

Why Schools Need Behavioral Threat Assessment

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Centre for the Study of Learning and Performance

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Dewey G. Cornell, Ph.D.

- Virgil Ward Chair as Professor of Education in the School of Education and Human Development at the University of Virginia.
- Director of the UVA Youth Violence Project

Dr. Cornell's work as a forensic clinical psychologist evaluating and treating violent offenders convinced him that violence could be prevented and led him to join the Virginia faculty in 1986.

Dr. Cornell has authored more than 300 publications in psychology and education, including studies of bullying, juvenile homicide, school safety, and threat assessment. He led the development of the Comprehensive School Threat Assessment Guidelines (CSTAG) in 2001 and has been actively engaged in research, training, and advocacy of school threat assessment. He is currently directing a national study of CSTAG with funding from the U.S. Department of Justice. Dr. Cornell discloses that he has a financial interest in CSTAG training. Training is provided independently of the University through School Threat Assessment Consultants, LLC. www.schoolta.com

Why Schools Need Behavioral Threat Assessment

- 1. What is it?**
- 2. Why do we need it?**
- 3. How does it work?**
- 4. How do we *know* it works?**

Schools Respond to Surge of Threats After Georgia School Shooting





**How often do
our schools
conduct threat
assessments?**



When a student seems angry, everyone engages in some form of threat assessment.

The question is whether staff rely on their intuition or use a systematic process.



In the absence of a formal threat assessment process, many schools rely on zero tolerance, automatically removing a student from school, regardless of the seriousness or context of the behavior.



Removing a student from school does not increase safety.

We want to supervise, teach, and support a student in school.

Zero Tolerance Leads to a Disproportionate Response

School Suspends Second Grader for Eating His Pop-Tart Into the Shape of a Gun



Behavioral Threat Assessment and Management (BTAM)

- 1. Identification:** friends, family members, or others seek help when concerned about someone in distress/threatening violence.
- 2. Evaluation:** Threat assessment team gathers information to evaluate the seriousness of the threat.
- 3. Intervention:** The team initiates assistance to address the underlying problem, conflict or need. In the most serious cases, protective action is taken.

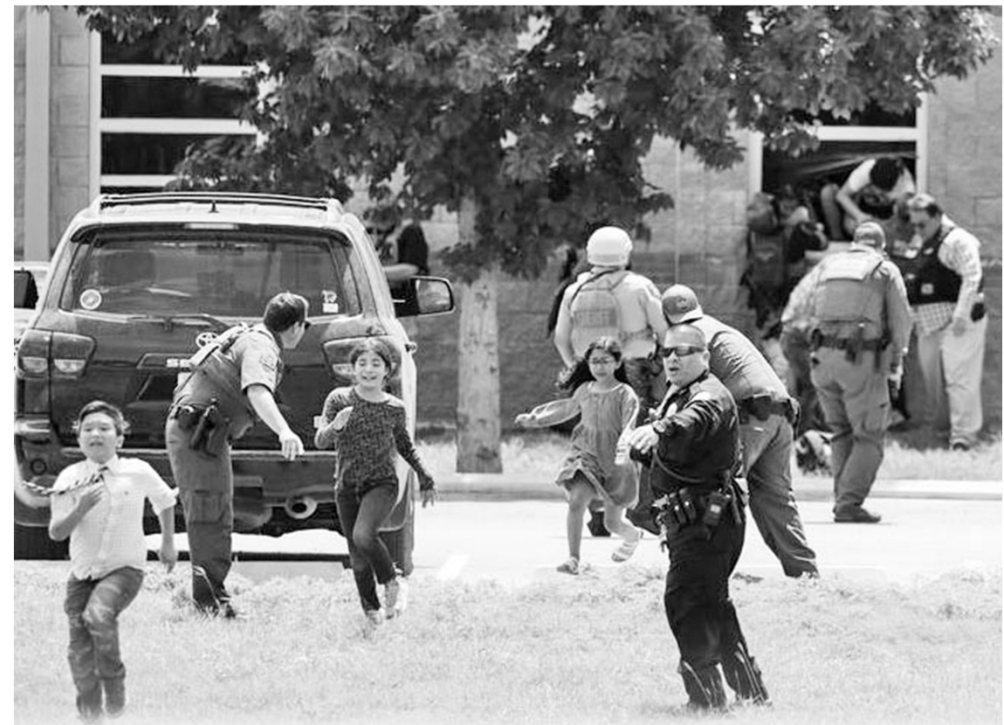
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Traumatic impact of school shootings

School shootings are so traumatic that they skew perceptions of school safety and convince the public and policymakers that there are dramatic needs for safety and security measures.

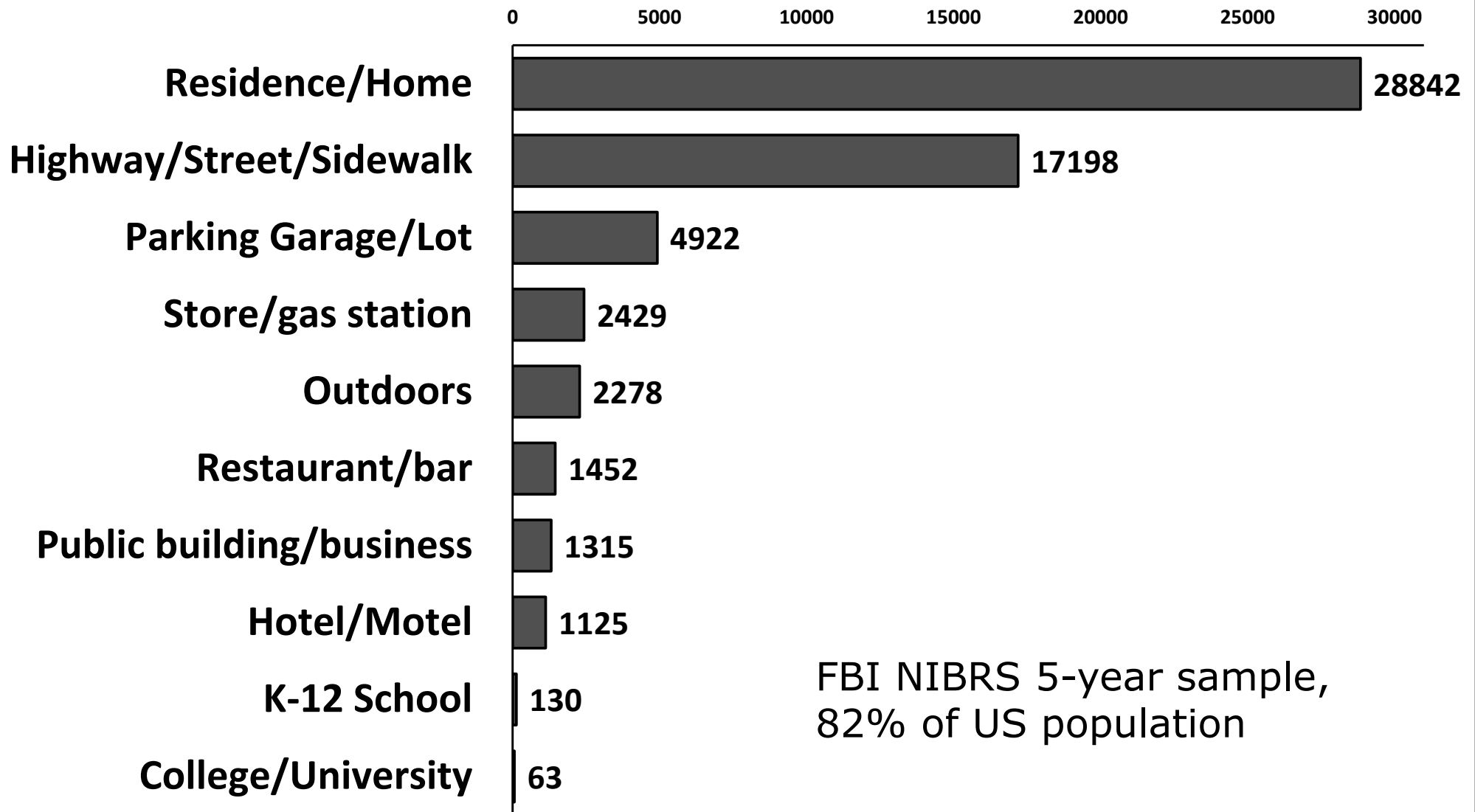


All school shooting homicides must be prevented, but they are not as pervasive as it seems.



In 2024, 22 schools had a shooting homicide, but in a country with 130,000 schools, *the average school can expect a homicide every 5,909 years.* (130,000 ÷ 22)

Selected Locations of 59,754 Homicides



Source: FBI National Incident-Based Reporting System (NIBRS) database for 5 years ending 2024.
<https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/explorer/crime/crime-trend>

We need a balance of security and prevention



Students practice entering a bulletproof storm shelter designed by Shelter-in-Place.
SHELTER-IN-PLACE



EDUCATION

Fruitport designs new \$48M high school with places to hide from mass shooters

Fruitport's \$48M high school includes curved hallways and half walls to protect students, teachers, and staff.

