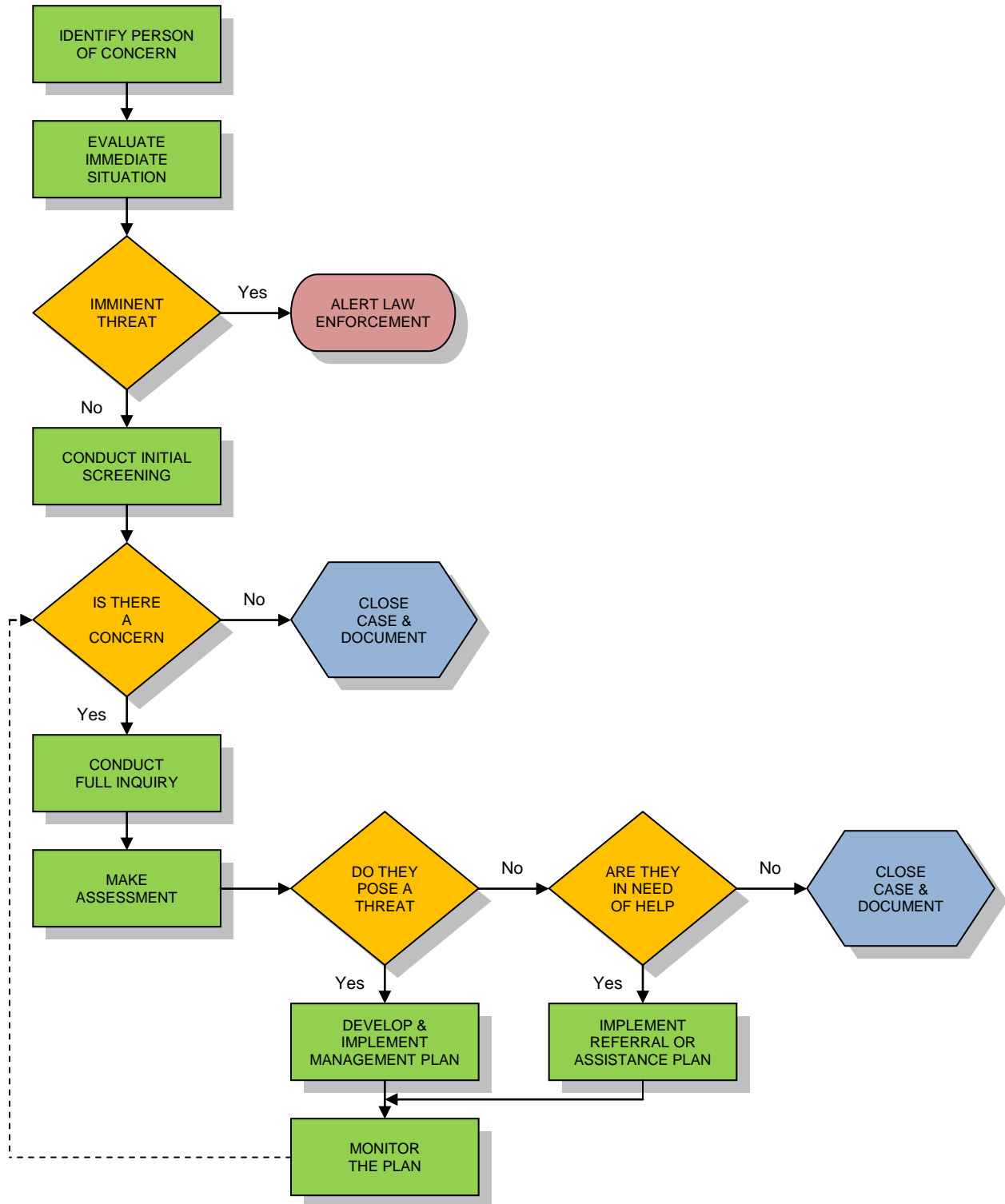


Campus Assessment, Response, and Evaluation (CARE) Team Threat Assessment Process



IDENTIFY PERSON OF CONCERN

1. Referral to CIIT through "Report an Incident" online notification system
2. Phone call or email to Campus Dean, Security, Counselor, Human Resources, Administrator, Etc.

