



**ERADICATE
HATE**
GLOBAL SUMMITSM

Professional Development in Behavioral Threat Assessment & Management (BTAM)

A Resource Guide, 2024 1st Ed.

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EXECUTIVE SUMMARY

This guide was developed from 2023-2024 as a working group project to support the efforts and initiatives of the Global Summit to Eradicate Hate. The resource guide is intended to help aspiring and existing professionals engaged in behavioral threat assessment and management practice identify and access a broad range of resources to support their professional growth, development, training, and education.

At the 2023 Global Summit to Eradicate Hate, participants identified an absence of easily identifiable and accessible resources to help them further their knowledge, training, experience, and practitioner prowess as a behavioral threat assessment and management professional. This guide identifies contemporary means, relevant resources, and seminal works to meet this need.

The guide is intended for professionals across all disciplines and sectors looking to further their understanding and ability to operationalize behavioral threat assessment and management through various learning modalities including in-person training, webinars, on-demand learning, literature, film, virtual resource libraries, conferences and engagement opportunities, certification, and more.

We hope and believe that this guide will provide behavioral threat assessment and management professionals, and those aspiring to engage in such practices, with the resources, tools, and actionable opportunities to further their ability to effectively prevent targeted violence.



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PURPOSE

The Professional Development in Behavioral Threat Assessment and Management (BTAM) Resource Guide is intended to help BTAM professionals, and those seeking avenues for training and education to enter this professional space, identify contemporary, relevant, and seminal resources to further their education, knowledge, practical experience, and threat assessment and management skills.

At present, there are no clear, traditional paths for becoming a BTAM professional. While existing academic programs offer coursework in threat assessment, violence risk assessment, and related areas, there are no structured and defined options in traditional education programs to earn a formal degree in BTAM specifically. While some academic paths offer opportunities to learn more about BTAM practices (e.g., Certificate in Threat Assessment and Risk Management, Alliant University, 2021), there are no higher education programs that offer degree opportunities in BTAM, a shortcoming given bachelor's degrees and higher are often required for employment consideration in threat assessment and management roles across the professional workforce. This guide is therefore intended to help aspiring and current behaviorally based threat assessment and violence prevention professionals carve a more guided path to engage in this critical and life-saving work.

The guide is organized categorically. Some resources will appear in multiple locations to ensure readers are easily able to identify those resources that meet their individual interests or needs, so redundancy is intentional. Where possible, links (📄) to full, free access are provided whereas some publications may require journal subscriptions and listed texts and other resources may be available for a fee.

ACADEMIA

Alliant University: Certificate in Threat Assessment and Management ⓘ

In this program, students will examine risk factors and behavioral cues to aid in identifying individuals who may pose a threat to personal and organizational safety. Regardless of industry or setting, the program will not only help students recognize a potential threat, but also give them a familiarity with proven tactics on managing the threat with effective leadership skills. Designed for professionals interested in personal and organizational safety and security, students will learn to describe evidence-based approaches to identifying and managing threats, employ proven tactics for mitigating violence in a variety of contexts, situations, and environments, and apply evidence-based crisis management interventions to prevent and reduce violence.

National University ⓘ

This graduate program focuses on forensic psychology with an emphasis on threat assessment and management. It prepares students for careers in assessing and managing threats in various settings.

University of Virginia ⓘ

The University of Virginia offers free online educational programs focused on school threat assessment. These programs provide training and resources for educators and school administrators to identify, assess, and manage potential threats.

Willamette University ⓘ

Willamette University offers classes focused on threat assessment training. These courses provide comprehensive education on identifying, assessing, and managing threats in various environments, emphasizing practical skills and knowledge.

ASSESSMENT TOOLS, CHECKLISTS, GUIDELINES & MANUALS

[*A Checklist for K-12 Schools Implementing a Student Threat Assessment Process*](#) ⓘ

EduRisk

EduRisk offers a five-step checklist to build a K-12 Student Threat Assessment Process. The tool translates the USSS Safe Schools Initiative into an actionable checklist for school administrators. The steps include create a Safe School Climate, Form a Threat Assessment Team, Transmit Info to Team, Assess Reported Info, and Intervene and Manage.

[*APRAIS*](#) ⓘ

Arizona State University

Arizona intimate Partner Risk Assessment Instrument System (APRAIS) also known as the Form4C. It provides risk information gathered by police from victims/alleged victims of Intimate Partner Violence (IPV) to the court at the initial appearance of the accused. APRAIS is designed to connect the victim with support services while officers are on-scene.

[*Assessment of Honour Based Violence Version 2 \(PATRIARCH-V2\)*](#) ⓘ

Kropp et al.

Set of Structured Professional Judgment guidelines for comprehensive assessment and management of risk for honour-based violence, based on systematic review of the relevant evidence base. It is a revision of the PATRIARCH (Kropp et al., 2013). It can be used on its own, or as a complement to other risk assessment tools such as the HCR-20 V3 or SARA-V3. The PATRIARCH incorporates the latest advances in case formulation, scenario planning, and risk management.

[*Assessing Student Threats: Implementing the Salem-Keizer System*](#) ⓘ

John Van Dreal

Assessing Student Threats: Implementing the Salem-Keizer System, 2nd Edition is a manual for the application of a threat assessment system that follows the recommendations of the Safe Schools Initiative and the prescriptive outline provided by the FBI. Written from an educator's perspective with contributing authors from Law Enforcement, Public Mental Health, and the District Attorney's office, it contains an introduction to the basic concepts of threat assessment, a review of the research, and an outlined process for the application of a comprehensive, yet expeditious multi-disciplinary system. The book also includes the forms and protocols needed to assess threats, document concerns and interventions, and track the progress of supervision. As extra features, chapters on site security, community safety, domestic violence, and teen dating violence, communicating with potential victims, training school resource officers, adult threat assessment, and an adaptation of the system for higher education are included.

[*Aid for Violence Risk Triage \(AVRT\)*](#) ⓘ

Kelly Watt et al.

A decision support aid that is intended to help prevent violence by sorting, prioritizing, and responding to cases when information is received or collected that raises concerns about violence risk. The AVRT has been under development for more than 20 years and was based on a comprehensive literature review and research on, training on, and implementation of the AVRT in diverse settings around the world.

[*Behavioral Threat Assessment and Management \(BTAM\) Best Practice Considerations for K–12 Schools*](#) ⓘ

National Association of School Psychologists

Behavioral threat assessment and management (BTAM) is a multidisciplinary, fact-based, systematic process designed to identify, assess, and manage potentially dangerous or violent situations. The purpose of the BTAM team is to identify, evaluate, and address potential threats to help schools distinguish between incidents where a student made a threat that is not actually legitimate (with no intent to harm) and other incidents in which the student does pose an actual threat of targeted violence. In all cases, the goal is to pair the student with proper school and community-based intervention and supports. The systematic and proper implementation of BTAM helps avoid impulsive and potentially harmful decisions that can lead to over management (i.e., unnecessary suspension and expulsion) and requires teams to take into account the context and disability rather than using a zero-tolerance approach

[*Brief Spousal Assault Form for the Evaluation of Risk \(B-SAFER\)*](#) ⓘ

Kropp et al.

Set of Structured Professional Judgment guidelines for assessing and managing risk for intimate partner violence. It is a revision of the original B-SAFER (Kropp et al., 2005) and a simplified, brief version of the SARA-V3. It has been translated into more than a dozen languages and is used by law enforcement and criminal justice settings around the world.

[*Comprehensive School Threat Assessment Guidelines \(CSTAG\)*](#) ⓘ

Dewey Cornell

The Comprehensive School Threat Assessment Guidelines (CSTAG), developed in 2001 and known as the Virginia Student Threat Assessment Guidelines until 2018, is an evidence-based model for schools to use in conducting threat assessments of students.

[*Danger Assessment*](#) ⓘ

Jaclyn Campbell

The Danger Assessment helps to determine the level of danger an abused woman has of being killed by her intimate partner. It is free and available to the public. Using the Danger Assessment requires the weighted scoring and interpretation that is provided after completing the training. The Danger Assessment is available in a variety of languages.

[*Dechefr*](#) ⓘ

Kaati et al.

Dechefr [de· che· pher] is an advanced risk assessment solution designed to provide guidance and support when analyzing written communication by identifying warning signs and risk indicators. By combining linguistics, psychology, and computer science, Dechefr constructs a psychological profile that enables the prediction of extreme or violent behavior with high accuracy.

[*Early Assessment Risk List for Boys \(EARL-B\)*](#) ⓘ

Leena Augimeri et al.

The EARL-20B is 20-item structured clinical risk assessment tool developed for use with boys aged 12 and under. In clinical settings, the age range falls between 6 and 11 years of age. The purpose of the EARL-20B is to assess risk and assist in the development of risk management plans that may counteract future offending and anti-social behavior of high-risk boys.

[*Early Assessment Risk List for Girls \(EARL-G\)*](#) ⓘ

Leena Augimeri et al.

The EARL-21G is a 21-item structured clinical risk assessment tool to be used with females aged 6-12 years. It is designed to assess the risk level of future anti-social behavior to inform treatment planning. It is like the boys' equivalent EARL-20B, with the inclusion of some gender-responsive items such as caregiver-daughter interaction.

[*Guidelines for Assessing Self-Directed Violence*](#) ⓘ

Brianne Layden et al.

Dr. Layden describes the benefits of utilizing the structured professional judgment (SPJ) approach to assess and manage self-directed violence that is both informed by the literature and incorporates clinical judgment. In addition, Dr. Layden describes the results of a recent systematic review of the literature on risk factors related to suicide and how these data have informed the development of the SPJ tool.

[*Guidelines for Stalking Assessment and Management \(SAM V2\)*](#) ⓘ

Kropp et al.

Set of Structured Professional Judgment guidelines for comprehensive assessment and management of risk for stalking (also referred to as obsessional following, harassment, and bullying) based on systematic review of the relevant evidence base. The SAM can be used for diverse stalking cases and incorporates the latest advances in case formulation, scenario planning, and risk management, including victim safety planning.

[*Historical Clinical Risk Management \(HCR-20 V3\)*](#) ⓘ

Douglas et al.

Set of Structured Professional Judgment guidelines for comprehensive assessment and management of risk for violence. First published in 1995, it has become the world's most used violence risk assessment tool—translated into more than 20 languages, used in more than 40 countries, and the focus of hundreds of research articles and presentations. Version 3 incorporates the latest advances in case formulation and scenario planning.

[*Los Angeles Unified School District BTAM Checklist*](#) ⓘ

This checklist from the Los Angeles Unified School District (LAUSD) provides guidelines for conducting behavioral threat assessments and management (BTAM). It includes steps for identifying, assessing, and responding to potential threats in the school environment to ensure the safety of students and staff.

[*MOSAIC*](#) ⓘ

Gavin de Becker & Associates

MOSAIC is an error avoidance method, a computer-assisted method for conducting comprehensive assessments. MOSAIC helps the assessor weigh the present situation considering expert opinion and research, and instantly compare the present situation to past cases where the outcomes are known.

[*Multi-Level Guidelines \(MLG\) for the Assessment of Group-Based Violence*](#) ⓘ

Cook et al.

The Multi-Level Guidelines (MLG) is a 16-item Structured Professional Judgement (SPJ) approach to assessing risk of group-based violence (GBV). This encompasses any violence by an individual who is aligned with, or a member of, a group. It includes terrorism as well as violence associated with gangs, organized crime, and cults. This may include lone actors who identify with, but are not a member of, a group.

[*Risk for Sexual Violence Protocol, Version 2 \(RSVP-V2\)*](#) ⓘ

Hart et al.

Set of Structured Professional Judgment guidelines for comprehensive assessment and management of risk for sexual violence based on systematic review of the relevant evidence base. It is a more complex and sophisticated version of the SVR-20 V2, designed especially for professionals involved in delivery treatment and supervision services. The RSVP was the first violence risk assessment tool to explicitly incorporate case formulation and scenario planning methods.

[*School Threat Assessment Toolkit*](#) ⓘ

National Center for School Safety (Cornell and Maeng)

This toolkit is intended to assist schools when using behavioral threat assessment (TA) and management as a part of a comprehensive approach to violence prevention. Elements of a comprehensive school safety plan can include anti-bullying programs, clear rules and consistent discipline, conflict resolution, mental health services, positive behavioral interventions and supports, restorative practices, social-emotional learning, and special education. This toolkit provides technical assistance on the training, implementation, and evaluation of school TA teams to ensure that students' rights are protected and that the program is done with fidelity. It includes documents, forms, links to videos, and other resources.

[*Screening Assessment for Stalking and Harassment \(SASH\)*](#) ⓘ

McEwan et al.

The SASH is intended as a decision making aid for police, health professionals, security organizations and other professionals who are dealing with stalking situations but don't have access to specialized risk assessments. The SASH asks the user to answer questions about the stalking or harassment situation and characteristics of the stalker and victim. The answers are used to identify how concerned they should be about the stalking case, allowing them to prioritize resources towards cases that should cause the greatest concern. The SASH incorporates 13 questions relevant to all stalking situations, and an additional 3 questions that are specific to situations in which the stalker is a former sexual or dating partner. The SASH is not a comprehensive risk assessment tool. For individuals who are identified as presenting a moderate or high concern, more comprehensive assessment using the SRP or a similar instrument is strongly recommended as part of any risk management plan

[*Spousal Assault Risk Assessment \(SARA-V3\)*](#) ⓘ

Kropp et al.

Set of Structured Professional Judgment guidelines for comprehensive assessment and management of risk for intimate partner violence. It is a revision of the SARA-V2 (Kropp et al., 1995) and was the basis for development of the B-SAFER, which is a briefer tool designed especially for use in law enforcement and criminal justice settings. Version 3 incorporates the latest advances in case formulation, scenario planning, and risk management, including victim safety planning.

[*Stalking Risk Profile*](#) ⓘ

MacKenzie et al.

Comprehensive in scope and unique in approach, the Stalking Risk Profile provides structured guidelines to assist professionals to make considered judgements regarding all the risks inherent in stalking situations based on clinical, behavioral, and contextual perspectives. In addition to enabling the professional to develop appropriate management and treatment plans, the SRP also serves as an outcome measure which meets the demands of most organizations for evidence of treatment efficacy.

[*Structured Assessment of Violence Risk in Youth \(SAVRY\)*](#) ⓘ

Bartel et al.

Based on the structured professional judgment (SPJ) model, the SAVRY helps you structure an assessment so that important factors will be emphasized when you formulate a final professional judgment about a youth's level of risk. The SAVRY addresses the primary domains of known risk and protective factors and provides clear operational definitions. Risk and protective factors are based on their relationship to adolescents—not to children or adults.

[*Sexual Violence Risk-20, Version 2 \(SVR-20 V2\)*](#) ⓘ

Boer et al.

Set of Structured Professional Judgment guidelines for assessing and managing risk for sexual violence based on systematic review of the relevant evidence base. It is a revision of the original SVR-20 (Boer et al., 1997) and a simplified, brief version of the RSVP. The SVR-20 and SVR-20 V2 have been translated into more than a dozen languages and are used in forensic mental health and criminal justice settings around the world.

[*Stalking & Harassment Assessment & Risk Profile \(SHARP\)*](#) ⓘ

Stalking Prevention, Awareness, & Resource Center (SPARC)

SHARP is a 48-item web-based assessment which provides an assessment of the “big picture” of the stalking situation. It also provides a situational risk profile that consists of 14 factors associated with a wide variety of harms including physical or sexual attack, harm to others, ongoing and escalating stalking and harassment, and life sabotage. SHARP is free to use and provides both a narrative of the stalking situation and the risk profile, as well as information about stalking risks and safety suggestions.

[*Structured Interview for Violence Risk Assessment \(SIVRA\)*](#) ⓘ

NABITA

The SIVRA (Structured Interview for Violence Risk Assessment) is a 35-item research-based tool designed to deliver a consistent and objective evaluation of an individual's risk of violence toward others. This assists Behavioral Intervention Teams (BITs) in proactively addressing the risk and protective factors that influence an individual's willingness to engage in violence.

[*Targeted Violence and Terrorism \(TVT\) Strengths, Needs, and Risks: Assessment and Management \(T-SAM\)*](#) ⓘ

Boston Children's Hospital

The TVT Strengths, Needs, and Risks: Assessment & Management Tool (T-SAM) employs a semi-structured interview format that facilitates structured professional judgment in a clinical context, patient collaboration in treatment planning, and allows for re-evaluation.

[*Threat Assessment: Finding and Putting Together the Puzzle Pieces*](#) ⓘ

RAND

This toolkit from RAND provides a comprehensive set of tools and resources for conducting threat assessments. It emphasizes the importance of gathering and analyzing information to piece together a complete picture of potential threats and take appropriate action.

Threat Triage ⓘ

Threat Triage, LLC

Threat Triage is a web-based tool designed for security professionals to assess threatening communications regarding the likelihood of targeted violence. A psycholinguistic content analysis tool, Threat Triage can evaluate large amounts of written communication in a matter of minutes.

Terrorist Radicalization Assessment Protocol (TRAP-18) ⓘ

J. Reid Meloy

The TRAP-18 provides a means by which mental health, intelligence, law enforcement, and security professionals can organize accumulating operational data on a person of concern, and plan for their risk management to reduce the threat of targeted violence. The instrument is designed to code for eight proximal warning behaviors and 10 longer term distal characteristics.

The Virginia Model for Student Threat Assessment ⓘ

Dewey Cornell

Developed by Dewey Cornell, this model provides a structured approach for conducting student threat assessments in schools. It outlines procedures for identifying, assessing, and intervening in potential threats, with the goal of preventing violence and ensuring student safety.

Workplace Assessment of Violence Risk (WAVR-21) ⓘ

Stephen White & J. Reid Meloy

Structured professional judgment instrument to assess for the general risk of targeted violence on campuses and in workplaces.

ASSOCIATIONS & MEMBERSHIP ORGANIZATIONS

Association of European Threat Assessment Professionals (AETAP) ⓘ

AETAP is an international non-profit organization committed to the promotion of research on threat assessment and management, the implementation of tools and structures in relation to the topic and teaching and training professionals in threat assessment and management. Threat assessment and management in AETAP is directed towards prevention of targeted violence and interpersonal violence. Membership is open to those actively engaged in behavioral threat assessment and management.

African Association of Threat Assessment Professionals (AfATAP) ⓘ

AfATAP is an international non-profit organization committed to the promotion of research on threat assessment and management, the implementation of tools and structures in relation to the topic and teaching and training professionals in threat assessment and management. Membership is open to those actively engaged in behavioral threat assessment and management.

American Society for Industrial Security (ASIS) ⓘ

Founded in 1955, ASIS International is a global community of security practitioners, each of whom has a role in the protection of assets- people, property, and/or information. Our members represent virtually every industry in the public and private sectors, and organizations of all sizes. From entry-level managers to CSOs to CEOs, from security veterans to consultants and those transitioning from law enforcement or the military, the ASIS community is global and diverse.

Asia Pacific Association of Threat Assessment Professionals (APATAP) ⓘ

The Asia Pacific Association of Threat Assessment Professionals (APATAP) was established in 2013 from the Australasian Association of Threat Assessment Professionals (AATAP) to be the region's key body in supporting and developing the cross-disciplinary study and management of threatening individuals and behaviors. Membership is open to those actively engaged in behavioral threat assessment and management.

Association of Threat Assessment Professionals (ATAP) ⓘ

The Association of Threat Assessment Professionals (ATAP) is a non-profit organization comprised of law enforcement, legal professionals, mental health professionals, corporate security experts, human resource personnel and others involved in behavioral threat and violence risk assessment. The primary focus of this organization is to provide the necessary knowledge, tools, and support to better prepare our membership to handle these types of situations. Our commitment is to expertly address these issues through seminars and training and networking with other

professionals working in this field. Membership is open to those actively engaged in behavioral threat assessment and management.

[Canadian Association of Threat Assessment Professionals \(CATAP\)](#) ⓘ

The Canadian Association of Threat Assessment Professionals (CATAP) is a non-profit agency formed in 2004 to learn and share knowledge about how to protect victims of stalking, harassment, and threat situations. Membership is open to those actively engaged in behavioral threat assessment and management.

[Global Team Collaborative \(GTC\)](#) (link coming soon) ⓘ

Emerging nonprofit dedicated to supporting teams responsible for assessing and managing a variety of behaviorally based risks. More information coming soon!

[National Assoc. of Behavioral Intervention and Threat Assessment \(NABITA\)](#) ⓘ

NABITA provides resources, training, and certification for professionals involved in behavioral intervention and threat assessment. It aims to support safe and healthy environments in educational institutions and workplaces.

[National Association of Forensic Counselors](#) ⓘ

The NAFC offers certification and training for forensic counselors. It focuses on providing standards and resources for professionals working in the forensic counseling field.

[National Association of School Psychologists](#) ⓘ

NASP supports school psychologists in providing effective services to improve students' learning, behavior, and mental health. It offers resources, advocacy, and professional development opportunities.

[National Board of Forensic Evaluators](#) ⓘ

The NBFEE offers certification for forensic mental health professionals. It provides standards, training, and resources for those conducting forensic evaluations.

[Prevention Practitioner's Network \(PPN\)](#) ⓘ

The Prevention Practitioners Network (PPN) is a national network of over 1,200 interdisciplinary professionals dedicated to using public health approaches to prevent hate-fueled violence. The Network welcomes all prevention professionals, including those focused on raising awareness, bolstering youth resilience, training bystanders, and assessing and intervening with individuals who may be at risk of violence.

Safe and Sound Schools ⓘ

Safe and Sound Schools is a nonprofit organization dedicated to improving school safety. It provides resources, training, and support for school communities to create safer learning environments.

Sandy Hook Promise ⓘ

Sandy Hook Promise is a nonprofit organization founded by families affected by the Sandy Hook Elementary School shooting. It focuses on preventing gun violence through education, advocacy, and community-based programs.



CASE LAW & LEGAL ISSUES

[*34 CFR PART 99—Family Educational Rights and Privacy \(FERPA\)*](#) ⓘ

US Dept. of Education

The regulations at 34 CFR Part 99 implementing section 444 of the General Education Provision Act (GEPA), which is commonly referred to as the Family Educational Rights and Privacy Act (FERPA), and Federal Register Notices of amendments to FERPA.

[*Axelrod v. Cinemark Holdings \(Colorado, 2014\)*](#) ⓘ

Premises liability was the issue in *Axelrod v. Cinemark Holdings, Inc.*, 65 F.Supp.3d 1093 (CO 2014). That case addressed the shootings that occurred at a movie theater in Aurora, Colorado in 2012 killing 12 people and wounding many others. Plaintiffs argued that the Defendants failed to take reasonable steps to provide security for the theater. Defendants claimed that the shootings were unforeseeable and filed a motion for summary judgment to dismiss the case. In denying the summary judgment motion, the Court contrasted its decision with the holding in the earlier case of *Lopez v. McDonald's Corp.*, 193 Cal.App.3d 495, 238 Cal.Rptr. 436 (Cal. Ct. Appl. 1987), a case that addressed the killing of 21 people in 1984 at a McDonald's restaurant in San Ysidro, California. The Lopez court had determined that McDonald's general duty to its patrons did not include protection against a "once-in-a-lifetime" massacre. Addressing the Lopez decision, the Axelrod court wrote, "what was 'so unlikely to occur within the setting of modern life' as to be unforeseeable in 1984 was not necessarily unlikely by 2012." In other words, as gun violence becomes more publicized, it becomes increasingly foreseeable. Since the shootings in the Axelrod case, the "foreseeability bar" has arguably been lowered further by other high-profile gun injury cases.

[*Cleveland v. Taft Union High School District \(2022\)*](#) ⓘ

In this 2022 legal case, a civil trial found Taft Union High School negligent for failing to prevent a school shooting, resulting in a \$3.8 million verdict. Bryan O., a student, exhibited alarming behaviors, such as threats of violence and disturbing drawings, yet the school's threat assessment team did not properly follow up on these warning signs. Key failings included the lack of collective threat assessment, poor communication among team members and with Bryan's family, and inadequate intervention plans, such as counseling. Despite the initial threat assessment in February 2012, the team did not reassess Bryan's escalating behavior over the following year. In January 2013, Bryan brought a shotgun to school, injuring one student. The jury found the school 54% negligent for not adhering to proper threat management practices. The court ruling established six legal standards for threat assessment and management (TAM) in California schools, emphasizing the need for continuous monitoring and collective decision-making by multidisciplinary teams. This case could have wider legal ramifications for schools across the U.S., highlighting the importance of dynamic threat assessment processes.

[*Commonwealth of Va. v. Peterson, 749 S.E.2d 307 \(2013\)*](#) ⓘ

Families of two of the victims, Erin Peterson and Julia Pryde, filed wrongful death suits against the Commonwealth of Virginia and its employees at Virginia Tech subsequent to the mass shooting on the Virginia Tech campus in 2007. The families alleged that a special relationship existed between the Commonwealth's employees at Virginia Tech and Peterson and Pryde that gave rise to the Commonwealth's duty to warn Peterson and Pryde of third party criminal acts and that the Commonwealth's failure to warn them was the proximate cause of their deaths. A Virginia jury found the Commonwealth liable and awarded \$4 million to each family, though that amount was later reduced to \$100,000 per family. The Commonwealth appealed, asserting that well-settled law held that no "special relationship" existed between the Commonwealth and the victims to the extent that the Commonwealth could be liable for the criminal acts of third parties. The Virginia Supreme Court reversed the trial court and rendered final judgment, leaving the Peterson and Pryde families with nothing.

[*Counterman v. Colorado \(2023\)*](#) ⓘ

To establish that a statement is a "true threat" unprotected by the First Amendment, the government must prove that the defendant had some subjective understanding of the statements' threatening nature, based on a showing no more demanding than recklessness. While the First Amendment protects freedom of speech, it allows for restrictions of so-called "true threats." A true threat is determined by the recipient's perception, not the speaker's intent. However, to prevent chilling protected speech, there must be a subjective mental-state requirement. This means that the speaker's understanding of the threat is crucial.

[*FERPA and HIPAA: Permissible Disclosures Around Students*](#) ⓘ

US Dept. of Health and Human Services

[*In re Walmart, Inc. \(Texas, 2021\)*](#) ⓘ

The case speaks to the issue of foreseeability and whether the El Paso Walmart shooting was foreseeable and therefore potentially preventable based on a variety of factors raised by the impacted families, to include the argument from the plaintiffs that the company-generated risk matrix score for that store and region warranted additional security measures yet the company chooses to provide greater security to stores in wealthier and predominantly white communities.

[*Lopez v. McDonald's Corp. \(1987\)*](#) ⓘ

Survivors and surviving family members of victims of the tragic 1984 massacre at McDonald's restaurant in San Ysidro, California, appeal a summary judgment in favor of McDonald's Corporation. They challenge a trial court determination that as a matter of law McDonald's had no duty to provide protection against mass murderous assaults. McDonald's motion for summary judgment contends this sudden and unprecedented mass slaying of customers within its restaurant was not foreseeable; imposing a duty to prevent such incidents is totally impracticable and contrary to public policy; and there is no causal connection between the alleged security

inadequacies and the plaintiffs' injuries. The court rules that as foreseeability is a consideration in the determination of a duty to protect, McDonald's owed no duty to protect the victims from the shooter. At the time of the incident in 1984, mass shootings were exceptionally rare and therefore deemed unreasonably foreseeable, juxtaposed to more recent case rulings given the increased frequency of mass shootings and their commonality in American culture making them, suggestively, broadly and inclusively foreseeable.

Mitchell v. Rite Aid of Maryland (Maryland, 2023) ⓘ

The case involved a mass shooting at Rite Aid after an employee became frustrated with co-workers. She became upset when other workers voiced frustration over her skipping ahead of the line. The worker then left, got a handgun, and returned. She opened fire on her co-workers, killing three and injuring three before taking her own life. The injured workers filed an additional civil lawsuit against Rite Aid. The possibility of coverage under both workers' comp and a tort suit was a possibility if the victims could establish Rite Aid failed to in these two areas: premises liability and security concerns, and negligent hiring. In this case, the court reviewed the evidence and found that Rite Aid had provided adequate security. They also discussed how the shooter passed standard screening measures. As a result, the court stated Rite Aid was not responsible for the shooter's actions.

Parent Guide to the Family Educational Rights and Privacy Act (FERPA) ⓘ

US Dept. of Education

The Family Educational Rights and Privacy Act or FERPA provides certain rights for parents regarding their children's education records. This guide provides general information on a parent's rights under FERPA.

Piazza v. Kellim (Oregon, 2021) ⓘ

Plaintiff alleged that Delgado, a foreign exchange student staying in the United States was shot and killed by an assailant while standing in line on a public sidewalk outside a teenage nightclub in Portland owned by several business entities. On defendants' motion, the trial court dismissed plaintiff's complaint on the ground that plaintiff had failed to state facts sufficient to constitute a claim for relief with respect to the issue whether Delgado's death was a foreseeable result of defendants' conduct. A divided panel of the Court of Appeals reversed. On review, the Oregon Supreme Court concluded that plaintiff alleged facts that, if proved, were sufficient to permit a reasonable juror to find that Delgado's death was a reasonably foreseeable result of defendants' conduct. Accordingly, the decision of the Court of Appeals was affirmed, and the judgment dismissing this action was reversed and the matter remanded to the trial court for further proceedings.

Privacy Laws and Disclosure to Law Enforcement ⓘ

US Dept. of Health and Human Services

The Privacy Rule is balanced to protect an individual's privacy while allowing important law enforcement functions to continue. The Rule permits covered entities to disclose protected health information (PHI) to law enforcement officials, without the individual's written authorization, under specific circumstances summarized in this article.

Rose v. Martin's Super Mkts (Indiana, 2019) ⓘ

Rachelle Godfread was killed when a man began shooting inside a Martin's Super Market in Elkhart, Indiana. Anthony Rose, as special administrator of Godfread's estate sued the Store for negligence. In its motion, the Estate contended "it was foreseeable that an active shooter situation would occur on the night in question and that [the Store's] direct actions [or inactions] further created a duty to protect [Godfread]." Specifically, the Estate argued that the Store contemplated an active shooter situation at least sixteen months before this incident when it issued its "Active Shooter Protocol" memo and therefore this shooting was foreseeable. The Estate also argued that the Store's action "or lack of appropriate action" in the sixty-four seconds between the first shot in the store and the shot that killed Godfread created a duty to protect Godfread, pursuant to *Rogers v. Martin*, 63 N.E.3d 316 (Ind. 2016). In its cross-motion, the Store argued the shooting inside its store was not foreseeable as a matter of law. The Store further contends that once the shooting began, it had no additional duty to assist Godfread until it knew she had been injured, and by the time it knew of her injury, it was too late to help her. The trial court concluded that although the shooting was "terrible and tragic," as a matter of law, the Store had no duty to Godfread before the shooting began. Ultimately, it was not reasonably foreseeable for a grocery store to expect death by gunfire to befall a customer and therefore, the Store had no duty to Godfread prior to the shooting. And, because the Store did not have knowledge of Godfread's injury in time to offer her assistance, the Store had no duty to protect her from exacerbation of her injuries. The trial court appropriately granted summary judgment to the Store.

CERTIFICATIONS AND CREDENTIALING

Alliant University: Certificate in Threat Assessment and Management ⓘ

In this program, students will examine risk factors and behavioral cues to aid in identifying individuals who may pose a threat to personal and organizational safety. Regardless of industry or setting, the program will not only help students recognize a potential threat, but also give them a familiarity with proven tactics on managing the threat with effective leadership skills. Designed for professionals interested in personal and organizational safety and security, students will learn to describe evidence-based approaches to identifying and managing threats, employ proven tactics for mitigating violence in a variety of contexts, situations, and environments, and apply evidence-based crisis management interventions to prevent and reduce violence.

Certified Threat Manager (CTM®) (Association of Threat Assessment Professionals) ⓘ

The ATAP CTM credential is a comprehensive examination of knowledge based on mastery of a robust body of texts and articles called the ATAP “body of knowledge.” To be eligible to sit for the CTM® examination, an individual must:

1. Possess five (5) years of compensated professional experience in the field of threat assessment and management (TAM); or
2. Two (2) years of membership in good standing in ATAP as defined in the Association Bylaws and three (3) years of compensated professional experience, which may be concurrent.

Before a candidate can be approved to sit for the Certified Threat Manager Examination, they must have qualified professional experience over a three- or five-year period, depending on Association membership, as required in the Certification Program Policy Manual. Qualifying experience meets the following criteria:

- It is a function of your compensated position of professional employment; and
- the candidate had a significant role in an average of six or more full behavioral threat assessments per year over the required duration. “Significant” means the candidate personally contributed to the analysis of relevant behavioral cues and to the ultimate judgment regarding the probability of violence.
- the methodology used must, in the judgment of the Candidate Assessment Subcommittee, reasonably comport with the Association’s understanding of behavioral threat assessment and management.

Candidates are required to separately estimate their experience with personally participating in triage versus full assessments.

McAfee Institute: Certified Workplace Violence and Threat Specialist (WVTS) ⓘ

This certification course focuses on identifying, assessing, and mitigating workplace violence and threats. It provides professionals with the skills and knowledge needed to handle potentially violent situations in the workplace effectively.

National Assoc. of Behavioral Intervention and Threat Assessment (NABITA) ⓘ

NABITA offers a variety of in-person and virtual trainings on various topics beneficial to the practical operation of behavioral intervention teams on campuses. Training certifications include BIT standards and best practices, threat management planning, cultural competence, suicide assessment, structured assessment using the SIVRA, and much more.

National Association of Forensic Counselors ⓘ

The NAFC offers certification and training for forensic counselors. It focuses on providing standards and resources for professionals working in the forensic counseling field.

National Board of Forensic Evaluators ⓘ

The NBF offers certification for forensic mental health professionals. It provides standards, training, and resources for those conducting forensic evaluations.

National Threat Evaluation and Reporting (NTER) Program (DHS) ⓘ

The National Threat Evaluation and Reporting (NTER) program of the Department of Homeland Security, provides training and resources for evaluating and reporting threats. It aims to enhance national security by improving threat identification and response.

CONFERENCES AND IN-PERSON TRAINING

[*ASIS International Global Security Exchange \(GSX\)*](#) ⓘ

Brought to you by ASIS International—the world’s largest membership organization for security management professionals—involvement in GSX directly supports the funding of scholarship for security professionals and the administration of essential industry certifications, standards, and guidelines. Join security leaders and practitioners from every industry and sector to gain the knowledge and capabilities you need to anticipate security’s evolving variables and navigate the risks. Learn more and leverage the opportunity to cultivate the skills, knowledge and confidence you need to eliminate emerging threats.

[*Association of Threat Assessment Professionals \(ATAP\)*](#) ⓘ

[*ATAP Threat Management Conference \(TMC\)*](#) ⓘ

The annual flagship ATAP conference in Anaheim, California is designed to address major issues surrounding mass shootings and other public attacks, workplace violence, school/campus violence, domestic violence, assassination of public figures and other situations involving the prevention of targeted violence. A variety of nationally recognized speakers will give presentations on current information, research and techniques relating to the industry.

Professional Credits:

American Psychological Association (APA)
Certified Protection Professionals (CPP)

[*ATAP Winter Conference*](#) ⓘ

The east coast version of the ATAP TMC, the multi-day conference in Orlando, FL is designed to address major issues surrounding mass shootings and other public attacks, workplace violence, school/campus violence, domestic violence, assassination of public figures and other situations involving the prevention of targeted violence. A variety of nationally recognized speakers will give presentations on current information, research and techniques relating to the industry.

Professional Credits:

American Psychological Association (APA)
Certified Protection Professionals (CPP)

[*ATAP Fundamentals of Threat Assessment and Management \(FTAM\)*](#) ⓘ

This eight-hour online course is designed to provide a thorough but succinct introduction to core TAM concepts, protocols, and recommended practices. This high-quality foundational session represents a "Threat Assessment 101" option that is easily

accessible and delivered by experts with deep operational and research experience. Whether you're new to threat assessment, interested in learning more, or just need to refresh your skills, the FTAM offers a comprehensive, convenient, and affordable training option

[ATAP Joint Threat Assessment Training \(JTAT\)](#) ⓘ

Cross-chapter collaborative multi-day trainings featuring Nationally recognized speakers will give presentations on current information, research, and techniques relating to the industry. Locations for JTAT events have included Bozeman, MT, Philadelphia, PA, Colorado Springs, CO, and Santa Rosa, CA.

[ATAP Virtual Threat Assessment Conference \(VTAC\)](#) ⓘ

This online, two half-day training is designed to address major issues surrounding public attacks, workplace violence, school/campus violence, domestic violence and other situations involving the prevention of targeted violence. Nationally recognized speakers will give presentations on current information, research, and techniques relating to the industry.

[Gavin de Becker & Associates: Advanced Threat Academy](#) ⓘ

For more than 25 years, GDBA has studied, pioneered, and practiced the concepts used to prevent violence. Instructors are practitioners first and have applied the concepts with both success and failure. The training academy features case studies, fireside discussions, and practical exercises. Together, attendees and instructors explore the management options most likely to enhance safety and peace-of-mind. We bring the multi-disciplinary approach to life by placing attendees into diverse teams that include law enforcement, government agencies, schools and universities, corporate security, human resources, legal, and mental health.

[Global Summit to Eradicate Hate](#) ⓘ

Working with the top experts from around the world, the Eradicate Hate Global Summit is dedicated to delivering actionable ideas to prevent all forms of hate-fueled violence. This season of giving, please consider making a gift to support our work. The Eradicate Hate Global Summit provides a unique, multidisciplinary forum to share ideas and build working relationships to drive the development and deployment of effective approaches to reduce hate-fueled violence.

[National Assoc. of Behavioral Intervention and Threat Assessment \(NABITA\)](#) ⓘ

NABITA offers a variety of in-person and virtual trainings on various topics beneficial to the practical operation of behavioral intervention teams on campuses. Training certifications include BIT standards and best practices, threat management planning, cultural competence, suicide assessment, structured assessment using the SIVRA, and much more.

DATABASES

[*Averted School Violence*](#) ⓘ

National Police Foundation

This report from the National Police Foundation analyzes data from the Averted School Violence (ASV) database, which collects and examines cases where potential school violence was successfully prevented. The report provides insights into the factors that contributed to averting these incidents and offers recommendations for enhancing school safety and threat assessment practices.

[*Mass Killing Database*](#) ⓘ

Northeastern University, School of Criminology & Criminal Justice

James Alan Fox, Lipman Family Professor of Criminology, Law, and Public Policy at Northeastern University, teamed up with USA TODAY and the Associated Press to launch the Mass Killings database – a public facing website that uses interactive graphics and visuals to break down data on incidences of mass killing in the United States.

[*Mother Jones*](#) ⓘ

This resource offers a comprehensive database of mass shootings in the United States. It includes detailed information and analysis of incidents to help understand trends and factors associated with mass shootings.

[*The Violence Project*](#) ⓘ

The Violence Prevention Project is dedicated to reducing violence through research. They are a nonpartisan, nonprofit research center located at Hamline University in Saint Paul, Minnesota. Their website includes comprehensive databases on mass shootings, assassination attempts, K-12 school shootings, and more.

FILM & VIDEO

[*101 Seconds: Terror at the Mall*](#) ⓘ

The film reviews the aftermath of Oregon's Clackamas Town Center shooting.

[*11 Minutes \(Route 91\)*](#) ⓘ

"11 Minutes" is a documentary series that provides an in-depth look at the mass shooting that occurred during the Route 91 Harvest music festival in Las Vegas in 2017. The series chronicles the harrowing 11 minutes of the attack, featuring interviews with survivors, first responders, and law enforcement officials. It explores the impact of the tragedy on the victims and their families, as well as the broader implications for public safety and gun control.

[*13 Deadly Hours: The Nova Scotia Mass Shooting*](#) ⓘ

The 00:44 minute film explores the April 2020 shooting in Nova Scotia. The film explores what law enforcement knew prior to the attack, and how they failed to provide visibility to the public in the aftermath of the event. The video reviews the timeline of the attack, including reports to law enforcement and an analysis of the geographic distances between his targets. The video also describes the shooter's tactics: he dressed in a RCMP uniform and travelled to several different communities over the 13 hour attack. 22 Nova Scotians were killed. The video also explores the information law enforcement had prior to the attack, including reports of concerns, a history of violent behavior, and known illegal weapons acquisitions. The film continues, exploring the flaws and disinformation in law enforcement communications throughout and following the event.

[*1984 San Diego McDonald's Massacre: 77 Minutes*](#) ⓘ

"1984 San Diego McDonald's Massacre: 77 Minutes" is a documentary that chronicles the horrific mass shooting that took place at a McDonald's in San Ysidro, San Diego, in 1984. The film provides a detailed account of the 77-minute rampage and the subsequent police response. Through interviews with survivors, law enforcement, and experts, the documentary explores the impact of the tragedy on the community and the broader implications for public safety and crisis response.

[*49 Pulses*](#) ⓘ

"49 Pulses," directed by Charlie Minn, is a documentary that examines the devastating mass shooting at the Pulse nightclub in Orlando, Florida, in 2016. The film features firsthand accounts from survivors, families of victims, and first responders, providing an emotional and comprehensive look at the events of that night. It also delves into the broader issues of gun violence, hate crimes, and the ongoing struggle for LGBTQ+ rights and safety.

[*A Killer on Floor 32*](#) ⓘ

This short minute film examines the 2017 Route 91 Harvest Festival mass shooting that left 58 killed and over 850 injured. The video begins with witness interviews to recount the night of the attack, including first responders, hotel staff, and victims. The latter part of the film examines the shooter's preparation in the days leading up to the attack.

[*Active Shooter: America Under Fire \(Season 1\)*](#) ⓘ

"Active Shooter: America Under Fire" is a documentary series that delves into the harrowing reality of mass shootings in the United States. Each episode in Season 1 focuses on a different mass shooting incident, providing firsthand accounts from survivors, law enforcement, and families of victims. The series examines the immediate impact of these tragedies, the long-term consequences for those involved, and the broader societal issues surrounding gun violence and safety. Through in-depth storytelling, it aims to shed light on the complexities and challenges of addressing mass shootings in America.

[*After Uvalde: Guns, Grief, and Texas Politics*](#) ⓘ

"After Uvalde: Guns, Grief, and Texas Politics" is a PBS Frontline documentary that explores the aftermath of the Uvalde school shooting in Texas. The film examines the community's grief, the political debates surrounding gun control, and the broader implications for public policy and school safety. Through interviews and in-depth reporting, it provides a comprehensive look at the impact of the tragedy and the ongoing efforts to prevent future incidents.

[*American Tragedy*](#) ⓘ

"American Tragedy" is a documentary that provides an intimate look at the Columbine High School shooting through the eyes of Sue Klebold, mother of one of the shooters, Dylan Klebold. The film explores the psychological and emotional aftermath of the tragedy for families, survivors, and the community. It delves into the factors contributing to school shootings and offers a poignant examination of grief, mental health, and the search for understanding and prevention.

[*Echoes of Columbine*](#) ⓘ

Short documentary produced by the FBI, featuring experts in the field of behavioral threat assessment and management (BTAM), discussing the BTAM model and its benefits for preventing targeted violence.

[*Elephant*](#) ⓘ

A day in the lives of a group of average teenage high school students. The film follows every character and shows their daily routines. However, two of the students plan to do something that the student body won't forget

Inside the Uvalde Response ⓘ

Drawing on real-time, firsthand accounts and using official bodycam and audio, FRONTLINE, ProPublica and The Texas Tribune reconstruct the chaotic response to the Uvalde school shooting and examine the missteps. The documentary delves into the lessons learned and the lingering trauma of that day.

Newtown (2016) ⓘ

This documentary film explores the aftermath of the tragic school shooting in Newtown, Connecticut. It provides an intimate look at the impact on the community and the ongoing efforts to address gun violence.

Parkland: Inside Building 12 ⓘ

This documentary film provides an inside look at the tragic school shooting at Marjory Stoneman Douglas High School in Parkland, Florida. It examines the events of the day and the ongoing impact on survivors and the community.

Red Lake ⓘ

"Red Lake" is a documentary film that explores the impact of a school shooting on the Native American community in Red Lake, Minnesota. It provides a poignant look at the aftermath and the community's efforts to heal.

Surviving Theater 9 ⓘ

"Surviving Theater 9" is a documentary that tells the story of the survivors of the mass shooting at the Century 16 movie theater in Aurora, Colorado, during a midnight screening of "The Dark Knight Rises" in 2012. The film explores the harrowing experiences of those who were present during the attack, their journey of recovery, and the impact of the tragedy on their lives. Through personal accounts and interviews, the documentary provides a poignant look at resilience, healing, and the ongoing challenges faced by survivors of mass violence.

The Columbine Massacre: In the Killer's Mind ⓘ

The story of the mass school shooting perpetrated by Eric Harris and Dylan Klebold.

The Kids of Santa Fe: The Largest Unknown Mass Shooting ⓘ

In 2018 a student at Santa Fe High School executed 10 people and wounded 13 others. The shooting took half an hour before the killer was arrested. The movie is about the students that were directly affected and what they are doing today.

The Killer at Thurston High ⓘ

"The Killer at Thurston High" is a PBS Frontline documentary that investigates the school shooting at Thurston High School in Springfield, Oregon, in 1998. The film delves into the background of the shooter, Kip Kinkel, examining his life and the events leading up to the tragedy. It includes interviews with family members, classmates, and experts to explore the factors that may have contributed to the shooting. The documentary provides a detailed look at the incident and its aftermath, offering insights into school violence, mental health, and the challenges of preventing such tragedies.



GOVERNMENT RESOURCES

Behavioral Analysis Unit (BAU-1) [i](#)

The Behavioral Analysis Unit (BAU) is a department of the Federal Bureau of Investigation's National Center for the Analysis of Violent Crime that uses behavioral analysts to assist in criminal investigations. Their mission is to provide behavioral-based investigative and/or operational support by applying case experience, research, and training to complex and time-sensitive crimes, typically involving acts or threats of violence. Overall, the FBI's Behavioral Analysis Units handles diverse cases nationwide, spanning from terrorism and cybercrime to violent offenses targeting both children and adults.

CP3 (DHS) - Prevention Resource Finder [i](#)

The Center for Prevention Programs and Partnerships (CP3) by DHS offers the Prevention Resource Finder, a tool to help users locate resources and information related to the prevention of targeted violence and terrorism. It includes training materials, guidelines, and support services to aid in prevention efforts across communities and organizations.

NCTC (The National Counterterrorism Center) [i](#)

The NCTC coordinates national and international counterterrorism efforts. It provides resources and analysis to support the identification and mitigation of terrorist threats. Their resource library provides information about behavioral threat assessment and management.

National Threat Assessment Center (NTAC) [i](#)

The National Threat Assessment Center (NTAC), part of the U.S. Secret Service, conducts research and provides training on threat assessment and prevention. It focuses on identifying and mitigating threats to public safety.

National Threat Evaluation and Reporting (NTER) Program (DHS) [i](#)

The National Threat Evaluation and Reporting (NTER) program of the Department of Homeland Security, provides training and resources for evaluating and reporting threats. It aims to enhance national security by improving threat identification and response.

SchoolSafety.Gov [i](#)

SchoolSafety.Gov is a federal resource for school safety information. It provides schools with tools, resources, and best practices to create safe learning environments. The website offers guidance on emergency planning, threat assessment, mental health, and other safety-related topics.

LITERATURE: JOURNAL PUBLICATIONS

[*A Crisis Threat Assessment: The boy in the bunker*](#) ⓘ

Molly Amman & Mark MacKizer

In January 2013, the FBI assisted local and state law enforcement and public safety agencies responding to one of the most complex hostage-barricade incidents in recent times in the United States. The Behavioral Analysis Unit (BAU) supported media, negotiations, and tactical operations during the crisis. This article examines the crisis threat assessment applied to this case. Crisis threat assessment involves ongoing, continually evolving behavioral threat assessment and management, conducted on a moment-by-moment basis in response to the confluence of offender and hostage behaviors, external factors, and public safety needs. Specific threat management strategies proposed during the incident are explained in detail within the context of the facts available to the BAU at the time.

[*A Failure to Communicate: Did Privacy Laws Contribute to the Virginia Tech Tragedy*](#) ⓘ

Washington and Lee Journal of Civil Rights and Social Justice

This article from the Washington and Lee Journal of Civil Rights and Social Justice examines whether privacy laws played a role in the Virginia Tech shooting. It analyzes the legal and institutional barriers that may have prevented effective communication and intervention. The article discusses the balance between privacy rights and public safety, providing insights into how legal frameworks can impact threat assessment and crisis prevention in educational institutions.

[*A Sequence Analysis of the Behaviors and Experiences of the Deadliest Public Mass Shooters*](#) ⓘ

Silver & Silva

Researchers of public mass shooters are increasingly focusing on the pre-attack behaviors and experiences of these offenders. Varying in scope from consideration of individual factors to more generalized life course and threat assessment analyses, their scholarship has identified behavioral and experiential factors associated with public mass shooters. However, what is generally missing from this body of research is consideration of the order in which the offender encounters these factors, and prior related research has shown that analyzing sequences allows for insights not available from a catalogue of common characteristics. To address this shortcoming, we use a sample of offenders from 1999 to 2020 for whom the most detailed data is available and conduct a sequence analysis of their stressors, antisocial behaviors, mental health issues, and planning and preparation activities. We calculate proximity coefficients for each variable in relation to all others, capturing both local and distant connections between and among them. Our findings reveal relatively coherent phases in the lives of attackers, highlight the centrality of family problems and interest in past mass killings in the overall sequence, and provide new context to understanding the effect of mental health issues and firearms acquisition in the lives of offenders.

Application of the Terrorist Radicalization Assessment Protocol (TRAP-18) to the case of the Army-Navy recruiting center attacker in Little Rock, Arkansas (2022) ⓘ

Courtney Tassin & Clare Allely

The TRAP-18 is a structured professional judgment tool and comprises 18 behavior-based warning signs for terror incidents. The findings from the retroactive application of the TRAP-18, in this case, show that in the week before the attack, the perpetrator exhibited 5 of the 8 proximal warning behaviors and 5 of the 10 distal warning behaviors. The retroactive application of the TRAP-18 and pathway to intended violence to cases of targeted violence assists with identifying a timeline of behaviors, which in turn provides insight into the pathway to violence and warning signs that someone may be a threat of violence.

Case Study: The Isla Vista Campus Community Mass Murder ⓘ

Stephen G. White

Authored by Stephen G. White, this case study provides a comprehensive analysis of the mass murder that occurred in the Isla Vista campus community near the University of California, Santa Barbara, in 2014. The study explores the background of the perpetrator, the sequence of events leading up to the attack, and the aftermath. It examines the psychological, social, and environmental factors contributing to the tragedy, offering insights into threat assessment, prevention strategies, and crisis response in similar contexts.

Contagion of Mass Shootings: The Interdependence of Large-Scale Massacres and Mass Media Coverage ⓘ

Fox et al.

Mass public shootings have generated significant levels of fear in the recent years, with many observers criticizing the media for fostering a moral panic, if not an actual rise in the frequency of such attacks. Scholarly research suggests that the media can potentially impact the prevalence of mass shootings in two respects: (i) some individuals may be inspired to mimic the actions of highly publicized offenders; and (ii) a more general contagion process may manifest as a temporary increase in the likelihood of shootings associated with a triggering event. In this study of mass shootings since 2000, we focus on short-term contagion, rather than imitation that can traverse years. Specifically, after highlighting the sequencing of news coverage prior and subsequent to mass shootings, we apply multivariate point process models to disentangle the correlated incidence of mass public shootings and news coverage of such events. The findings suggest that mass public shootings have a strong effect on the level of news reporting, but that news reporting on the topic has little impact, at least in the relative short-term, on the subsequent prevalence of mass shootings. Finally, the results appear to rule out the presence of strong self-excitation of mass shootings, placing clear limits on generalized short-term contagion effects.

Extreme Overvalued Beliefs: How Violent Extremist Beliefs Become "Normalized" ⓘ

Tahir Rahman

This research article by Rahman explores the concept of extreme overvalued beliefs and how these beliefs can lead to violent extremist behavior. The study examines the psychological mechanisms that contribute to the normalization of extremist ideologies and the factors that influence individuals to adopt and act on such beliefs. The paper aims to provide insights into the processes that facilitate the development of violent extremism and offers potential strategies for intervention and prevention.

Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2002) ⓘ

Vossekuil et al.

The Safe School Initiative (the Initiative) is a cooperative effort between the United States Department of Education and the United States Secret Service which was begun in response to the Columbine High School shootings in 1999. The Initiative studied 37 targeted school shootings which were carried out between 1974 and 2000 in order to identify a profile of pre-attack behaviors and prevention strategies.

Fundamentals of Threat Assessment for Beginners ⓘ

Mary Ellen O'Toole

Authored by Mary Ellen O'Toole, this publication serves as an introductory guide to threat assessment for beginners. It covers the basics of identifying, assessing, and managing threats in various environments. The guide is designed to provide a foundational understanding of threat assessment principles and practices for those new to the field.

Hunters and Howlers: Threats and violence against federal judicial officials in the United States, 1789-1993 ⓘ

Frederick Calhoun & Stephen Weston

The article provides an extensive historical analysis of threats and violence directed at federal judicial officials in the United States from 1789 to 1993. The book categorizes perpetrators into "hunters" (those who actively seek to harm) and "howlers" (those who make threats without necessarily intending to act). It explores the motivations behind these threats, the impact on judicial officials, and the measures taken to protect them. The study offers insights into the nature of threats within the judicial system and the importance of effective threat assessment and management strategies.

Influence of Media Related to Mass Shootings ⓘ

Kambam, Pozios, Bond, & Ostermeyer

Sometimes psychiatrists are confronted with questions regarding the potential role that media may play in influencing mass shootings, and they are asked to assess the risk for targeted violence in certain persons who exhibit potential warning signs of media influence. Additionally, psychiatrists can serve in an important role when interfacing with news media after mass shootings, but they must navigate ethical and professional pitfalls, including inadvertently

increasing the risk for contagion. Therefore, it is prudent for psychiatrists to become knowledgeable about the potential impact of media on incidents of mass violence. Drawing from the fields of social psychology, media research, and threat assessment, the authors review contagion in mass shooting incidents, present potential media influence warning signs, and discuss considerations for news media reporting of mass shootings and considerations for psychiatrists interviewed by media after mass shootings.

Mass Murder in America: Trends, Characteristics, Explanations, and Policy Response ⓘ

Fox & Levin

Mass murder, especially involving a firearm, has been a subject of increasing interest among criminologists over the past decade. However, lacking a reliable data resource for studying these crimes, several organizations have launched their own database initiatives with, unfortunately, little consensus on definition. As a result, there is confusion regarding the nature and trends of such events. In this paper, we rely on the Associated Press/USA Today/Northeastern University Mass Killing Database, which provides the widest coverage of incidents in the U.S. with four or more victim fatalities, regardless of location, situation, or weapon. First, we present trends in incidents and victimization of mass killings from 2006 through 2020, along with the major subtypes. Next, we detail a motivational typology of mass murder and identify the common contributors, followed by an examination of various incident, offender, and victim characteristics. Finally, we consider the potential effects of certain policy responses related media coverage, mental health services, and gun restrictions on the prevalence of mass killing.

Paranoid Thinking in Mass Shooters ⓘ

Dutton, White & Fogarty

Mass murderers, particularly school shooters, are depicted in the literature as either reacting with rage to taunts and bullying or as being psychopathic. However, examination of diaries and Web sites left by a subset of mass shooters reveals a different phenomenology than that typically proposed. This group greatly exaggerates the negativity of their treatment as reported by third-party school peers. They become and remain fixated and obsessed with rejection by what they see as an elite in-group whom they see as having unfairly achieved success. Instead of transcending the rejection, they formulate plans to annihilate the transgressors, which they justify as vengeance for the transgressions made against them. The self-exacerbating and obsessive qualities of these perceptions are more consistent with paranoid thinking than with psychopathy. The perceptions feed on themselves and, being part of a closed belief system, expand with time. In the rare cases where the perpetrator survives the mass shooting, they are diagnosed as paranoid schizophrenic. We focus on the pre-psychotic deterioration of their thinking.

Perspectives on Threat Management ⓘ

Frederick Calhoun & Stephen Weston

This article describes Calhoun and Weston's blue-collar approach to threat management. It defines seven concepts for an effective threat management program, including identifying

hunters versus howlers, situation need-to-knows, situation dynamics and intervention synergy, and ways to avoid bunkers, silos, and myopic management strategies. The article also details 10 guidelines drawn from the authors' experiences managing both hunters and howlers.

Pre-Attack Warning Behaviors of 20 Adolescent School Shooters: A Case Study Analysis ⓘ

Abel, Chermak, and Freilich

A total of 20 case studies were conducted of adolescent school shooters in the United States who committed non-fatal or fatal shootings on K-12 school grounds between 1999 and 2016. The study examined whether the school shooters displayed warning behaviors before the attack, who in the perpetrator's life was aware of these warning behaviors, and what, if any, actions were taken in response. Given the emergence of online forms of communication, the study also investigated how adolescent school shooters may variably communicate warning behaviors in online and offline contexts.

Preventing Assassination: Secret Service Exceptional Case Study ⓘ

Robert Fein & Bryan Vossekuil

This study explores strategies and insights from the U.S. Secret Service on preventing assassinations. It examines case studies of attempted and completed assassinations to identify patterns and develop preventive measures.

Rethinking Risk Assessment: The MacArthur Study of Mental Disorder and Violence ⓘ

John Monahan et al.

This study, conducted by the MacArthur Foundation, examines the relationship between mental disorders and violence. It proposes new methods for assessing the risk of violence in individuals with mental disorders.

The Buffalo Attack: The cumulative momentum of far-right terror ⓘ


Amarasingam, A., Argentino., & Macklin

Since the deadly terrorist attack on two mosques in Christchurch, New Zealand, in March 2019, there has been a chain reaction of extreme right-wing violence targeting religious and ethnic minorities. On May 14, 2022, 18-year-old Payton Gendron allegedly murdered 10 people in a grocery store in Buffalo, New York, in one of the deadliest racist massacres in recent American history. This article examines the Buffalo terrorist atrocity, its perpetrator, his pathway to violence as well as the techniques, tactics, and practices that underpinned his attack, which counterterrorism practitioners can only fully understand if considered within this wider cumulative momentum of extreme-right transnational violence.

The Concept of Leakage in Threat Assessment ⓘ

J. Reid Meloy & Mary Ellen O'Toole (2011)

Leakage is a type of warning behavior that typically infers a preoccupation with the target, and may signal the research, planning, and implementation of an attack. The authors discuss the operational importance of the concept, place it in the context of other warning behaviors, emphasize the need for further research, and outline risk management strategies for the mitigation of such acts of violence in both law enforcement and clinical mental health settings.

The feasibility and utility of the Terrorist Radicalization Assessment Protocol (TRAP-18): A review and recommendations (2022) 

Clare Allely & Sammie Wicks

This review examines the feasibility and utility of the TRAP-18, a protocol used for assessing the risk of terrorist radicalization. The paper provides an evaluation of the protocol's effectiveness, offers recommendations for its use, and suggests improvements based on empirical findings.

The Lone-Actor Terrorist and the TRAP-18 (2016) 

J. Reid Meloy and Paul Gill

Authored by J. Reid Meloy and Paul Gill, this research paper discusses the TRAP-18 (Terrorist Radicalization Assessment Protocol), a tool used to assess the risk posed by lone-actor terrorists. The paper explores the characteristics and behaviors of lone actors, providing insights into their identification and management.

The Role of Warning Behaviors in Threat Assessment: An Exploration and Suggested Typology 

J. Reid Meloy

This research paper introduces a new typology of warning behaviors for identifying potential lone terrorists. The typology categorizes behaviors that may indicate an escalating risk of targeted violence, providing a framework for threat assessment professionals to detect and intervene in potential threats before they materialize.

Threat Assessment: Defining an approach for evaluating risk of targeted violence (1999) 

Borum et al.

This research article discusses the development of a threat assessment approach for evaluating the risk of targeted violence. It explores various methodologies and frameworks used to assess and manage threats effectively.

Warning Behaviors (2021) 

J. Reid Meloy et al.

Warning behaviors contain within them dynamic rather than static variables, the former typically offering more substantial contributions to the assessment of short-term violence risk. The typology was generated to carefully define and systematize such patterns, a problem that, when unaddressed, typically hampers social science research; and heretofore, something that had not been done in the threat assessment literature. The typology has face validity and appears to

embrace within it most of the universe of warning behaviors in intended and targeted violence. This chapter reviews both interrater reliability and various kinds of validity.

LITERATURE: NON-JOURNAL ARTICLES AND PUBLICATIONS

[*A Study of Pre-Attack Behaviors of Active Shooters in the United States Between 2000 and 2013*](#) ⓘ

Federal Bureau of Investigation (FBI) (Silver, Simons, & Craun, 2018)

This FBI study offers a renewed analysis of the previously published "A Study of Active Shooter Incidents in the United States Between 2000 and 2013." In this study, the FBI offers an analysis of the pre-attack behaviors of the shooters themselves, offering insights into demographics, planning and preparation, firearms acquisitions, stressors, mental health, concerning behaviors, primary grievance, targeting, suicidal ideation and attempts, and concerning communications. The study includes insights into the methodology of the study along with limitations.

[*Addressing the Risk of Violent Behavior in Youth: Know the Signs of Youth Violence and How to Identify and Reduce Risk in Schools*](#) ⓘ

National Center on Safe Supportive Learning Environments

This resource from the National Center on Safe Supportive Learning Environments provides guidance on identifying and addressing the risk of violent behavior in youth. It outlines the signs of youth violence and offers strategies for schools to reduce risks and create safer environments. The resource includes practical tools for educators and administrators to implement effective violence prevention and intervention programs, focusing on fostering supportive and secure school climates.

[*Averting Targeted School Violence*](#) ⓘ

National Threat Assessment Center (NTAC)

This report by the National Threat Assessment Center (NTAC) of the U.S. Secret Service examines cases where targeted school violence was successfully averted. It provides a detailed analysis of the intervention strategies, behavioral indicators, and preventive measures that contributed to stopping potential threats, offering valuable lessons for educators, law enforcement, and threat assessment professionals.

[*Behavioral Threat Assessment and Management \(BTAM\) Best*](#)

[*Practice Considerations for K–12 Schools*](#) ⓘ

National Association of School Psychologists

Behavioral threat assessment and management (BTAM) is a multidisciplinary, fact-based, systematic process designed to identify, assess, and manage potentially dangerous or violent situations. The purpose of the BTAM team is to identify, evaluate, and address potential threats to help schools distinguish between incidents where a student made a threat that is not actually legitimate (with no intent to harm) and other incidents in which the student does pose an actual threat of targeted violence. In all cases, the goal is to pair the student with proper school and community-based intervention and supports. The systematic and proper implementation of BTAM helps avoid impulsive and potentially harmful decisions that can lead to over management

(i.e., unnecessary suspension and expulsion) and requires teams to take into account the context and disability rather than using a zero-tolerance approach.

[*Buffalo After Action*](#) ⓘ

New York Attorney General

This report, released by New York Attorney General Letitia James and Governor Kathy Hochul, investigates the role of online platforms in the mass shooting at a Buffalo supermarket in 2022. The report examines how the shooter used social media and other online platforms to plan and broadcast the attack. It provides recommendations for addressing the misuse of digital platforms to prevent future acts of violence, highlighting the need for increased regulation and oversight of online content.

[*Campus Threat Assessment Case Studies: A Training Tool for Investigation, Evaluation, and Intervention*](#) ⓘ

U.S. Department of Justice

This guide from the U.S. Department of Justice, Office of Community Oriented Policing Services offers tools and strategies to assist campus security personnel in conducting campus threat assessments. The guide provides information for campus threat assessment teams to use in identifying the nature and process of violence, identifying persons at risk, reporting and assessing concerns identified through the assessment, and resolving situations using compassionate and effective approaches. The guide provides group exercises for use by assessment teams to allow them to improve their comprehension and application of the threat assessment principles outlined in a companion training manual.

[*Comprehensive School Threat Assessment Guidelines \(CSTAG\)*](#) ⓘ

Dewey Cornell

The Comprehensive School Threat Assessment Guidelines (CSTAG), developed in 2001 and known as the Virginia Student Threat Assessment Guidelines until 2018, is an evidence-based model for schools to use in conducting threat assessments of students.

[*Connecting the Dots*](#) ⓘ

Center for Disease Control (CDC) - VetoViolence

This resource provides a comprehensive framework for understanding and addressing the interconnectedness of various forms of violence. It offers tools, data, and strategies for prevention practitioners to develop multi-faceted approaches to reduce violence in communities.

[*Developing a Policy on The Use of Social Media*](#) ⓘ

Bureau of Justice Assistance

This document from the Bureau of Justice Assistance provides guidelines for developing policies on the use of social media in intelligence and investigative activities. It covers the legal, ethical, and practical considerations for law enforcement agencies when integrating social media into their operations, ensuring that practices are effective and compliant with relevant laws and standards.

[*Eleven Questions to Guide Threat Assessment Data Collection*](#) ⓘ

Department of Education and National Threat Assessment Center (NTAC)

This document provides a set of eleven essential questions designed to guide the data collection process during a threat assessment inquiry. These questions aim to help threat assessment teams systematically gather and evaluate information about potential threats. The framework ensures a comprehensive and structured approach to identifying, assessing, and managing threats in various settings, such as schools, workplaces, and community environments.

[*Enhancing School Safety Using a Threat Assessment Model*](#) ⓘ

National Threat Assessment Center (NTAC)

This guide from the U.S. Secret Service provides a comprehensive model for enhancing school safety through threat assessment. It outlines the principles and procedures for identifying, assessing, and managing potential threats within school settings. The model emphasizes a proactive and systematic approach to prevent violence and ensure a safe learning environment. The guide includes best practices, case studies, and recommendations for implementing effective threat assessment programs in schools.

[*Essentials of School Threat Assessment: Preventing Targeted School Violence*](#) ⓘ

Colorado Department of Education

This resource guide walks a school team through the rationale of threat assessment, the steps necessary to conduct the process, and a sample response. Staff at the Colorado School Safety Resource Center provide this training at no charge to any school in Colorado.

[*Final Recommendations of The School Safety Task Force*](#) ⓘ

State of Michigan

This document presents the final recommendations from the Michigan School Safety Task Force. It outlines strategies and best practices for enhancing school safety across the state. The report includes recommendations on emergency preparedness, threat assessment, mental health support, and the implementation of safety measures to protect students and staff in educational institutions.

[*Foundations of Targeted Violence*](#) ⓘ

Department of Homeland Security (DHS)

This training provides an overview of the foundations of targeted violence. It includes information on identifying potential threats, understanding the behavioral patterns of individuals who may pose a threat, and implementing preventive measures in school settings. The resource is aimed at enhancing school safety and preparedness.

[*Isla Vista After Action*](#) ⓘ

Santa Barbara County Sheriff's Office

This investigative summary details the events and responses to the Isla Vista mass shooting. The after-action report analyzes the incident, the response from law enforcement and emergency services, and offers recommendations for improving future response and prevention measures.

[*Making Prevention a Reality*](#) ⓘ

Federal Bureau of Investigation (FBI) (Amman et al., 2019)

This report, a foundational and practical guide on assessing and managing the threat of targeted violence, contains concrete strategies to help communities prevent these types of incidents.

[*Marjory Stoneman Douglas High School Public Safety Commission*](#) ⓘ

This Initial Report establishes the facts and timeline of “what” occurred on February 14, 2018.

[*Mass Attacks in Public Spaces: 2016-2020*](#) ⓘ

National Threat Assessment Center (NTAC)

USSC publication examining factors and circumstances associated with mass attacks across a four-year period.

[*Mobilization Indicators*](#) ⓘ

National Counterterrorism Center

The National Counterterrorism Center provides resources on indicators of mobilization to violence. These indicators help in identifying individuals who may be preparing to commit acts of terrorism.

[*New Hampshire School Safety Preparedness Task Force*](#) ⓘ

State of New Hampshire

This report outlines recommendations and strategies for enhancing school safety in New Hampshire. It covers various aspects of preparedness and response to school safety threats.

[*Oxford Community Schools Independent Report On The Shooting At Oxford High School On November 30, 2021*](#) ⓘ

Oxford Community Schools

This after-action report analyzes the response to the Oxford High School shooting. It provides recommendations for improving school safety and emergency response protocols.

[*Planning, Creating, Training, and Implementing a Threat Assessment Team*](#) ⓘ

Educator's School Safety Network

This resource from the Educator's School Safety Network provides comprehensive guidance on planning, creating, training, and implementing a threat assessment team in educational settings. It includes practical steps and best practices for developing effective teams to identify and manage potential threats.

[*Preventing School Violence*](#) ⓘ

Center for Disease Control

This CDC resource provides information on preventing school violence, including statistics, risk factors, and prevention strategies. It offers evidence-based practices and programs designed to reduce violence in schools and promote a safe learning environment.

[*Prevention Resource Finder*](#) ⓘ

Department of Homeland Security (DHS)

The DHS Prevention Resource Finder is a tool that helps users locate resources and information related to the prevention of various threats, including terrorism and targeted violence. It offers access to training materials, guidelines, and support services to enhance prevention efforts.

[*Protecting America's Schools*](#) ⓘ

National Threat Assessment Center (NTAC)

This report by the U.S. Secret Service provides an in-depth analysis of school violence and offers guidelines for creating safer school environments. It includes best practices for threat assessment and preventive measures.

[*Protecting Student Privacy*](#) ⓘ

Department of Education

This resource from the U.S. Department of Education answers frequently asked questions about threat assessment teams and their role in protecting student privacy while maintaining school safety.

[*Protective Intelligence and Threat Assessment Investigations: A Guide for State and Local Law Enforcement Officials*](#) ⓘ

National Institute of Justice

This guide, published by the National Institute of Justice, provides law enforcement officials with strategies for conducting threat assessments and protective intelligence investigations. It emphasizes the importance of collaboration and information sharing.

[*School Based Threat Assessment and Management*](#) ⓘ

State of South Carolina

This guide provides South Carolina schools with a framework for conducting threat assessments and managing potential threats. It includes procedures for identifying, assessing, and intervening in cases of potential violence.

[*School Behavioral Threat Assessments: An Introduction*](#) ⓘ

Emergency Management for Schools (REMS) Technical Assistance Center

This introductory resource provides an overview of school behavioral threat assessments. It highlights the key components and best practices for implementing a threat assessment program.

[*Social Media Threat Guidance for School Staff and Authorities*](#) ⓘ

Cybersecurity and Infrastructure Security Agency (CISA)

This infographic provides guidance for school staff and authorities on managing social media threats. It includes tips on identifying, reporting, and responding to online threats, emphasizing the importance of vigilance and proactive measures to ensure school safety.

[*The Clinical Prediction of Violent Behavior*](#) ⓘ

John Monahan

This resource discusses the clinical prediction of violent behavior, exploring various methodologies and tools used by mental health professionals to assess the risk of violence. It provides insights into the accuracy and reliability of different predictive approaches and highlights the importance of integrating clinical judgment with empirical data.

[*The Distinction Between Transient and Substantive Student Threats*](#) ⓘ

Office of Justice Programs (OJP)

This resource discusses the distinction between transient and substantive student threats. It explains how differentiating between these types of threats can aid in the appropriate response and management, with transient threats being less serious and more easily resolved, and substantive threats requiring more extensive intervention.

[*The School Shooter: A Threat Assessment Perspective*](#) ⓘ

Mary Ellen O'Toole

This FBI publication provides an in-depth analysis of the behaviors and characteristics of school shooters. It offers a threat assessment perspective, outlining key indicators and warning signs to help prevent school shootings through early identification and intervention.

[*The Virginia Model for Student Threat Assessment*](#) ⓘ

Dewey Cornell

Developed by Dewey Cornell, this model provides a structured approach for conducting student threat assessments in schools. It outlines procedures for identifying, assessing, and intervening in potential threats, with the goal of preventing violence and ensuring student safety.

[*Threat Assessment*](#) ⓘ

RAND

Researchers collaborate across disciplines at RAND to evaluate terrorist, military, nuclear, cyber, and other threats to U.S. national security—identifying emerging threats, scrutinizing known risks, and evaluating potential strategic and tactical responses. Recent studies have included examinations of ISIS, Iran's nuclear capabilities, and insider threats.

[*Threat Assessment and Threat Management*](#) ⓘ

National Counterterrorism Center (NCTC)

This brochure from the National Counterterrorism Center (NCTC) provides an overview of threat assessment and management for first responders. It highlights key concepts, strategies, and tools for identifying and mitigating threats in various environments.

[*Threat Assessment as a school violence prevention strategy*](#) ⓘ

Dewey Cornell

This resource discusses the use of threat assessment as a strategy for preventing school violence. It outlines the process of identifying potential threats, assessing risk levels, and implementing appropriate interventions to create safer school environments.

[*Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*](#) ⓘ

U.S. Secret Service and the Department of Education

This guide provides comprehensive strategies for managing threatening situations in schools. It emphasizes creating a safe school climate through effective threat assessment and intervention practices.

[*Threat Assessment Team Negligence*](#) ⓘ

J. Reid Meloy

This article from Psychology Today examines the Taft Union case, where negligence by a threat assessment team led to a school shooting. It discusses the importance of proper threat assessment procedures and the potential consequences of neglecting them.

[*Threat Assessment: An approach to prevent targeted violence*](#) ⓘ

National Institute of Justice (USDOJ)

This document outlines an approach for preventing targeted violence. It provides guidelines for conducting threat assessments, evaluating risk factors, and implementing preventive measures to mitigate potential threats.

[*Threat Assessment: Finding and Putting Together the Puzzle Pieces*](#) ⓘ

RAND

This toolkit from RAND provides a comprehensive set of tools and resources for conducting threat assessments. It emphasizes the importance of gathering and analyzing information to piece together a complete picture of potential threats and take appropriate action.

[*Threat Management Supports and Interventions*](#) ⓘ

Educator's School Safety Network

This tip sheet provides educators with guidelines for supporting and intervening in threat management situations. It includes practical strategies for assessing and managing potential threats in a school setting.

[*Understanding and Preventing Violence*](#) ⓘ

Reiss and Roth

Edited by Reiss and Roth, this resource compiles research on the causes of violence and strategies for prevention. It provides a multidisciplinary perspective on understanding violence and implementing effective prevention measures.

[*Uvalde After Action*](#) ⓘ

Texas House of Representatives

This after-action report from the Texas House of Representatives investigates the response to the Uvalde school shooting. It includes findings and recommendations for improving school safety and emergency response protocols.

[*VetoViolence Initiative: Connecting the Dots*](#) ⓘ

VetoViolence

This resource from the CDC's VetoViolence initiative provides a comprehensive framework for understanding and addressing the interconnectedness of various forms of violence. It offers

tools, data, and strategies for prevention practitioners to develop multi-faceted approaches to reduce violence in communities.

[*Violence Prevention in Schools*](#) ⓘ

Federal Bureau of Investigation (FBI)

Practical advice gathered from experienced school resource officers on how law enforcement, schools, and districts can work together to keep schools safe.

[*Virginia Tech After Action*](#) ⓘ

Virginia Tech Review Panel

This comprehensive report by the Virginia Tech Review Panel examines the mass shooting at Virginia Tech on April 16, 2007. The panel's investigation covers the events leading up to, during, and following the tragedy, including the background of the shooter, the response of law enforcement and emergency services, and the university's policies and procedures. The report provides detailed findings and recommendations aimed at improving safety and emergency preparedness in educational institutions. It serves as an important resource for understanding the complexities of campus safety and the measures needed to prevent future incidents.

[*Workplace Violence Issues in Response*](#) ⓘ

Gene Rugala

This resource from the Office of Justice Programs addresses various issues related to workplace violence. It covers response strategies, prevention techniques, and the role of law enforcement in managing workplace violence incidents.

[*Workplace Violence Prevention and Intervention*](#) ⓘ

ASIS International

These guidelines from ASIS International provide a framework for preventing and intervening in workplace violence. The document includes best practices, policies, and procedures to help organizations create safer work environments and effectively manage threats.

[*Written Content Indicators of Problematic Approach Behavior Toward Political Officials*](#) ⓘ

Kate Schoeneman et al

This research article examines written content indicators that may signal problematic approach behavior toward political officials. It provides insights into identifying and assessing potential threats based on written communications and helps inform threat assessment protocols.

LITERATURE: TEXTS & BOOKS

[*A Safe Church: How to Protect Your Ministry from Growing Threats*](#) ⓘ

Matthew Mellody

Authored by Matthew Mellody, "A Safe Church" offers practical advice for protecting religious ministries from various threats. The book covers strategies for assessing risks, implementing security measures, and fostering a safe environment for congregations. It is a valuable resource for church leaders and security teams to address and mitigate potential dangers facing their ministries.

[*American Carnage: Shattering the Myths that Fuel Gun Violence*](#) ⓘ

Thomas Gabor

Written by Thomas Gabor, "American Carnage" aims to debunk common myths surrounding gun violence in the United States. The book provides an evidence-based analysis of gun violence, discussing its causes, impacts, and potential solutions. It is a comprehensive resource for those interested in understanding and addressing the gun violence epidemic.

[*Assessing and Managing Violence Risk in Juveniles*](#) ⓘ

Randy Borum & Dewey Cornell

This book, authored by Randy Borum and Dewey G. Cornell, provides a comprehensive guide to assessing and managing violence risk in juveniles. It covers various assessment tools and strategies, as well as intervention techniques aimed at reducing the risk of violence among young people. The book is designed for mental health professionals, educators, and others involved in juvenile justice and child welfare.

[*Assessing Student Threats: Implementing the Salem-Keizer System*](#) ⓘ

John Van Dreal

Assessing Student Threats: Implementing the Salem-Keizer System, 2nd Edition is a manual for the application of a threat assessment system that follows the recommendations of the Safe Schools Initiative and the prescriptive outline provided by the FBI. Written from an educator's perspective with contributing authors from Law Enforcement, Public Mental Health, and the District Attorney's office, it contains an introduction to the basic concepts of threat assessment, a review of the research, and an outlined process for the application of a comprehensive, yet expeditious multi-disciplinary system. The book also includes the forms and protocols needed to assess threats, document concerns and interventions, and track the progress of supervision. As extra features, chapters on site security, community safety, domestic violence, teen dating violence, communicating with potential victims, training school resource officers, adult threat assessment, and an adaptation of the system for higher education are included.

[*Behavioral Emergencies*](#) ⓘ

Phillip Kleespies

Authored by Phillip Kleespies, "Behavioral Emergencies" is a comprehensive resource for clinicians dealing with acute psychological crises. The book covers the assessment and management of various behavioral emergencies, including violence risk, suicidal behavior, and psychiatric crises. It provides practical guidelines and evidence-based approaches for handling emergencies in clinical settings.

Behavioral Threat Assessment and Management for K-12 Schools ⓘ

Melissa Reeves

This book discusses the role of Behavioral Threat Assessment and Management (BTAM) in managing students' troubling behaviors, mitigating risk for the school and community, establishing school based BTAM teams and programs, and directing students onto more positive pathways.

Clinician's Guide to Violence Risk Assessment ⓘ

Jeffrey Mills, Daryl Kroner, & Robert Morgan

Available risk appraisal instruments are described for general violence, sexual violence, and spousal violence. The authors provide expert advice on choosing suitable instruments and approaches for particular cases, interpreting the resulting data, and communicating with legal decision makers. A detailed outline shows how to organize assessment findings into an effective final report; a sample completed report is featured in the appendix.

Concepts and Case Studies in Threat Management ⓘ

Frederick Calhoun & Stephen Weston

Concepts and Case Studies in Threat Management explores the salient themes essential to the practice and profession of threat management. These concepts include case dynamics and intervention synergy, the importance of determining key factors in each situation, the power of inhibitors, differences among the various venues of violence, and avoiding myopic management strategies and isolationism

Contemporary Threat Management ⓘ

Frederick Calhoun & Stephen Weston

"Contemporary Threat Management" is a resource designed for professionals involved in threat assessment and management. It covers modern techniques and strategies for identifying, assessing, and mitigating threats in various environments, including workplaces, schools, and public spaces. The training provides practical insights and case studies to enhance the effectiveness of threat management programs.

Domestic Violence Risk Assessment: Tools for Effective Prediction and Management ⓘ

N. Zoe Hilton

This book presents a comprehensive risk assessment system comprised of the Ontario Domestic Assault Risk Assessment (ODARA) and the Domestic Violence Risk Appraisal Guide (DVRAG). It demonstrates how to score, interpret, and communicate the results of these evaluations, and how to incorporate their results into broader discussions of public policy. This book covers female offenders, alongside male offenders, and further guidance for assisting victims of domestic violence, making this a crucial resource for ensuring victim safety, treating offenders, and informing criminal justice procedures through empirically informed research and practice.

Evaluation for Risk of Violence in Adults ⓘ

Kirk Heilbrun

Pocket style resource that includes helpful step-by-step information on performing violence risk assessments.

Evaluation for Risk of Violence in Juveniles ⓘ

Robert Hoge & D.A. Andrews

Provides step-by-step information on conducting risk assessments with juveniles.

Evil Thoughts: Wicked Deeds ⓘ

Kris Mohandie

Some of the scariest and most interesting criminals are broken down and analyzed by Dr. Kris Mohandie, a police and forensic psychologist who has met—and evaluated—some of the most dangerous people who have walked among us. This book has numerous first-hand accounts of his work, and interviews for cases like the Angel of Death serial killer, racist serial assassin Joseph Paul Franklin, and even the O.J. Simpson case. Detailed case information, including excerpts of interviews he's conducted with these offenders, provides a platform to learn shocking new information about hostage takers, serial killers, mass murderers, terrorists, and some of the worst predators on the planet.

Extremism ⓘ

J.M. Berger

J. M. Berger offers a nuanced introduction to extremist movements, explaining what extremism is, how extremist ideologies are constructed, and why extremism can escalate into violence. Berger shows that although the ideological content of extremist movements varies widely, there are common structural elements.

Fatal Grievances ⓘ

Gregory Vecchi

Drawing from established threat assessment, behavioral analysis, and law enforcement negotiation theory and practice, the book presents models and methods designed to forecast

and prevent an active killer attack through the process of identification, assessment, and engagement.

Forensic and Legal Psychology ⓘ

Mark Costanzo & Daniel Krauss

Authored by Mark Costanzo and Daniel Krauss, "Forensic and Legal Psychology" provides a comprehensive overview of the intersection between psychology and the legal system. The textbook covers a wide range of topics, including criminal behavior, legal decision-making, the role of psychological assessments in legal cases, and the psychological impact of the legal process. It is designed for students and professionals interested in understanding how psychological principles apply to legal contexts.

Forensic Assessment of Violence Risk ⓘ

Mary Alice Conroy

Forensic Assessment of Violence Risk: A Guide for Risk Assessment and Risk Management provides both a summary of research to date and an integrated model for mental health professionals conducting risk assessments, one of the most high-stakes evaluations forensic mental health professionals perform.

Gift of Fear ⓘ

Gavin de Becker

Gavin de Becker is the nation's leading expert on predicting violent behavior. In this groundbreaking book he unlocks the puzzle of human violence and shows that, like every creature on earth, we have within us the ability to predict danger—and get out of its way. Through dozens of compelling examples, de Becker teaches us how to use our most basic, too-often discounted survival skill—our intuition. The Gift of Fear is at once a profoundly insightful exploration of human behavior and a uniquely practical guide to leading a safer life, free of unwarranted fear.

Handbook of Violence Risk Assessment ⓘ

Kevin Douglas & Randy Otto

This handbook reviews the most frequently used violence risk assessment instruments—both actuarial and structured professional judgment—that professionals use to inform and structure their judgments about violence risk. Also included are broader chapters that address matters such as the consideration of psychopathy and how the law shapes violence risk assessment.

Handbook of Violence Risk Assessment and Treatment ⓘ

Joel Andrade

This book describes violence risk assessment in both juveniles and adults, incorporating dynamic and static factors, along with treatment alternatives.

Healing from Hate: How Young Men Get Into - and out of - Violent Extremism ⓘ

Michael Kimmel

Having conducted in-depth interviews with ex-white nationalists and neo-Nazis in the United States, as well as ex-skinheads and ex-neo-Nazis in Germany and Sweden, renowned sociologist Michael Kimmel demonstrates the pernicious effects that constructions of masculinity have on these young recruits. Kimmel unveils how white extremist groups wield masculinity to recruit and retain members—and to prevent them from exiting the movement.

Idiots to Monsters: The Essential Guide to Surviving Common Threats and Violent Encounters ⓘ

David Kerr et al.

Kerr discusses how to handle hostile-aggressive individuals, and offers his unconventional advice on confronting school bullying, road rage, and the abusive spouse or boyfriend, as well as how to spot and avoid being a target for criminals and predators.

International Handbook of Threat Assessment (Vol. 2) ⓘ

Reid Meloy & Jens Hoffman

International Handbook of Threat Assessment offers a definition of the foundations of threat assessment, systematically explores its fields of practice, and provides information and instruction on the best practices of threat assessment.

International Perspectives on Violence Risk Assessment ⓘ

Jay P. Singh

International Perspectives on Violence Risk Assessment includes chapters by leading risk assessment scholars in more than 15 countries and explores the topic from a truly international outlook. Using findings from the seminal International Risk Survey (IRiS), the largest qualitative study in the history of the field, current assessment, management, and monitoring practices on six continents are explored. Authors identify and describe the most used risk assessment tools, examine risk communication preferences, and provide recommendations for mental health practitioners, criminal justice professionals, and legal professionals.

