



Poms & Associates
Insurance Brokers, Inc.

SCHOOL VIOLENCE

Threat Assessment





THREAT ASSESSMENT

US Secret Service and Department of
Education

2002

Analysis of targeted school violence –
41 incidents

2019

Averting School Violence

67 cases of averted

2021



Key Findings of Secret Service

- Incidents of targeted violence at school rarely are sudden, impulsive acts.
 - 2021 70%
- Prior to most incidents, other people knew about the attacker's idea and/or plan to attack.
 - 2008 77% 2022 74%
- Most attackers did not threaten their targets directly prior to advancing the attack.
 - 2008- 90% Desire to kill random victims 80%



Key Findings of Secret Service

- Most attackers engaged in some behavior, prior to the incident, that caused others concern or indicated a need for help.
 - 2008 – 63% 2021 – 21%
- Most attackers had difficulty coping with significant losses or personal failures. Many had considered suicide.
 - 2008 – 100%.
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
 - 2008 - 80% 2021 -44%



Key Findings of Secret Service

...And Finally

- Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention and most were brief in duration.
- There is no accurate or useful “profile” of students who engage in targeted school violence.
 - 2019 and 2021



TRANSIENT OR SUBSTANTIVE

- Transient –
 - Expression of
 - humor, rhetoric, anger or frustration –
 - No intent to harm
- Substantive -
 - Serious – hit, fight, beat up,
 - Very Serious – kill, rape, or cause serious injury

Dewey Cornell Ph.D. Univ of Virginia



DECISION TREE

- Evaluate the Threat
- Attempt to Resolve the Threat as Transient
- Respond to a Substantive Threat
- Conduct a Safety Evaluation for a very serious substantive threat
- Implement and Monitor the safety plan



THREAT ASSESSMENT INQUIRY

US Secret Service

- 1. What are the student's motive(s) and goals?**
- 2. Have there been any communications suggesting ideas or intent to attack?**
- 3. Has the subject shown inappropriate interest in school shooting, weapons, mass violence?**
- 4. Has the student engaged in attack-related behaviors?**
- 5. Does the student have the means to carry out an act of targeted violence?**



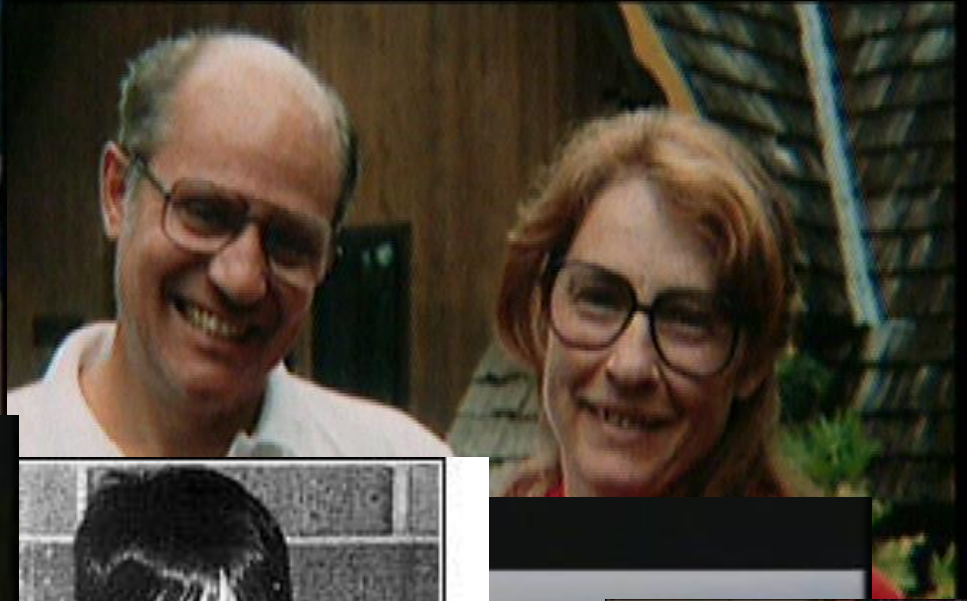
THREAT ASSESSMENT INQUIRY

- 6. Is the student experiencing hopelessness, desperation and/or despair?**
- 7. Does the student have a trusting relationship with at least one responsible adult?**
- 8. Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?**
- 9. Is the student's conversation and "story" consistent with his or her actions?**
- 10. Are other people concerned about the student's potential for violence?**



KIP KINKLE - Age 15 - May 1998

2 dead 25 injured



(Courtesy KGW)





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THREAT ASSESSMENT INQUIRY

- **What circumstances might affect the likelihood of an attack?**





TARGETED VIOLENCE PLAN

- Establish a multi-disciplinary threat assessment team
- Define concerning behaviors
- Establish and provide training on a central reporting system
- Determine the threshold of law enforcement intervention
- Establish Threat assessment procedures
- Develop risk management options
- Create safe school environments
- Provide training for stake holders