EVALUATE IMMEDIATE SITUATION

1. Is the situation and emergency?
2. Is there imminent danger?

If "Yes" to either question, inform local law enforcement immediately

CONDUCT INITIAL SCREENING

1. Gather Information from:
 - a. Relevant departments (Student Life, Human Resources, Registrar, Financial Aid, Disability Services, Counseling, etc.)
 - b. Faculty and Classmates
 - c. Local Law Enforcement
 - d. Online search of person's name and the name of anyone they have threatened or scared
 - e. Review of social media profiles (Facebook, Twitter, Instagram, etc.)
2. Questions to Ask:
 - a. Has there been mention of suicidal thoughts, plans, or attempts?
 - b. Has there been mention of thoughts of violence or fear of violence?
 - c. Do they have access to a weapon or are they trying to obtain a weapon?

IF "YES" TO ANY OF THESE QUESTIONS THEN CONDUCT A FULL INQUIRY

CONDUCT FULL INQUIRY

1. Gather additional information from friends, co-workers, other staff, faculty, family, online friends, web sites, previous schools, employers, etc.
2. Conduct Assessment
 - a. Psychological Assessment (With Area Counselor)
 - b. Violence Risk Assessment (With Trained Interviewers)
 - i. Structured Interview for Violence Risk Assessment (SIVRA-35)
 - ii. Extremist Risk Intervention Scale (ERIS)
 - iii. Violence Risk Assessment of Written Word (VRAW²)
3. Key Questions:
 - a. What are their motives and goals? What first brought them to someone's attention?
 - i. Does the situation or circumstance that lead to these statements or actions still exist?
 - ii. Does the person have a grievance or grudge? Against whom?
 - iii. What efforts have been made to resolve the problem and what has been the result?
 - b. Have there been any communications suggesting ideas or intent to attack?
 - i. Has the person communicated to someone else or written in an email, journal, or website concerning their intentions?
 - ii. Has anyone been alerted or "warned away?"
 - c. Has the person shown any inappropriate interest in campus attacks, weapons or incidents of mass violence?
 - d. Has the person engaged in attack-related behaviors?
 - i. Developing an attack idea or plan?
 - ii. Making efforts to practice with or acquire a weapon?
 - iii. Surveilling possible sites for attack?
 - iv. Testing access to possible targets
 - v. Rehearsing attacks
 - e. Does the person have the capacity to carry out an act of targeted violence?
 - i. How organized is their thinking and behavior?
 - ii. Do they have the means (access to a weapon) to carry out an attack?
 - f. Is this person experiencing hopelessness, desperation, and/or despair?
 - i. Have they experienced a recent failure, loss or loss of status?

- g. Does the person have a trusting relationship with at least one responsible person?
 - i. Do they have at least one friend, colleague or family member that they trust and rely on?
 - ii. Are they emotionally connected to another person?
- h. Does the person see violence as an acceptable (or only) way to solve a problem?
- i. Are the person's conversation and "story" consistent with their actions?
- j. Are other people concerned about the person's potential for violence?
 - i. Are those who know the person concerned that they may take action based on violent ideas or plans? ?
 - ii. Are those who know the person concerned about a specific target?
- k. What circumstances might affect the likelihood of an attack?
- l. Where does the subject exist on the NaBITA Threat Assessment Scale?

MAKE ASSESSMENT

1. Focus on the facts of the case
2. Focus on the person's behavior
3. Focus on understanding of context of behavior
4. Examine progression of behavior over time
5. Corroborate critical information
 - a. Check facts
 - b. Use multiple sources
 - c. Gauge credibility of sources
 - d. Maintain a healthy skepticism
6. Focus on prevention not prediction
7. Goal: Safety of the Community and the person in question

DEVELOP & IMPLEMENT MANAGEMENT PLAN

1. Develop an individualized plan based on information gathered
 - a. Plan must be fact based and individual specific
 - b. Engagement is critical
 - c. Personalities matter
2. Relevant factors
 - a. De-escalate, contain or control the subject
 - b. Decrease vulnerabilities of the target
 - c. Modify physical and cultural environment to discourage escalation
 - d. Prepare for an mitigate against precipitating events that may trigger adverse reactions

IMPLEMENT REFERRAL OR ASSISTANCE PLAN

1. Outpatient counseling/mental health care
2. Emergency psychiatric evaluation
3. Mentoring relationship
4. Academic accommodations
5. Suspension/expulsion
6. Involvement in activities
7. Social skills training
8. Behavioral contract
9. Family involvement
10. Law enforcement / fusion center involvement
11. Management by "walking around"/ engagement/ alliance
12. More...

MONITOR THE PLAN

1. Regularly scheduled follow-up meetings
2. Obtain permission to speak with counselors/mental health providers
3. Look for changes in appearance, mood, etc.
4. Re-evaluate plan to ensure safety