



Linn State Technical College

Violence Potential Guide

Threat Assessment

Terms to remember: Frequency, Intensity, Duration!!!!!!

Differentiate between those who “make” a threat and those who “pose” a threat.

Historical Risk Factors:

- History of violence
- Early initiation of violence
- Past intervention failures
- History of self-harm or suicide
- Exposure to violence in the home
- Childhood history of maltreatment
- Parental/caregiver disruption
- Poor school achievement

Social/Contextual Risk Factors:

- Peer delinquency
- Peer rejection
- Stress and poor coping
- Poor parental management
- Lack of Personal/social support
- Community disorganization

Individual/Clinical Risk Factors:

- Negative attitude
- Risk taking/impulsivity
- Substance abuse
- Anger management problems
- Low empathy/remorse
- ADHD
- Poor compliance
- Little commitment to school

Protective Factors:

- Pro-Social involvement
- Strong social support
- Strong attachments and bonds
- Positive attitude towards intervention and authority
- Strong commitment to school
- Resilient personality traits

10 Key findings:

1. Incidents were rarely sudden, impulsive acts.
2. Prior to most, others knew of attacker's idea or plan.
3. Most did not threaten their targets prior to attack.
4. No accurate "profile."
5. Most attackers engaged in some behavior prior to incident that caused others concern or indicated a need for help.
6. Most attackers had difficulty coping with significant loss or personal failures and many considered or attempted suicide.
7. Many felt bullied, persecuted, or injured by others.
8. Most had access to weapons prior to the attack.
9. In many cases, other students were involved.
- 10.** Most shootings were stopped prior to law enforcement intervention.

Key Questions Targeted:

1. What motivated the statement or the action?
2. Was there any communication suggesting intent to harm?
3. Was there any inappropriate interest in school attacks, weapons, and/or mass violence?
4. Was there any attack-related behaviors (planning, training)?
5. Does the student have the capacity and the means to carry out the attack?
6. Is the student experiencing hopelessness, desperation, or despair?
7. Does the student have a bond with at least one pro-social adult?
8. Does the student view violence as an acceptable, desirable, or an only way?
9. Is the student's conversation and story consistent with actions?
10. Are other people concerned?
11. Are there circumstances that might increase or decrease the likelihood of attack?