**Appendix C**

**Threat Risk Assessment Report Form**

*(Note: For raw data collection only: store in Principal file or Social Work file. Do not place in O.S.R.)*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_

Parents Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Incident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Three Primary Hypotheses in Threat Risk Assessment:

**One:** Is it a conscious or unconscious “cry for help”?

**Two:** Conspiracy of two or more: who else knows about it? Who else is involved?

**Three:** Is there any evidence of fluidity?

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| **Series I Questions (The Incident)** | **Notes: Indicate author/interviewer** |

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| * Where did the incident happen & when?
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| * How did it come to the interviewee’s attention?
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| * What was the specific language of the threat, detail of the weapon brandished, or gesture made?
* Was there stated: Justification for the threat? Means to carry out the threat? Consequences weighed out? Conditions that could lower risk?
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| * Who was present & under what circumstances did the incident occur?
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| * What was the motivation or perceived cause of the incident?
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| * What was the response of the target (if present) at the time of the incident?
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| What was the response of others who were present at the time of the incident? Did they add to or detract from the Justification Process? |  |
| **Series II Questions (Attack-Related****Behaviours)** | **Notes: Indicate author/interviewer** |

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| * Has the student sought out information consistent with their threat making or threat related behaviour?
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| * Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?
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| * Has the student attempted to gain access to weapons or do they have access to the weapons they have threatened to use?
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| * Have they developed a plan & how general or specific is it? (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)
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| * Has the student been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in school or elsewhere, schedules & locations of police or security patrol?
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| * Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting? (I.e. Lighting fire to cardboard tubes cut & taped to look like a pipe bomb, etc)?
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| * Is there any evidence of attack related behaviours in their locker (back pack, car trunk, etc) at school or bedroom (shed, garage, etc) at home?
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| * Have others been forewarned of a pending attack or told not to come to school because “something big is going to happen?
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| **Series III Questions (The Threat Maker/Subject)** | **Notes: Indicate author/interviewer** |

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| * Does the student have a history of violence or threats of violence?
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| * If yes, what is the frequency, intensity & recency (FIR) of the violence? Has there been an increase in baseline behavior?
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| * Does the student have a history of perceived victimization?
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| * What has been their past human target selection?
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| * What has been their past site selection?
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| * Do they have a history of depression or suicidal thinking/behaviour?
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| * Is there evidence of fluidity (i.e. both suicidal and homicidal thoughts)?
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| * Does the student use drugs or alcohol?
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| * Where does the student see themselves within the power structure of their class, school and community?
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| **Series IV Questions (The Person/Target)** | **Notes**: **Indicate author/interviewer** |
| * Does the person targeted have a history of violence or threats of violence?
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| * If yes, what is the frequency, intensity & recency (FIR) of the violence?
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| * What has been their past human target selection?
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| * What has been their past site selection?
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| * Is there evidence the person being targeted has instigated the current situation?
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| **Series V Questions (Peer Dynamics)** | **Notes**: **Indicate author/interviewer** |

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| * Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?
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| * Who is in the student’s peer structure & where does the student fit (i.e. leader, co-leader, and follower)?
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| * Is there a difference between the student’s individual baseline & their peer group baseline behaviour?
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| * Who is in the target’s peer structure & where does the target fit (i.e. leader, co-leaders, and follower)?
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| * Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?
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| **Series VI Questions (Empty Vessel)** | **Notes- Indicate author/interviewer** |

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| * Does the student of concern have a healthy relationship with a mature adult?
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| * Does the student have inordinate knowledge or interest in violent events, themes, or incidents, including prior school based attacks?
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| * How has the student responded to prior violent incidents (local, national, etc)?
 |  |
| * What type of violent games, movies, books, music, Internet searches, does the student “fill” themselves with?
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| Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators?) |  |

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| * What related themes are present in their writings, drawings, etc?
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| * Is there evidence of fluidity and/or religiosity?
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| **Series VII Questions (Contextual Factors)** | **Notes: Indicate author/interviewer** |

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| * Has the student experienced a recent loss, such as death of a family member or friend, recent break up, rejection from a peer or sports team?
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| * Have his/her parents just divorced or separated?
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| * Is she/he the victim of child abuse, either currently or in the past?
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| * Has he/she recently had an argument or “fight” with a caregiver?
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| * Has he/she recently been suspended or charged with an offence?
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| * Is the place where he/she has been suspended to likely to increase or decrease his/her level of risk?
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| **Series VIII Questions (Family Dynamics)** | **Notes: Indicate author/interviewer** |

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| * How many homes does the student reside in (shared custody, goes back and forth from parent to grandparent’s home)?
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| * Is the student connected to a healthy/ mature adult in the home?
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| * Who lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing the level of risk?
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| * Who seems to be in charge of the family and how often are they around?
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| * Has the student engaged in violence or threats of violence towards their siblings or parent(s), caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?
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| * What is the historical baseline at home?
* What is the current baseline at home?
* Is there evidence of evolution at home?
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|  Are parents or caregivers concerned for their own safety or the safety of their children or others? |  |
|  Does the student’s level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)? |  |

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| * Does the student have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.
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| * Has the student been diagnosed with a DSM IV diagnoses (e.g. mental health diagnosis of Anxiety, Depression, ADHD)?
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| * Is there a history of mental health disorders in the family?
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| * Is the student involved with other community services?
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| * Is there a history of drug or alcohol abuse in the family?
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| * Do the parents or caregivers know what the contents of the bedroom are or is the bedroom off limits?
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|   Are there indicators of domestic violence? |  |

\* *consider including a genogram on the back of this document*

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**Notes:**

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