Research on School Security

J Youth Adolescence (2016) 45:195–210
DOI 10.1007/s10964-015-0265-5

EMPIRICAL RESEARCH

Visible School Security Measures and Student Academic Performance, Attendance, and Postsecondary Aspirations

Emily E. Tanner-Smith · Benjamin W. Fisher

JOURNAL OF SCHOOL VIOLENCE
2018, VOL. 17, NO. 1, 28–45
<http://dx.doi.org/10.1080/15388220.2016.1193742>

 Routledge
Taylor & Francis Group

School Safety Strategies and Their Effects on the Occurrence of School-Based Violence in U.S. High Schools: An Exploratory Study

Matthew J. Cuellar

Wurzweiler School of Social Work, Yeshiva University, New York, New York, USA

Metal Detectors and Feeling Safe at School

Billie Gastic

Education and Urban Society
43(4) 486–498

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DOI: 10.1177/0013124510380717

<http://eus.sagepub.com>

Policing: An International Journal of Police Strategies & Management

Structural school safety measures, SROs, and school-related delinquent behavior and perceptions of safety: A state-of-the-art review

Jennifer M. Reingle Gonzalez, Katelyn K. Jetelina, Wesley G. Jennings,

Little evidence of increased safety. Concerns that students are more anxious.

Slide 15

DC0

Might look for some more recent articles to add to this collage.

Cornell, Dewey G (dgc2f), 2024-09-24T23:17:12.787

Characteristics of School-Associated Youth Homicides —
United States, 1994–2018

Kristin M. Holland, PhD¹; Jeffrey E. Hall, PhD²; Jing Wang, MD¹; Elizabeth M. Gaylor, MPH¹; Linda L. Johnson³; Daniel Shelby¹;
Thomas R. Simon, PhD¹; School-Associated Violent Deaths Study Group¹

431 Youth Homicide Incidents at School

What percentage of youth homicides occurred in the school building?

A) 80%

B) 50%

✓ C) 30%

Although school shootings are rare, students often make threats.

As School Threats Proliferate, More Than 700 Students Are Arrested

The number of threats after a Georgia school shooting this month is much higher than usual, many officials said. In response, some have cracked down with arrests and detention for children as young as 10.

New York Times 9-26-24

12-year-old girl arrested for social media threats against a middle school in Virginia

10-year-old Texas student charged with 'terrorist threat' over hoax school shooting threat, police said

Mugshot of 10-year-old who threatened to shoot up school released by police



Two groups of students who make threats



Many reasons why students make threats



Angry

Frustrated

Wanting to fight

Joking

Seeking attention

Falsely reported

Threat Assessment Steers Between 2 Errors



Overreaction

Excessive
punishment for a
threat that is not
serious

Underreaction

Failing to prevent
a serious threat.



What is the purpose of school threat assessment?

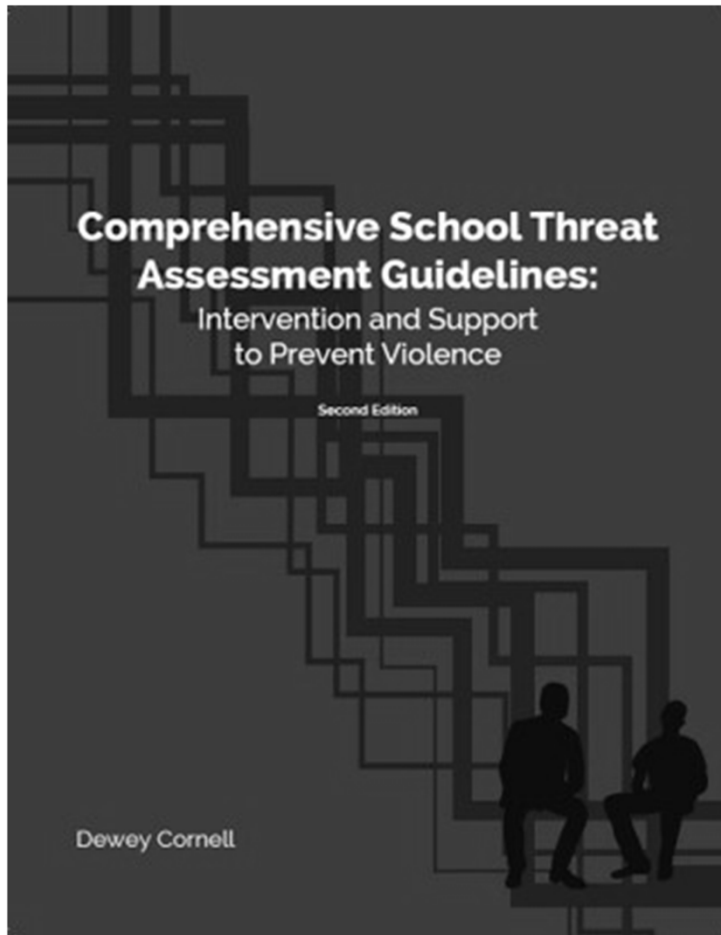
1. Prevent violence
2. Help troubled students
3. Avoid over-reactions to student misbehavior

Why schools need behavioral threat assessment

- 1. What is it?**
- 2. Why is it needed?**
- 3. How does it work?**
- 4. How do we *know* it works?**



Virginia Model of School Threat Assessment



2024 2nd edition

- **Developed 2001 at University of Virginia**
- **School-based teams gather information**
- **Follow decision-tree to determine whether threat is transient or substantive**
- **Take protective action if substantive**
- **Attempt to resolve the problem underlying the threat**

Forms Available

<https://www.schoolta.com/>

THREAT REPORT	
A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.	
Name of person reporting threat: _____	
[Date/time threat reported: _____]	

THREAT ASSESSMENT AND RESPONSE PROTOCOL ¹	
Comprehensive School Threat Assessment Guidelines	
OVERVIEW	
A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.	
A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.	
School Threat Assessment Decision Tree²	
Step 1. Evaluate the threat. Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?	No Not a threat. Might be an expression of anger that merits attention.
Step 2. Attempt to resolve the threat as transient. Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?	Yes Case resolved as transient; add services as needed.
Step 3. Respond to a substantive threat. For all substantive threats: a. Take precautions to protect potential victims. b. Warn intended victim and parents. c. Look for ways to resolve conflict. d. Discipline student, when appropriate. Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.	Serious Case resolved as serious substantive threat; add services as needed.
Step 4. Conduct a safety evaluation for a very serious substantive threat. In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following: e. Screen student for mental health services and counseling; refer as needed. f. Law enforcement investigation for evidence of planning and preparation, criminal activity. g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.	Very Serious
Step 5. Implement and monitor the safety plan. Document the plan. Maintain contact with the student. Monitor whether plan is working and revise as needed.	

Interviews	
When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.	
Subject: Person who made threat or engaged in threatening behavior	
Subject Name: _____	
Personnel Conducting Interview: _____	
Use these questions as a guide to take questions. Adjust wording before asking.	
1. Do you know why I want to talk to statements if possible.	
2. What exactly did you say? And why?	
3. What did you mean when you said _____?	
4. How do you think (person who was _____) felt when you said _____?	
5. What was the reason you said or did _____?	
6. What are you going to do now? (A _____)	

Key Observations	
These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Record these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.	
Threat is likely to be less serious:	
1. Subject admits to threat (behavior).	
2. Subject has explanation for behavior (such as joke or fight).	
3. Subject admits feeling angry, targeted at time of threat.	
4. Subject retracts threat or a harm.	
5. Subject apologizes or writes apology for threat.	
6. Subject willing to resolve conflict (reconciliation or same).	
Threat is likely to be more serious:	
7. Subject continues to feel targeted.	
8. Subject expressed threat to one individual.	
9. Subject has specific plan to carry out the threat.	
10. Subject engaged in preparatory behavior.	
11. Subject has prior conflict with other individual.	
12. Subject is unstable (supportive assessment).	
13. Threat involved use of a weapon (firearm, knife, etc.).	
14. Threat involves use of a firearm.	
15. Subject has possession of, or access to, a firearm.	
16. Subject has or sought access to audience for carrying out threat.	
17. Threat involves gang conflict.	
18. Threat involves peers or other individuals.	
19. Other relevant observations.	

Observations Suggesting Need for Intervention	
This form is used as needed for intervention planning. It suggests some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.	
1. History of physical violence.	
2. History of criminal acts.	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	
4. Preoccupation with mass shootings or infamous violent incidents.	
5. History of intense anger or resentment.	
6. Has grievance or feels treated unfairly.	
7. Feels abused, harassed, or bullied.	
8. History of self-injury or suicide ideation or attempts.	
9. Has been seriously depressed.	
10. Experienced serious stressful events or conditions.	
11. Substance abuse history.	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	
14. Prescribed psychotropic medication.	
15. Substantial decline in level of academic or psychosocial adjustment.	
16. Lacks positive relationships with one or more school staff.	
17. Lacks supportive family.	
18. Lacks positive relationships with peers.	
19. Other factors that suggest need for intervention.	

Threat Response/Safety Plan	
Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).	
1. Increased contact/monitoring of subject	
2. Reprimand or warning	
3. Parent conference	
4. Student apology	
5. Contacted target of threat, including parent if target is a minor	
6. Counseling (note number of meetings)	
7. Conflict mediation	
8. Schedule change	
9. Transportation change	
10. Evaluate social media posts	
11. Safety interviews	
12. Mental health services in school	
13. Mental health services outside school	
14. Assess need for special education services	
15. Review of Individualized Education Program (IEP) for students already receiving services	
16. 504 plan or modification of 504 plan.	
17. Behavior Support Plan created or modified	
18. In-school time out or suspension	
19. Out-of-school suspension (number days)	
20. Referral for expulsion	
21. Other disciplinary action	
22. Change in school placement (e.g., transfer, homebound instruction)	
23. Services for other persons affected by threat	
24. Law enforcement consulted	
25. Legal actions (e.g., arrest, detentions, charges)	
26. Other actions	

¹This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No

Not a threat. Might be expression of anger that merits attention.

Yes



Step 2. Attempt to resolve the threat as transient.

Attempt to resolve conflict or threat.
Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Yes

Case resolved as transient.
Add services as needed.

No



Step 3. Respond to a substantive threat.

For all substantive threats:

- Take immediate precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Discipline student, when time is appropriate.

Serious means a threat to hit, fight, or beat up whereas
Very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious

Case resolved as serious substantive threat. Add services as needed.

Very Serious



Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- Screen student for mental health services and counseling; refer as needed.
- Law enforcement investigation.
- Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.



Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Revise plan as needed.

Standard Questions

1. What happened today when you were [place of incident]?
2. What exactly did you say and do?
3. What did you mean when you said/did that?
4. How do you think [person threatened] feels about what you said?
5. What was the reason you said that?
6. What are you going to do now?

Evaluation of Threat (Use these questions as the interview foundation; modify them and use additional pages as needed.)

Student Interview

1. Do you know why I wanted to talk with you? Tell me.

2. What happened today when you were [place of incident]?

3. What exactly did you say? And what exactly did you do? (Write the student's exact words.)

4. What did you mean when you said or did that?

5. How do you think [person who was threatened] feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)

6. What was the reason you said or did that? (Find out if there is a prior conflict or history to this threat.)

7. What are you going to do now that you have made this threat? (Ask if the student intends to carry out the threat.)

*Scripta West. All rights reserved. This page may be photocopied.

4 Categories

Criteria

No threat

False rumor

Transient threat

Expression of anger or
frustration easily resolved,
no intent to attack

**Serious
Substantive Threat**

Intent to fight

**Very Serious
Substantive Threat**

Intent to shoot, stab, kill, or
severely injure

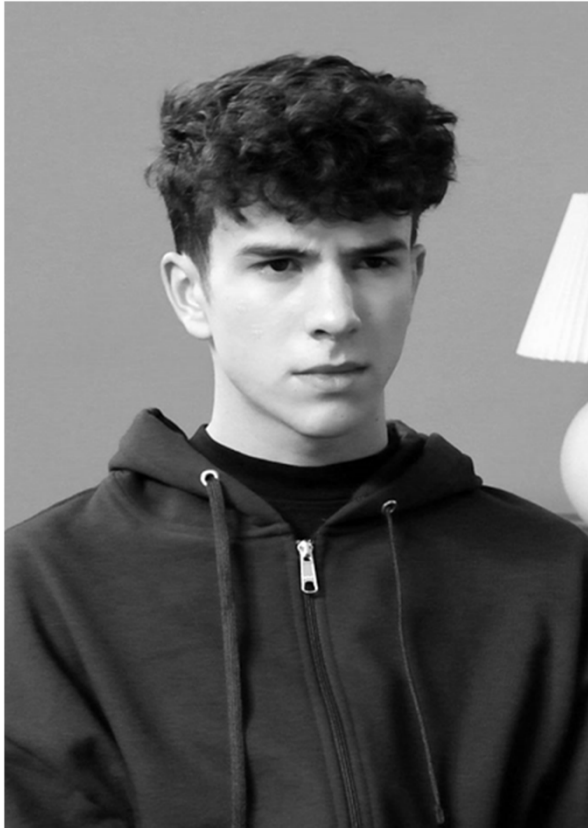
Jay



Two students reported to a teacher that a student in the cafeteria named Jay said that he is going to become a serial killer. The students are worried that he plans an attack on the school.

You interview Jay in your office.

Jay - 1



Jay was just talking about the costume he was going to wear for Halloween. He didn't threaten anyone, and his comments were misunderstood by two students who only heard a fragment of the conversation.

How would you classify this threat?

- a) Not a threat
- b) Transient threat
- c) Serious substantive threat
- d) Very serious substantive threat

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No

Not a threat. Might be expression of anger that merits attention.

Yes



Step 2. Attempt to resolve the threat as transient.

Attempt to resolve conflict or threat.
Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Yes

Case resolved as transient.
Add services as needed.

No



Step 3. Respond to a substantive threat.

For all substantive threats:

- Take immediate precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Discipline student, when time is appropriate.

Serious means a threat to hit, fight, or beat up whereas
Very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious

Case resolved as serious substantive threat. Add services as needed.

Very Serious



Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

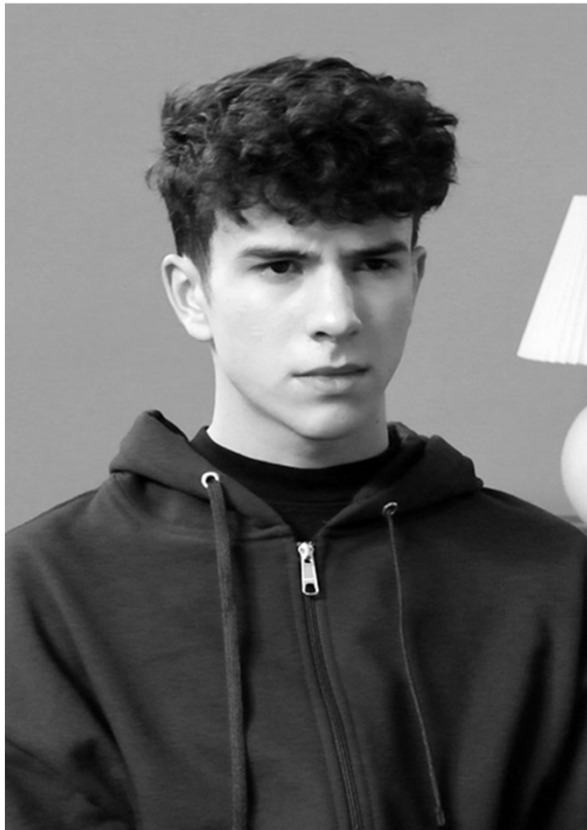
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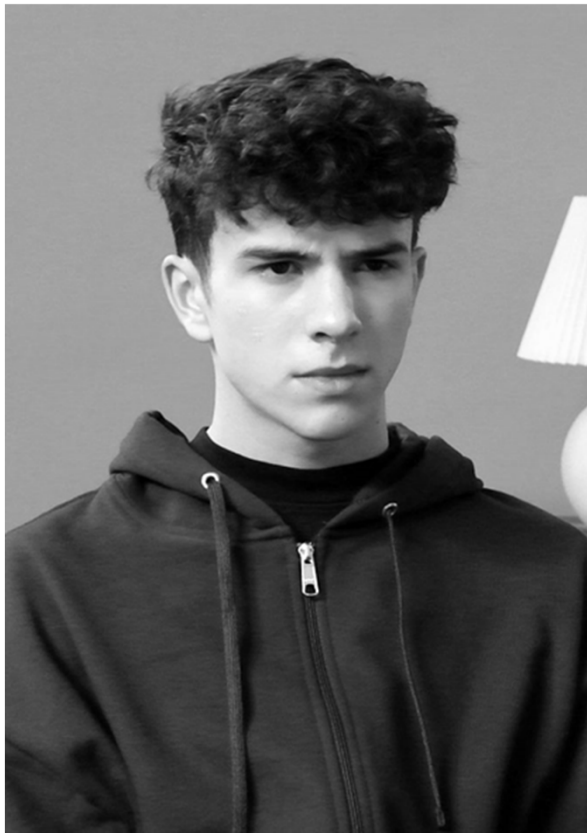
Document the plan.
Maintain contact with the student.
Revise plan as needed.

Jay - 2



Now let's try a different version of this situation.

Jay - 2



Now Jay says that he was frustrated that a friend was teasing him, and he thought it would shut him up if he said he was going to become a serial killer. He got the idea because they just saw a movie involving a serial killer. He did not realize it would upset everyone. He has no interest in killing anyone and he is sorry he said that. The witnesses corroborate Jay's account. If there is no other information to contradict this explanation, how would you classify this threat?

- a) Not a threat
- b) Transient threat
- c) Serious substantive threat
- d) Very serious substantive threat

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No

Not a threat. Might be expression of anger that merits attention.

Yes



Step 2. Attempt to resolve the threat as transient.

Attempt to resolve conflict or threat.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Yes

Case resolved as transient.
Add services as needed.

No



Step 3. Respond to a substantive threat.

For all substantive threats:

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Serious

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Very Serious



Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

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Step 5. Implement and monitor the safety plan.

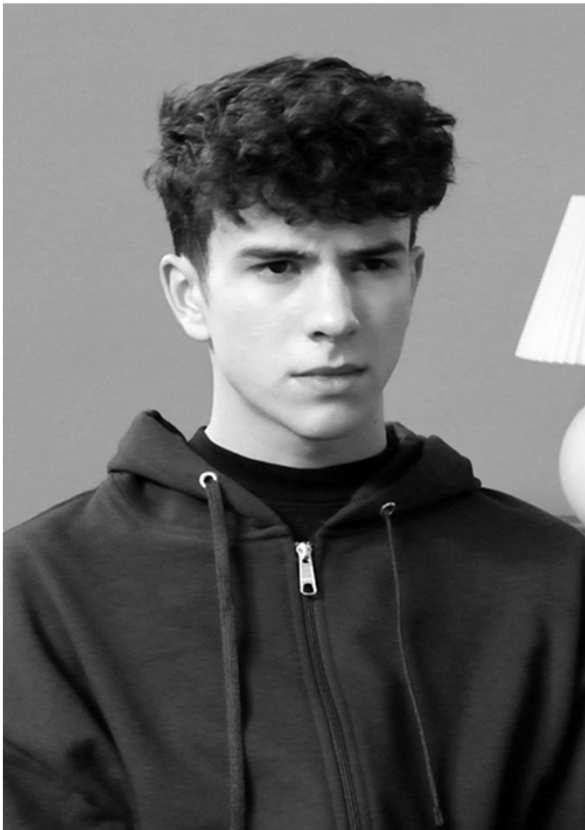
Document the plan.

Maintain contact with the student.

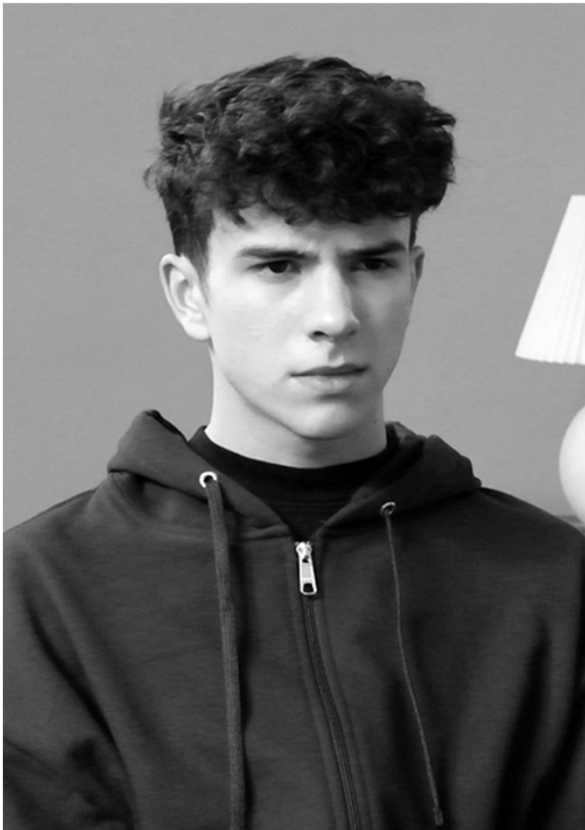
Revise plan as needed.

Jay - 3

Now let's change the situation again.



Jay - 3



Now Jay says that he is not getting along with another boy named Leon. Leon has been picking on him and he thought it would shut him up if he said he was going to become a serial killer. He says it didn't work, and he has no intent to kill anyone, but he realizes he is probably going to have to fight Leon to settle the matter. He says they will probably have a fight after school so that he will not be suspended for fighting. If there is no other information to contradict this explanation, how would you classify this threat?

- a) Not a threat
- b) Transient threat
- c) Serious substantive threat
- d) Very serious substantive threat

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No

Not a threat. Might be expression of anger that merits attention.

Yes



Step 2. Attempt to resolve the threat as transient.

Attempt to resolve conflict or threat.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Yes

Case resolved as transient.
Add services as needed.

No



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Step 4. Conduct a safety evaluation for a very serious substantive threat.

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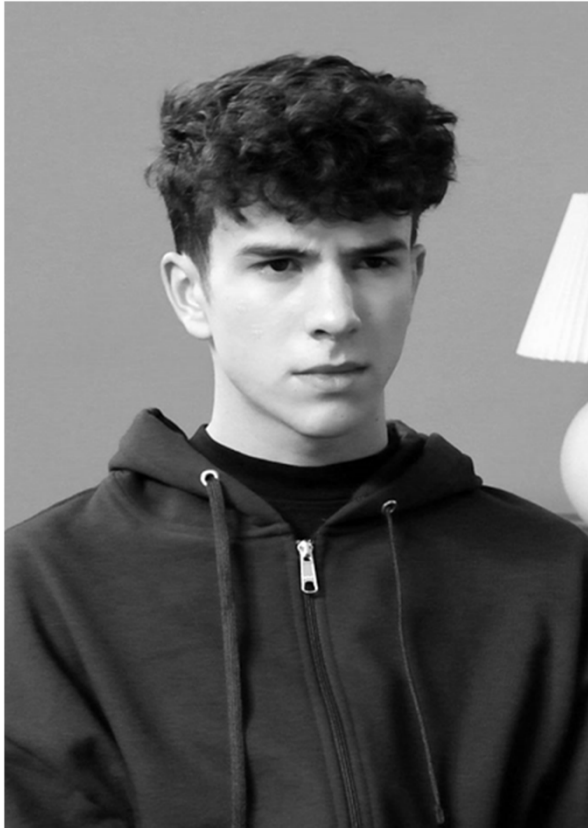
Step 5. Implement and monitor the safety plan.

Document the plan.

Maintain contact with the student.

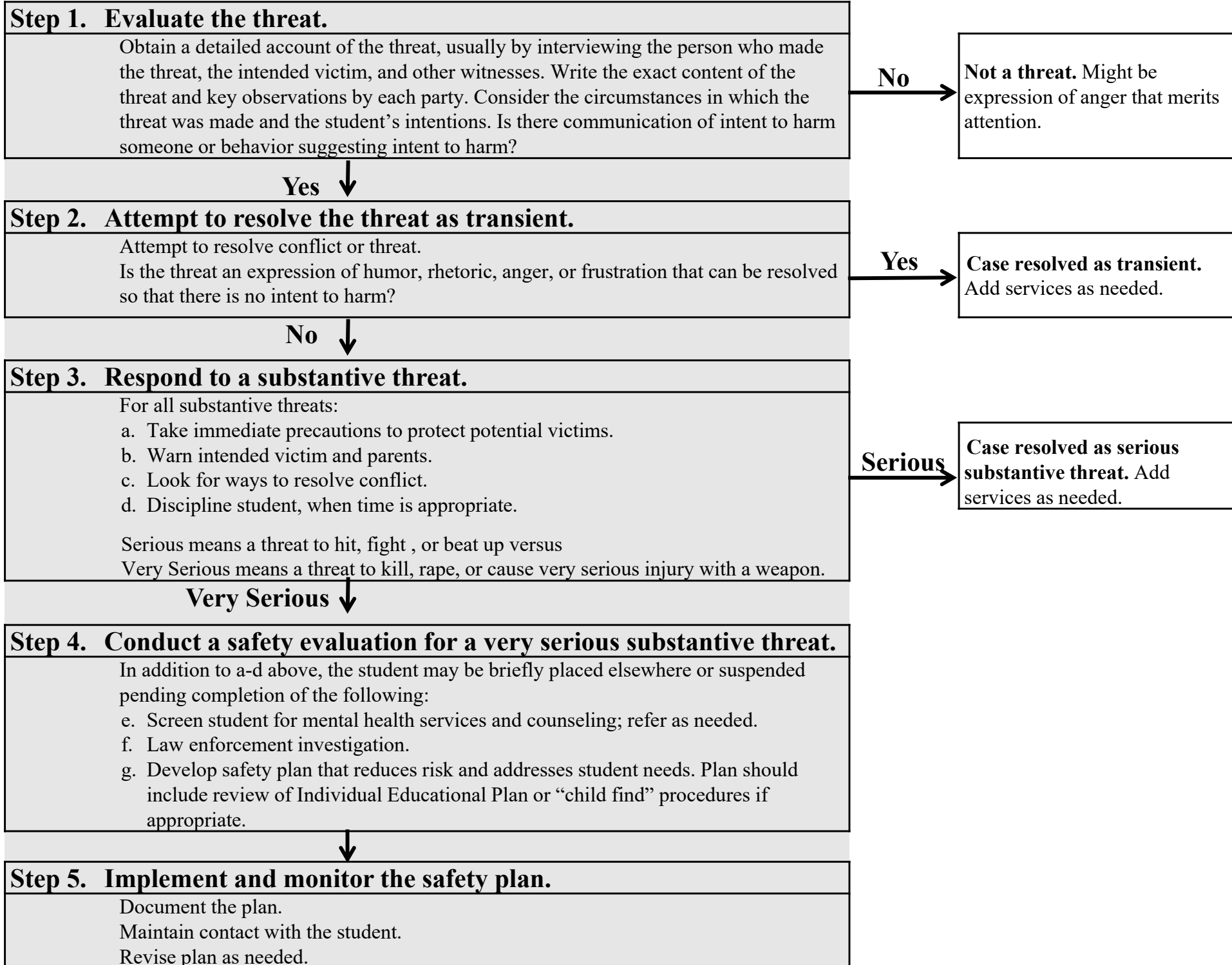
Revise plan as needed.

Jay - 4



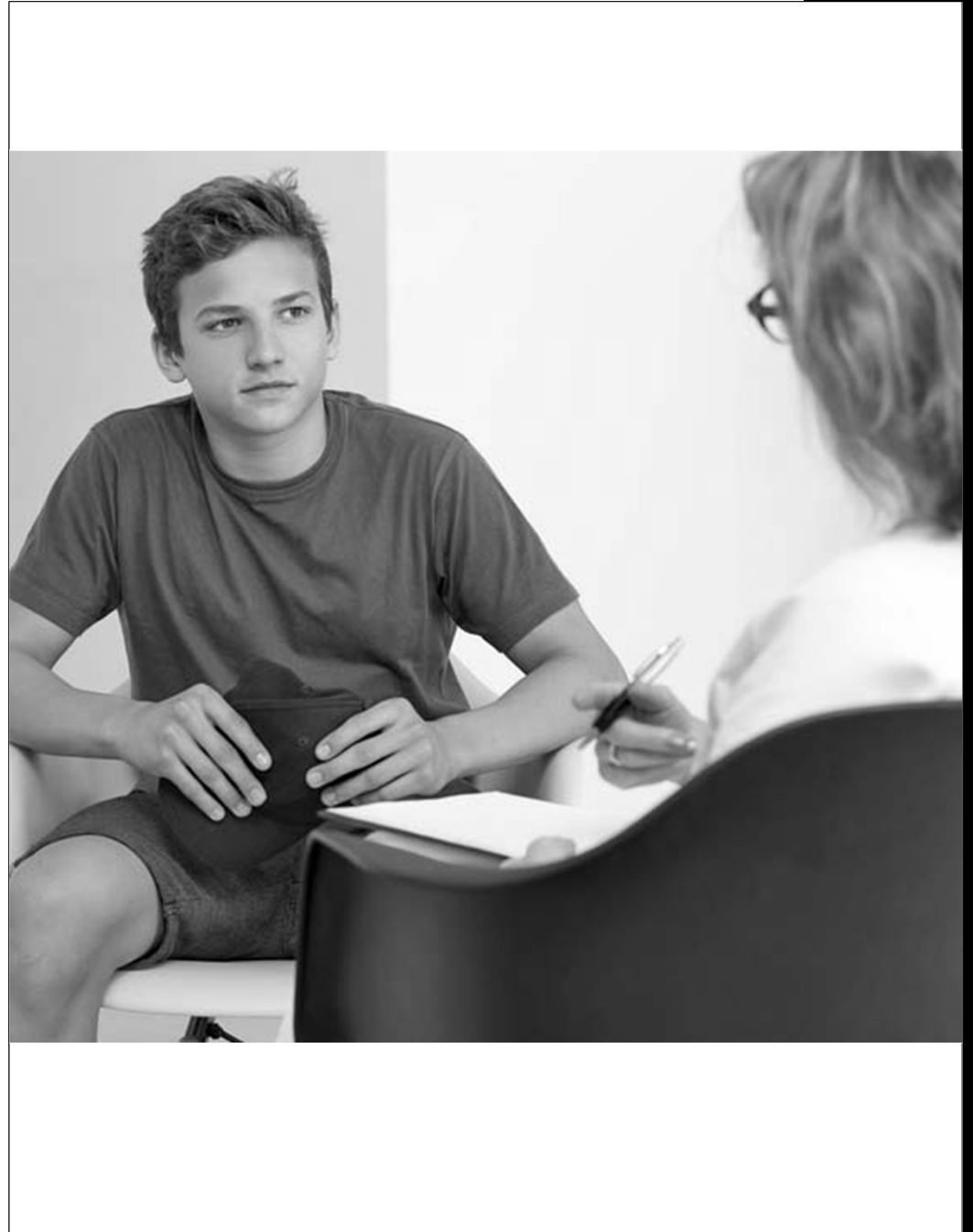
One final variation. Jay denies saying anything about a serial killer. However, other students tell us that Jay is upset over being bullied by some older boys. One student said that Jay asked where he could obtain a handgun. Jay posted some photos of serial killers on Instagram. How would you classify this threat?

- a) Not a threat
- b) Transient threat
- c) Serious substantive threat
- d) Very serious substantive threat



Safety Interview

- Not a prediction model.
- Identify any mental health needs.
- Identify reasons why threat was made.
- Propose strategies for reducing risk.



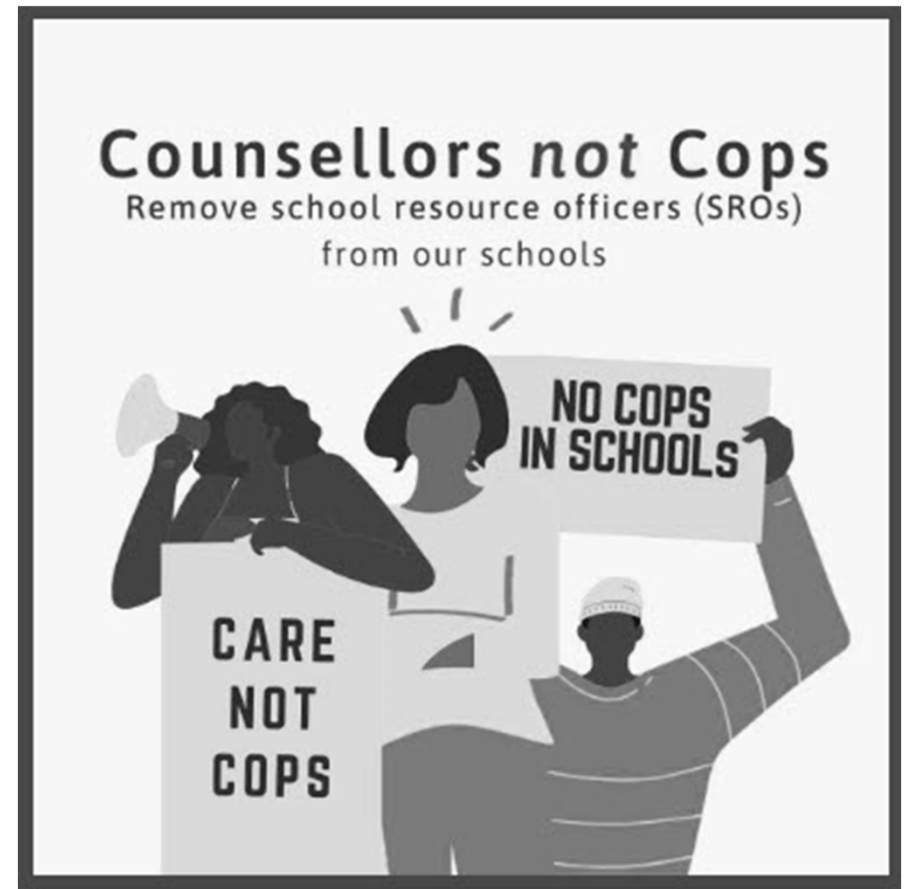
Law Enforcement Investigation of Very Serious Substantive Threats

- Interview suspects and witnesses.
- Conduct searches for weapons and other evidence of planning.
- Serve as a resource for students with fears or information to share.
- Take appropriate protective action.

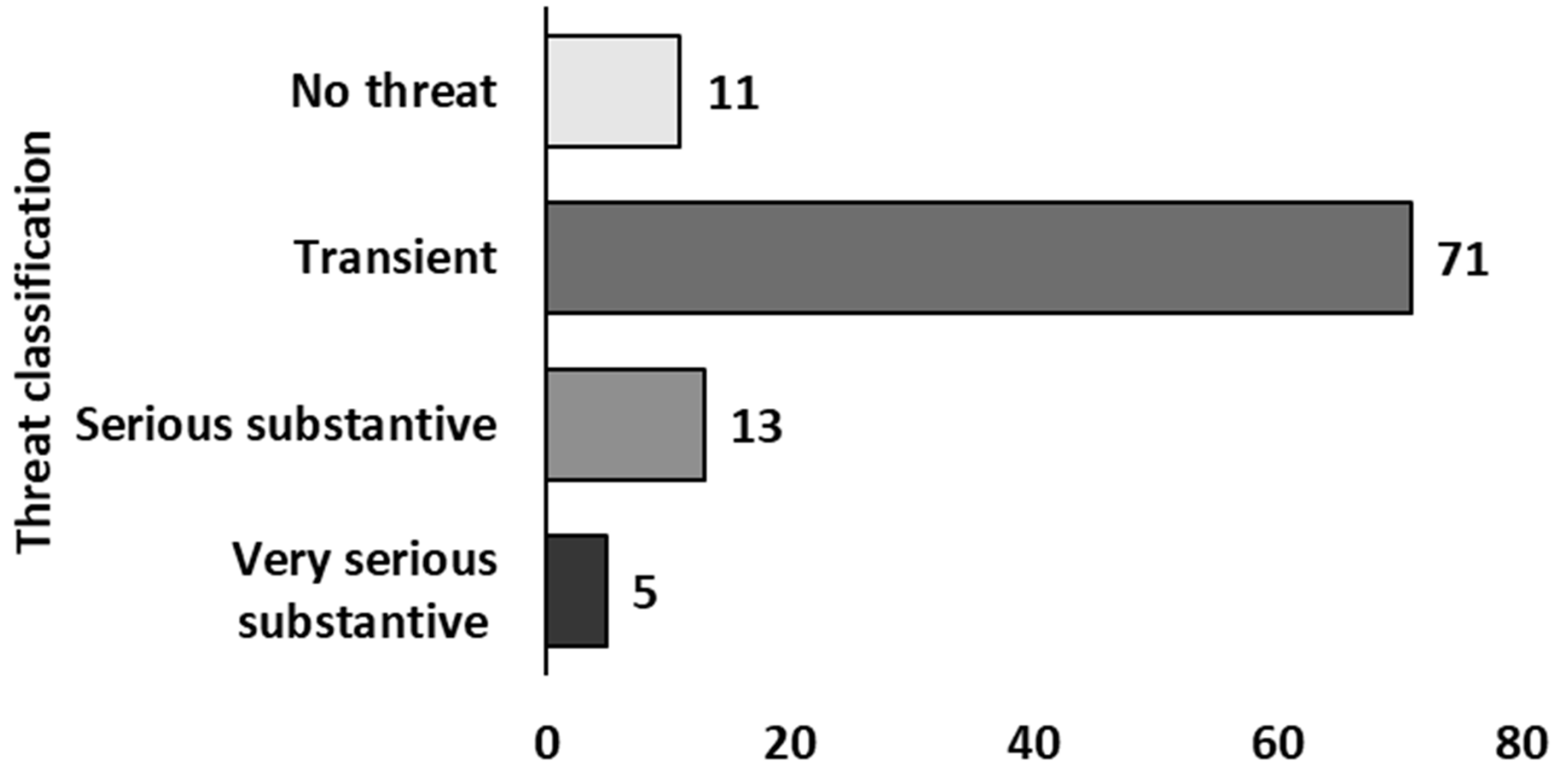


Concerns about SROs and Threat Assessment

Critics have opposed threat assessment because it involves law enforcement. They fear that this will lead to higher suspension rates and criminalization of students and greater racial disparities.



Classification of 22,929 Threat Cases (%)



Florida statewide sample of 3,400 schools (Maeng et al., 2023)

Why Schools Need Behavioral Threat Assessment

- 1. What is it?**
- 2. Why do we need it?**
- 3. How does it work?**
- 4. How do we know it works?**



How do we know that CSTAG works?

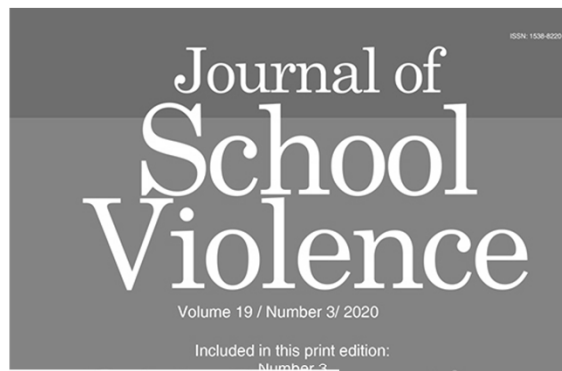
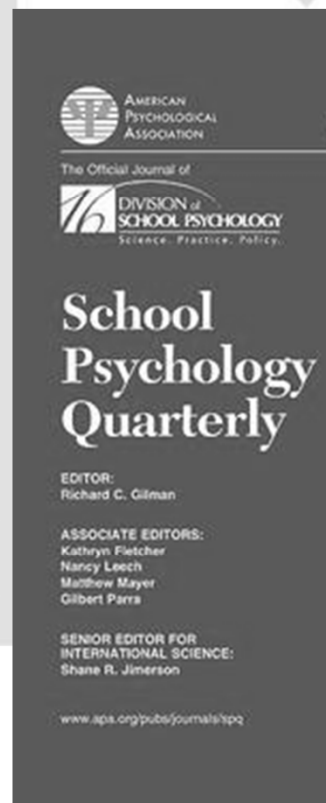
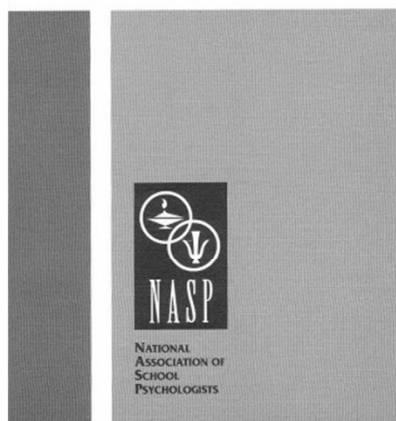
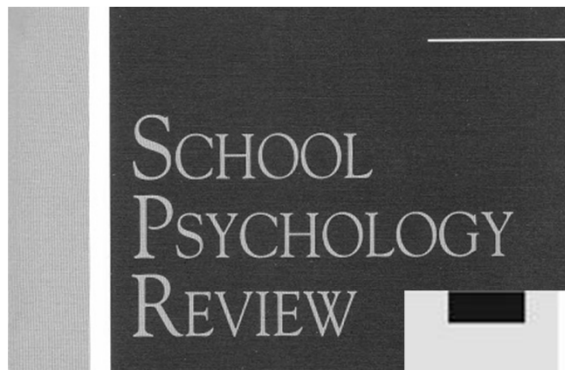
- **It sounds good?**
- **Experts endorse it?**
- **You had a positive experience using it?**

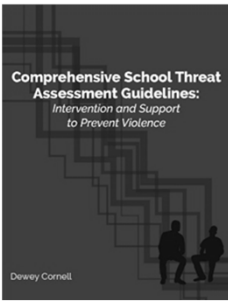
How do we know that CSTAG works?

- 
- **It sounds good?**
 - **Experts endorse it?**
 - **You had a positive experience using it?**

How do we know that CSTAG works?

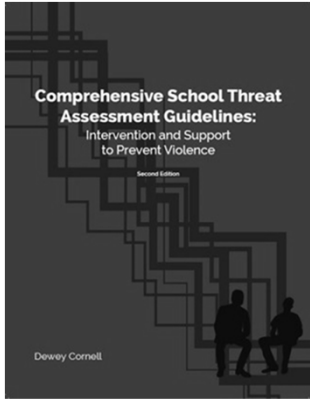
An evidence-based practice is one that has been tested with scientific studies demonstrating that it works.





Research on Threat Assessment

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14. Burnette, A. G., Konold, T., & Cornell, D. (2019). Grade-level distinctions in student threats of violence. *Journal of School Violence*, 19, 323-335. <https://doi.org/10.1080/15388220.2019.1694031>
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CSTAG Research

- 1. Field-tests** - Virginia and Memphis
- 2. Training evaluations** – Virginia, Florida, National
- 3. Controlled studies** - 6 in Virginia
- 4. Large-scale implementation** - Virginia and Florida
- 5. Fidelity, consistency, long-term outcomes** -
Current 3-year study of about 500 schools in 6 states

Safety Outcomes

1. Thousands of threats resolved without violence. Few threats attempted. Mostly fights.
2. 99% no serious injuries.
3. No shootings or fatalities.
4. Less bullying and peer aggression.
5. Students and teachers report more positive school climate.

Student Outcomes

1. Most students receive support services such as counseling.
2. Most students remain in their school.
3. Suspension rates decline.
4. Racial disparities in suspension diminished or not present.
5. Few students are subject to arrest, court charges, or incarceration.

What can you expect?

Results from a Florida Statewide Implementation

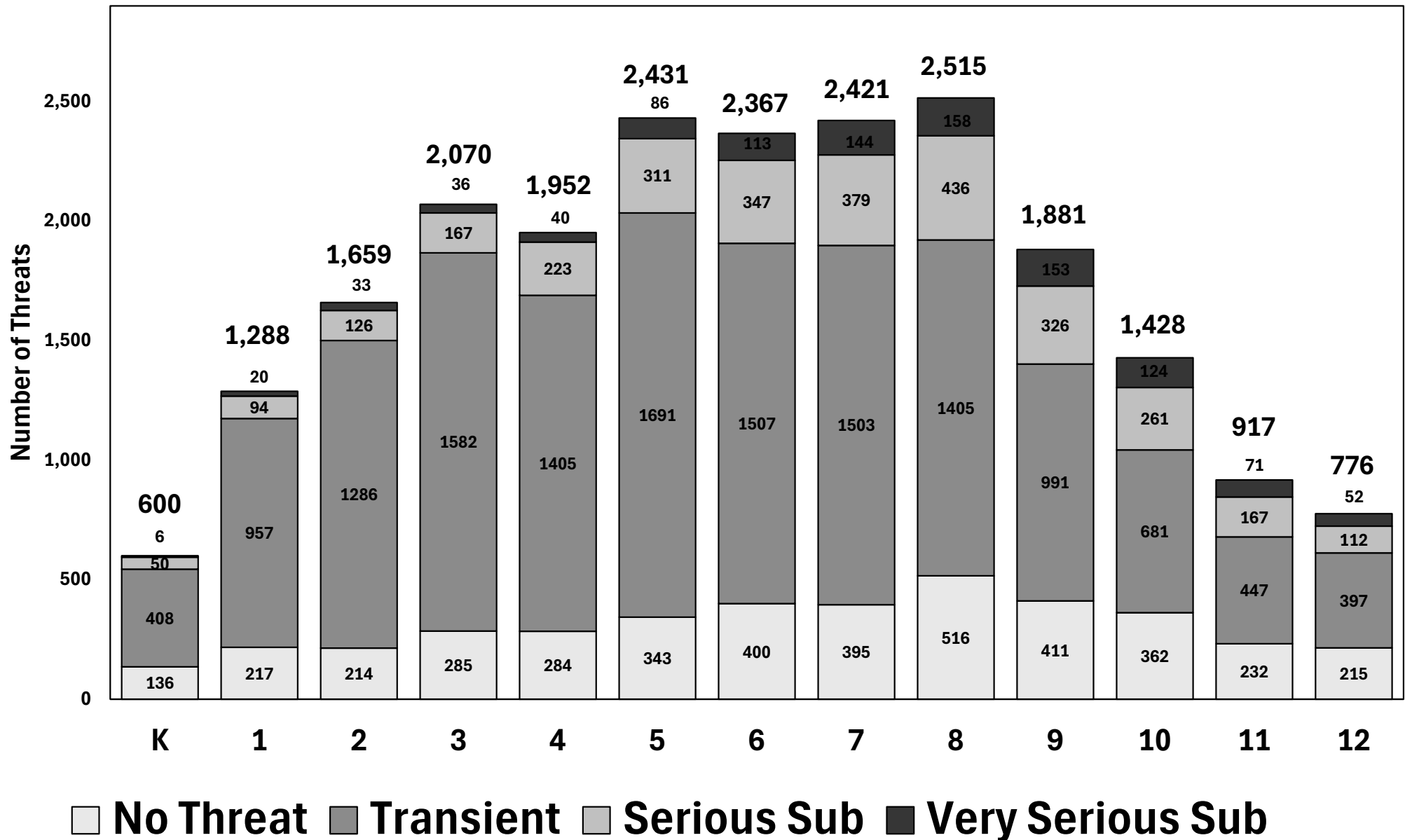


- Statewide training and implementation following Parkland shooting
- Data from 60 of 67 Florida districts
- 3,400 schools
- 23,000 threat cases (2021-2022 AY)

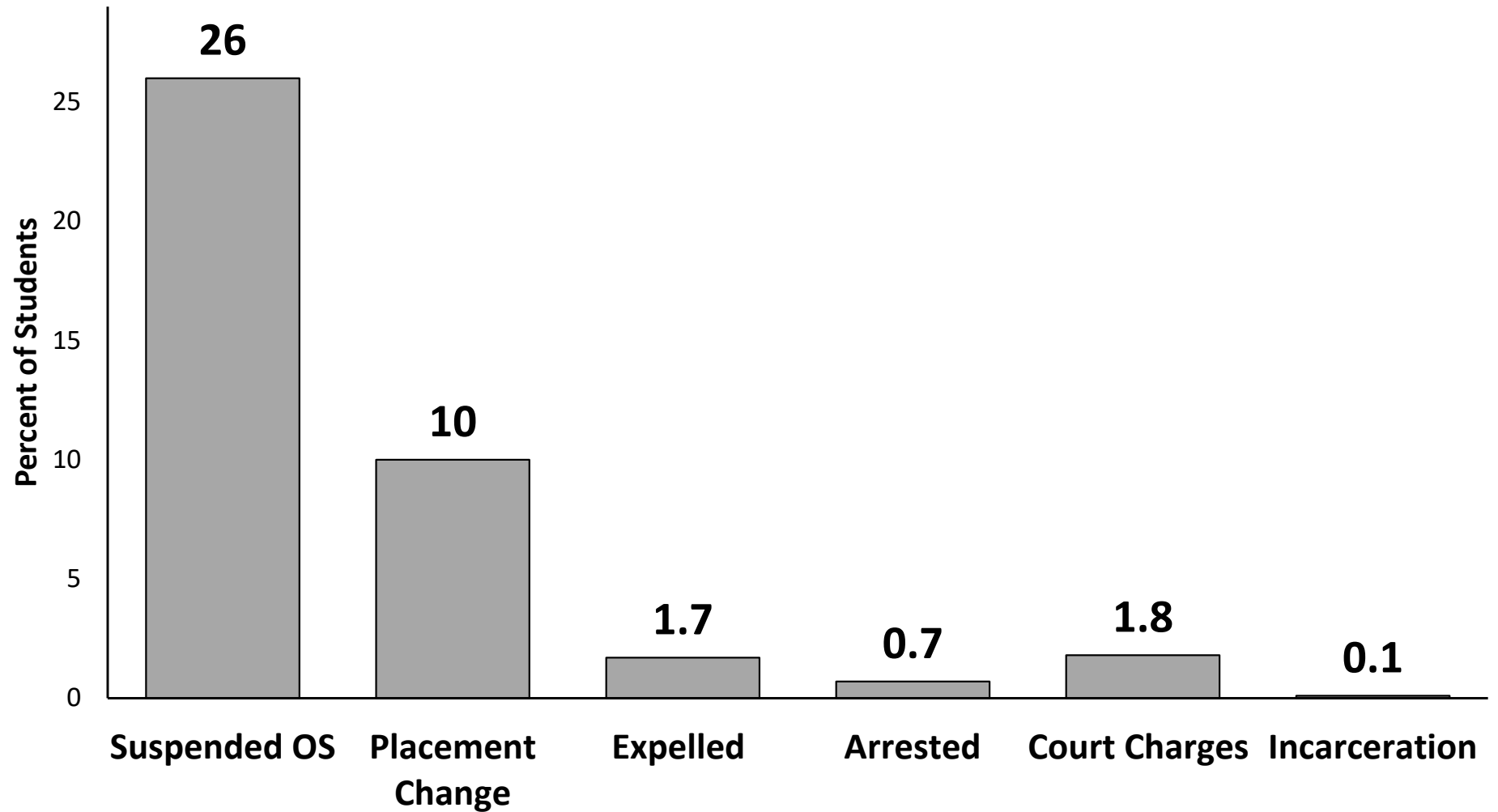
See technical report from University of Virginia Youth Violence Project for more information. <https://education.virginia.edu/yvp>

