has concerned several of his teachers.
- He has not verbalized any threats, but has started to dress "darker" and withdraw from class participation and his friend groups.
- He was asked to write a paper on an influential figure in history and chose to write about Hitler and in his paper seems to be sympathizing with Hitler's views.
- One of his friends told the school counselor that he wrote him an apology letter for being a bad friend and he ended the letter stating that he "was mostly sorry for what would happen next".
- Recent social media posts were also brought to your attention that showed Bryce posing with a variety of firearms.
- A review of his journal revealed several pages of concerning content. (sketches depicting violence, crude maps of the school, violent song lyrics, phrases indicating suicidal ideation)

How can we measure the effects of prevention work?

- Does prevention mean completely avoiding a behavior, reducing a behavior, or demonstrating a new behavior?
- Improvement in general well-being could be considered a success measure.
- Create realistic expectations through the strong linkages between activities and outcomes.

Re-assess- Progress Monitoring

Goal of Progress Monitoring

- Center success on student perceptions/outcomes
- Document progress
- Assess impact of interventions/support
- Early identification of significant changes to baseline/previous follow-up
- Effective communication with BTA team members

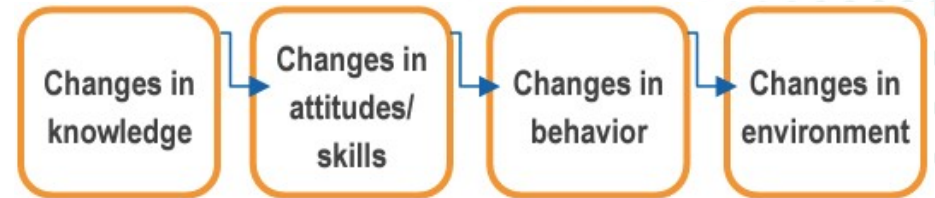
- Can serve as stand alone intervention if done well:
 - Teach self-monitoring
 - Relationship building

Process of Progress Monitoring

- Time Interval
 - Minimum of monthly
 - Consider the severity of the case
 - Consider precipitating events that may require prompt review and intervention
- BTA team approach
 - All BTA team members are responsible
- Key Questions
 - Is the subject progressing based on performance standards?
 - Is the subject progressing based on self-perception and perception of others?
 - When is the appropriate time to close the case?
 - Is the level of concern changing?

Types of Data

- Process Data
 - Participation Rates
- Perception Data
 - Knowledge Acquisition (Pre-Post Test)
 - Change in Thinking/Feeling/Belief (Scaling)
 - Implementation Frequency (Scaling/Multiple Choice/Free)
- Performance (Outcome) Data
 - Achievement (Grades/Work Completion Rates)
 - Attendance (Absences)
 - Behavior (# of referrals/teacher feedback survey)



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Establish a Baseline

Methods:

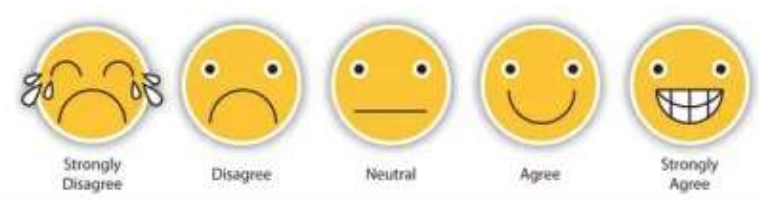
- Assess # of referrals over set period (Performance)
- Assess # of absences over set period (Performance)
- Note baseline GPA (Performance)
- Send baseline behavior survey to teachers/stakeholders (Performance)
- Use standardized scaling questions (Perception)

Selecting a Scale

- Use interval response options with assumed equal distance between options.
 - Strongly agree to strongly disagree
 - 0 to 10

Scaling Question Tips

- Question framing (Positive vs Negative) matters
 - I get angry often
 - I use positive coping skills frequently
- Use image scale for younger students



Scaling Question Tips

- Consider the impact of the increment selected on the outcome when choosing a scale.
 - 1 - 10 (You are measuring in 10% increases/decreases)
 - 1 - 5 (You are measuring in 20%* increases/decreases)
 - *Could be 25% if 1 is set to 0
- Neutral Option VS No Neutral Option

Standardization

- Collect Information the same way every time
 - Allows for tool creation
 - Allows for comparative analysis (Pre/Post Intervention)

Progress Monitoring: Tools to Help

[Progress Monitoring - Teacher Feedback Form](#)

[Case Management Baseline & Follow-Up - Simplified](#)

Thank You!

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Jeremy Bullock Safe School Summit Feedback Survey:

