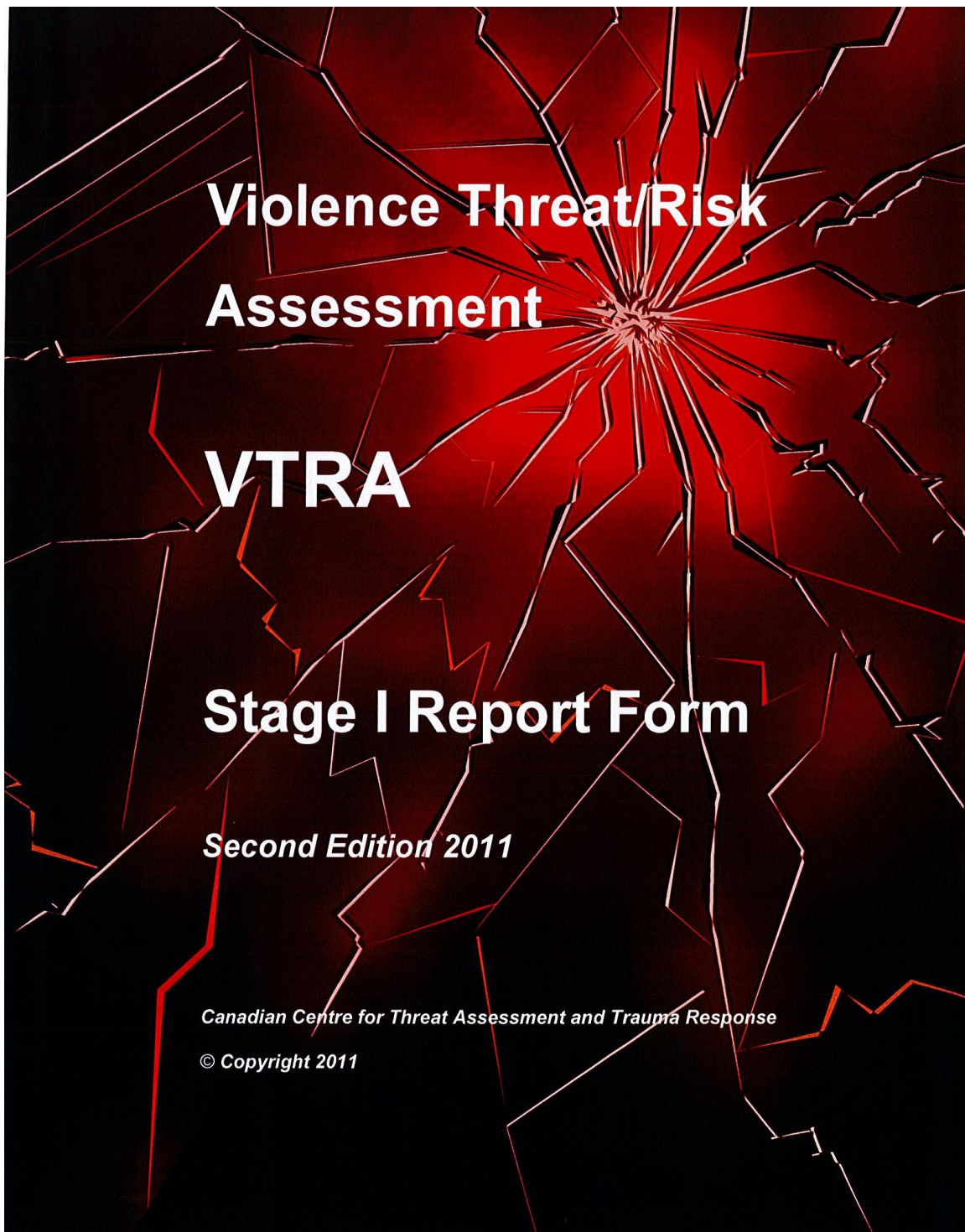


STAGE I V-TRA REPORT FORM

STAGE I VTRA REPORT FORM

Today's Date		Report Written by:	
Date of Incident:		Location of Incident:	
Child/Youth:		School:	
Date of Birth:		Student Number:	
Grade:		Parent/Guardian:	
Age:		Parent/Guardian:	
Contact Information:			

Incident summary:

Parents / guardians have been notified of the situation and this assessment: Yes No

Parents/Guardians have NOT been notified (Notification Delayed) because:

Data Sources (list below) :

Series I Questions (The Incident)

- * Where did the incident happen & when?
- * How did it come to the interviewee's attention?
- * What was the specific language of the threat, detail of the weapon brandished, or gesture made?
- * Was there stated:
 - o Justification for the threat?
 - o Means to carry out the threat?
 - o Consequences weighed out (I don't care if I live or die!)?
 - o Conditions that could lower the level of risk (unless you take that Facebook post down I will stick my knife in your throat!)?
- * Who was present & under what circumstance did the incident occur?
- * What was the motivation or perceived cause of the incident?
- * What was the response of the target (if present) at the time of the incident? ***Did they add to or detract from the Justification Process?***
- * 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?***

Notes

Series II Questions (Attack-Related Behaviours)

- * Has the student (subject) sought out information consistent with their threat making or threat-related behavior?
- * Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?
- * Has the student (subject) attempted to gain access to weapons or do they have access to the weapons they have threatened to use?
- * Have they developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?
- * Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere,

schedules & locations of police or security patrol?