Threat Classification for Florida Grades K-12

N = 22,307



Florida Disciplinary and Legal Outcomes (n = 23,134)

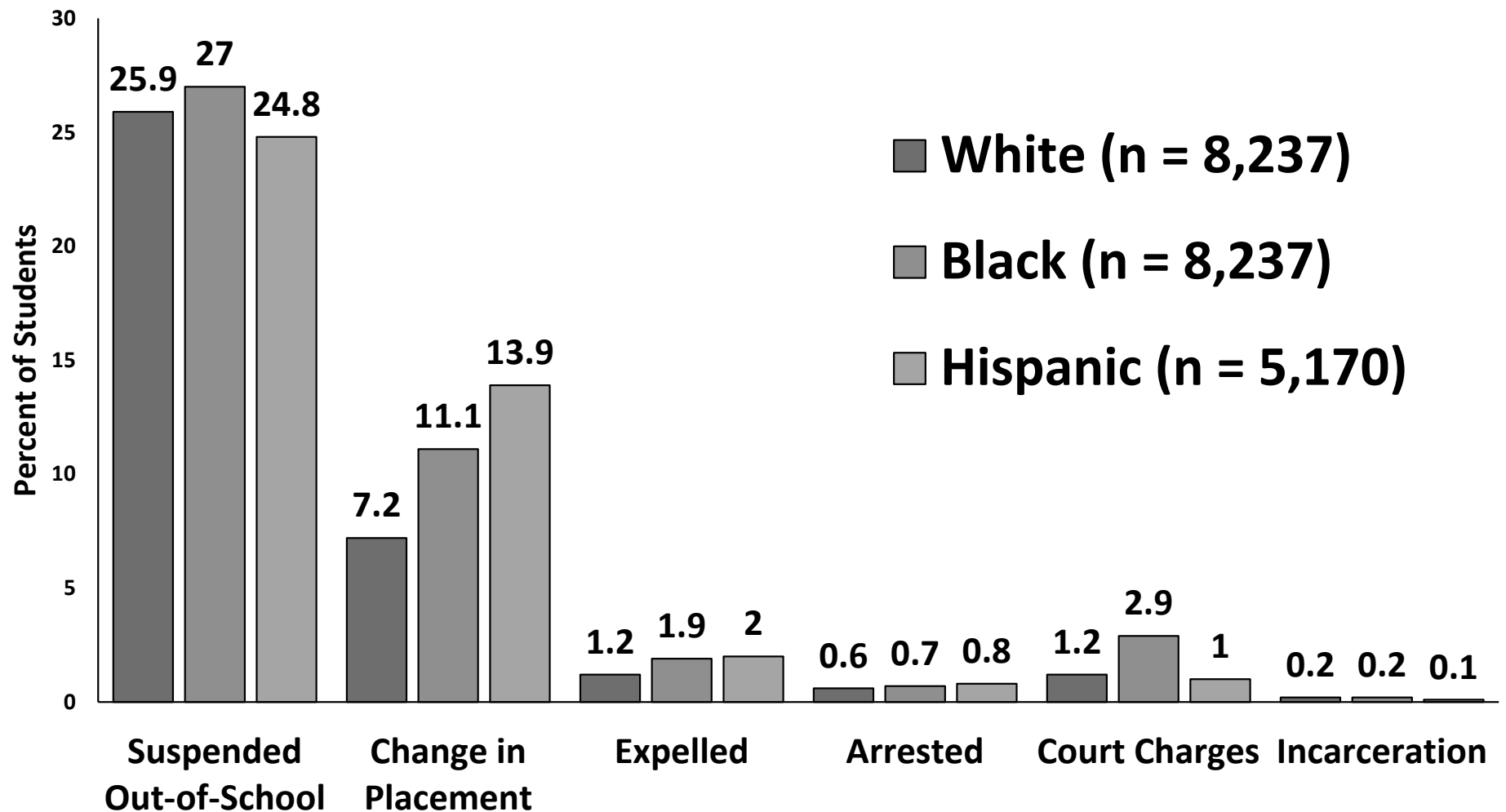


Florida 2021-2022 school year.

Fairness and Equity Concerns

- Threat assessment must be a fair and equitable process for all students.
- We want to avoid unfairly excessive punishment or criminalization for minor misbehavior.
- We want equitable treatment of students from different racial and ethnic backgrounds and regardless of disability status.

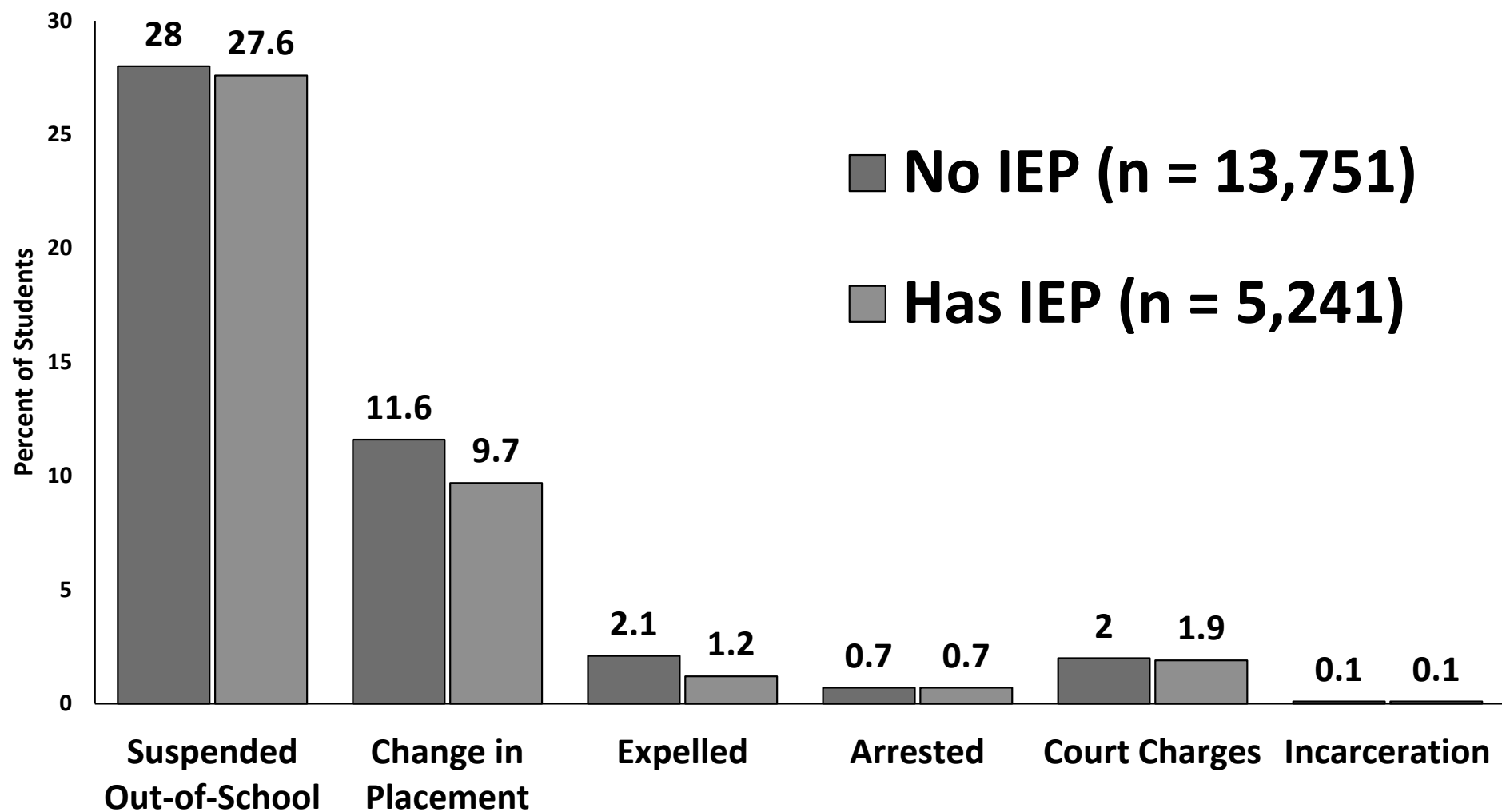
Disciplinary and Legal Outcomes by Race/ Ethnicity (n = 21,644)



Florida technical report for 2021-2022 school year.

Disciplinary and Legal Outcomes by IEP Status

(n = 18,992)



Florida 2021-2022 school year.

Why Schools Need Behavioral Threat Assessment

- 1. BTA is a violence prevention strategy.**
- 2. BTA gives us a proportional response instead of over-reacting or underreacting**
- 3. Teams can use it efficiently.**
- 4. We have scientific evidence that it works.**