- * 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.)?
- * 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?
- * Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

Notes

Series III Questions (Threat Maker Typology)

Do they appear to be more:

- a) Traditional Predominately Behavioural Type?
- b) Traditional Predominately Cognitive Type?
- c) Mixed Type?
- d) Non-Traditional?

Does the threat maker (subject) have a history of violence or threats of violence? If yes, what is their past:

- a) **(HTS)** History of Human Target Selection
- b) **(SS)** History of Site Selection
- c) **(F)**requency of Violence or Threats
- d) **(I)**ntensity of Violence or Threats
- e) **(R)**ecency

In the case at hand, what is their current:

- a) **(HTS)** Human Target Selection
- b) **(SS)** Site Selection
- c) Does it denote a significant increase in **BASELINE** Behaviour?

NOTE: In Stage I VTRA, history of violence is a significant risk enhancer but the best predictor of future violent behaviour is an **increase or shift** in **Baseline**. This may also include an individual who has become more withdrawn or quiet as opposed acting out!

- * Do they have a history of depression or suicidal thinking/behaviour?
- * Is there evidence of fluidity in their writings, drawings or verbalizations?
- * Does the threat maker (subject) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?
- * Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

Notes

Series IV Questions (The Target Typology)

*Remember that in some cases the Target is higher risk for violence than the threat maker with the most common case being where the Threat Maker is the victim of bullying and the Target is the Bully.

- * Does the target have a history of violence or threats of violence? If yes, what is their past:
- * If yes, what is the frequency, intensity & recency (FIR) of the violence?
- * What has been their past human target selection?
- * What has been their past site selection?
- * Is there evidence the target has instigated the current situation?

Notes

Series V Questions (Peer Dynamics)
<ul style="list-style-type: none"> * Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process? * Who is in the threat makers (subjects) peer structure & where does the threat maker (subject) fit (i.e.: leader, co-leader, and follower)? * Is there a difference between the threat maker's individual baseline & their peer group baseline behaviour? * Who is in the targets peer structure & where does the target fit (i.e.: leader, co-leader, and follower)? * Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?
Notes
Series VI Questions (Empty Vessels)
<ul style="list-style-type: none"> * Does the student of concern (subject) have a healthy relationship with a mature adult? * Does the student have inordinate knowledge versus general knowledge or interest in violent events, themes, or incidents, including prior school – based attacks? * How have they responded to prior violent incidents (local, national, etc.)? * What type of violent games, movies, books, music, Internet searches, does the student (subject) fill themselves with? * Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators?) * What related themes are present in their writings, drawings, etc? * Is there evidence of fluidity and/or religiosity?
Notes

Series VII Questions (Contextual Factors)
<ul style="list-style-type: none"> * Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military etc? * Have their parents just divorced or separated? * Are they victims of child abuse & has the abuse been dormant but resurfaced at this time? * Are they being initiated into a gang & is it voluntary or forced recruitment? * Have they recently had an argument or "fight" with a parent/caregiver or someone close to them? * Have they recently been charged with an offence or suspended or expelled from school? * Is the place where they have been suspended to likely to increase or decrease their level of risk?
Notes
Series VIII Questions (Family Dynamics)
<ul style="list-style-type: none"> * How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparents home)? * Is the student (subject) connected to a healthy/ mature adult in the home? * Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk? * Who seems to be in charge of the family and how often are they around? * Has the student engaged in violence or threats of violence towards their siblings or parent(s) caregiver(s)? If

(please attach).			
Identify precipitating and/or aggravating circumstances, and intervene to alleviate tension	Describe:		
Alert staff and teachers on a need-to-know basis.	Name(s):		
Daily or Weekly check-in with:	(Title/Name):		
Travel card to hold accountable for whereabouts and on-time arrival to destinations.			
Backpack, coat, and other belongings check-in and check-out by:	(Title/Name):		
Late Arrival and/or Early Dismissal.	Times:		
Modify daily schedule by:			
Interventions: (Review/Modify current, establish new) Psychologist; Psychiatrist; Pediatrician; General Practitioner; Child Welfare; Mental Health; Addictions; Probation; School Personnel; etc.	Name:	Intervention:	Start Date:
If a Special Education student, review IEP goals and placement options.	Attach:		
Behaviour plan (attach a copy to this Threat Assessment).			
Obtain permission to share information with community partners such as counselors and therapists (See District Release of information Form:	Date (Attach):		
Other action:			

PARENT/GUARDIANS	
Parents will provide the following supervision and / or intervention:	
Team Name (Please print)	Signature

I have reviewed this Intervention Plan	
Parent/Guardian's Name	Signature
Date:	