Issues Around Violence in School ⓘ

Lauren Collins et al.

Authored by Lauren Collins and colleagues, this resource examines various issues related to violence in schools. It covers topics such as the causes of school violence, the impact on students and staff, and strategies for prevention and intervention.

Lone-Actor Terrorism ⓘ

Holzer et al.

This publication by Holzer and colleagues explores the phenomenon of lone-actor terrorism. It examines the characteristics, motivations, and behaviors of lone terrorists, as well as strategies for identifying, assessing, and mitigating the threats they pose.

Mass Killers ⓘ

Mike Roche

Mass killers erupt from the shadows and inflict carnage on innocent people attending, work, school or public events. The warning signs of these murderers' intentions are often blinking like neon billboards and are overlooked. This book examines the behavioral mindset of these assassins and will assist those seeking knowledge of how to stop these killers from murdering innocent people and the resulting psychological trauma associated from these horrific events.

Mass Shootings in America: Understanding the Debates, Causes, and Responses ⓘ

Jaclyn Schildkraut

This work examines mass shootings in the United States, focusing on events from 1966 to 2016. In addition to providing essential information about each shooting, it surveys underlying causes of such events and potential reforms to prevent future ones.

Mass Shootings: Media, Myths, and Realities ⓘ

Jaclyn Schildkraut

This book provides readers and researchers with a critical examination of mass shootings as told by the media, offering research-based, factual answers to oft-asked questions and investigating common myths about these tragic events.

Media Effects ⓘ

W. James Potter

This book, authored by W. James Potter, explores the influence of media on individual and societal behavior. It covers various theories and empirical research on how media exposure can affect attitudes, emotions, and actions.

Protecting the Gift ⓘ

Gavin de Becker

In "Protecting the Gift," author Gavin de Becker offers practical advice for parents on keeping children safe from predators. The book focuses on teaching children how to recognize and respond to danger.

Psychological Evaluations for the Courts ⓘ

Gary B. Melton et al.

This book, authored by Gary B. Melton and others, serves as a comprehensive guide for professionals conducting psychological evaluations in legal settings. It covers various types of evaluations, including those related to violence risk assessment.

School Shooters: Understanding High School, College and Adult Perpetrators ⓘ

Peter Langman

Peter Langman looks at 48 national and international cases of school shootings in order to dispel the myths, explore the motives, and expose the realities of preventing school shootings from happening in the future, including identifying at risk individuals and helping them to seek help before it's too late.

School violence Threat Assessments: A practical guide for educators ⓘ

Peter Langman

Langman offers a conceptual model of threat assessment that addresses the continuum of potential risk levels, and response options commensurate with the apparent risk.

School Violence: Fears Versus Facts ⓘ

Dewey Cornell

Illustrated with numerous case studies—many drawn from the author's work as a forensic psychologist—this book identifies 19 myths and misconceptions about youth violence, from ordinary bullying to rampage shootings. It covers controversial topics such as gun control and the effects of entertainment violence on children. The author demonstrates how fear of school violence has resulted in misguided, counterproductive educational policies and practices ranging from boot camps to zero tolerance

Social Identity and Intergroup Relations ⓘ

Henri Tajfel

Written by Henri Tajfel, this book explores the concepts of social identity and intergroup relations. It delves into how individuals' identification with social groups influences their perceptions and behaviors toward other groups, offering insights into prejudice, discrimination, and conflict resolution.

Stop the Killing: How to End the Mass Shooting Crisis ⓘ

Katherine Schweit

Written by the nation's leading mass shooting expert and founder of the FBI's Active Shooter Program, the book shares an insider look at what we've learned and failed to learn about protecting our places of commerce, houses of worship, businesses, and schools while demystifying the language around active shooters, mass killings, threat assessment teams, and more.

Terror at Beslan: A Russian Tragedy with Lessons from America's Schools ⓘ

John Giduck

The complete and accurate story of the Beslan School Siege that occurred in Russia on September 1, 2004. This book tells the untold story about the victims, the soldiers who were there and the history of the events leading up to the tragic incident. But more than just the story, this book highlights the lessons America's school system can learn from the tragedy to protect itself from terrorism.

The Handbook for Campus Threat Assessment & Management Teams ⓘ

Gene Deisinger & Marissa Randazzo

The Handbook presents the guiding principles and key practices of campus threat assessment and management. It details how to create a threat assessment team, identify students or employees who have raised some concern, determine whether those individuals pose an actual threat, and intervene to stop potential violence. The Handbook also details team composition and operations and identifies a broad range of case management options to prevent harm and get help to persons in need. It describes how records should be maintained and how team members can share information while remaining within the boundaries of privacy and confidentiality laws

The Perversion of Virtue: Understanding Murder-Suicide ⓘ

Thomas Joiner

In *The Perversion of Virtue*, leading suicide researcher Thomas Joiner explores the nature of murder-suicide and offers a unique new theory to explain this nearly unexplainable act: that murder-suicides always involve the wrongheaded invocation of one of four interpersonal virtues: mercy, justice, duty, and glory. The parent who murders his child and then himself seeks to save his child from a fatherless life of hardship; the wife who murders her husband and then herself seeks to right the wrongs he committed against her, and so on. Murder-suicides involve the gross misperception of when and how these four virtues should be applied.

The Psychology of Extreme Violence ⓘ

Clare Allely

Featuring a unique overview of the different forms of extreme violence, this book considers the psychology of extreme violence alongside a variety of contributing factors, such as brain abnormalities in homicide offenders. Featuring several contemporary real-world case studies, this book offers insight into the psychology of serial homicide offenders, mass shooters, school shooters and lone-actor terrorists.

The Risk of School Rampage: Assessing and Preventing Threats of School Violence ⓘ

Eric Madfis

By examining averted school rampage incidents, this work addresses problematic gaps in school violence scholarship and advances existing knowledge about mass murder, violence prevention, bystander intervention, threat assessment, and disciplinary policy in school contexts.

The Risks Within: Preventing and Managing Workplace Violence ⓘ

Marc McElhaney

The term, “workplace violence” has become a frightful one, suggesting the seemingly sudden emergence of a crazed “active shooter”, resulting in multiple casualties. Dr. McElhaney, a psychological specialist in the prevention and management of high-risk behavior, urges us to reconsider our preconceptions and stereotypes if we are ever going to be able to successfully prevent these often-fatal events. Relying on real examples from his files, he demonstrates that these at-risk individuals always exist among us, often unrecognized, but for a variety of reasons and circumstances, have come to pose a danger to those around them.

The Violence Project: How to Stop a Mass Shooting Epidemic ⓘ

Jillian Peterson & James Denley

Using data from the writers’ groundbreaking research on mass shooters, including first-person accounts from the perpetrators themselves, The Violence Project charts new pathways to prevention and innovative ways to stop the social contagion of violence.

The Wiley Handbook of The Psychology of Mass Shootings ⓘ

Laura Wilson

Edited by Laura Wilson, this handbook offers a comprehensive examination of the psychological factors related to mass shootings. It includes research on the motives, behaviors, and profiles of mass shooters, as well as strategies for prevention and intervention.

This Book Saves Lives ⓘ

Jameson Ritter

This book, intended for what the author calls “non-practitioners,” outlines a ten-step practical guide to develop a proactive threat assessment team. This book seeks to offer practical and actionable advice to non-security practitioners. Each chapter breaks down an action step of the ten-step roadmap, offers key takeaways, and includes references to case studies and publications. At 120 pages, the book is an accessible and quick read.

Threat Assessment: A Risk Management Approach ⓘ

James Turner & Michael Gelles

Examines the factors that human resource, security, legal, and behavioral professionals need to understand in work violence and threat situations that disrupt the working environment, revealing the best ways to reduce risk and manage emergencies. It includes case studies and

hypothetical examples that show recommended practices in action and provides detailed interviewing methods that can increase the efficiency of current strategies.

Threat Assessment and Management Strategies: Identifying the Howlers and Hunters ⓘ

Frederick Calhoun & Stephen Weston

The book has been reorganized into two parts. The first part offers the authors' current thinking on how to conduct practical and effective threat management processes. The second provides an in-depth analysis of how howlers and hunters behave and how understanding those behaviors can be used to manage each type of problem individual. This book also covers special issues in threat management, exploring the relationship between the law and the intimacy effect as well as different ways to identify, assess, and manage howlers and hunters. Each chapter concludes with a real-life situation analysis relevant to the subject under focus.

Threat Assessments for Close Protection and Security Management ⓘ

Orlando Wilson

In this book we will show you how to properly compile threat assessments for close protection operations and security management projects. In the chapters are some examples of actual security threat assessment that Risks Inc. has compiled over the years.

Threat Management ⓘ

Frederick Calhoun & Stephen Weston

Written by Frederick Calhoun and Stephen Weston, this book offers a comprehensive look at threat management through various concepts and case studies. It serves as a practical guide for professionals dealing with threat assessment and management.

Treating Stalking ⓘ

Troy McEwan, Michele Galieta, & Alan Underwood

Authored by McEwan, Galieta, and Underwood, this book is a practical guide for clinicians on treating stalking behaviors. It covers assessment techniques, therapeutic interventions, and case studies to help professionals manage stalking cases.

Trigger Points ⓘ

Mark Follman

Written by Mark Follman, "Trigger Points" explores the causes and prevention of mass shootings. It examines the psychological and societal factors that contribute to these incidents and offers insights into preventing future tragedies.

Understanding and Treating Incels ⓘ

Brian Van Brunt & Chris Taylor

This book by Brian Van Brunt and Chris Taylor delves into the phenomenon of incels (involuntary celibates) and provides guidance on understanding and treating individuals who identify with this group. It includes therapeutic approaches and risk assessment strategies.

Violence and Mental Illness ⓘ

Eric Elbogen

Violence and Mental Illness: Rethinking Risk Factors and Enhancing Public Safety exposes how mental illness is vastly overemphasized in popular discussion of mass violence, which in turn makes us all less safe.

Violence Assessment and Intervention: The Practitioner's Handbook ⓘ

James Cawood & Michael Corcoran

Violence and Mental Illness: Rethinking Risk Factors and Enhancing Public Safety exposes how mental illness is vastly overemphasized in popular discussion of mass violence, which in turn makes us all less safe.

Violence Risk and Threat Assessment: A Practical Guide for Mental Health and Criminal Justice Professionals ⓘ

J. Reid Meloy

Dr. Reid Meloy presents a helpful structure for evaluating risk and clearly describes the difficulty of violence prediction for individuals.

Violent Extremism ⓘ

Caroline Logan, Randy Borum, & Paul Gill

Over ten chapters, prepared by leading experts, this handbook illuminates the nature of violent extremism and the evolution of prevention-driven practice. Authors draw on the literature and their experience to explain which factors might increase (risk factors) or decrease (protective factors) risk, how those factors might operate, and how practitioners can prepare risk formulations and scenario plans that inform risk management strategies to prevent violent extremist harm.

Violent Offenders: Appraising and Managing Risk ⓘ

Grant Harris et al.

In this third edition, the authors review the major changes in the risk assessment field, which include a much larger and richer empirical literature, a focus on dynamic risk management among supervised offenders, and commentaries on the use and effectiveness of expert clinical judgment in determining risk. Perhaps most importantly, they also introduce the VRAG-R, a new actuarial tool that is easier to score than the VRAG and the SORAG while delivering equally accurate results.

Warning Signs: Identifying School Shooters Before They Strike ⓘ

Peter Langman

Dr. Langman's book presents practical, research-based guidance on anticipating and preventing mass attacks. *Warning Signs* is for all members of a school community, including school personnel, mental health professionals, law enforcement officers, parents, and students. Drawing on lessons learned from dozens of thwarted plots and deadly attacks, *Warning Signs* provides the insight necessary to keep schools safe.

Why Kids Kill ⓘ

Peter Langman

Dr. Peter Langman presents the psychological causes of school shootings and offers unprecedented insight into why certain teens exhibit the potential to kill. He shows how to identify early signs of possible violence and offers preventative measures that parents and educators can take to protect their communities.

Youth Violence Prevention ⓘ

John Van Dreal, Courtney McCarthy, & Colleen Van Dreal

This is a book about behavioral threat assessment that focuses on prevention and early intervention. It's about thoughtful connection, inclusion, prosocial relationship building, and the restoration of meaningful and positive experiences for young people within the school environment. It's about the importance of staying objective, avoiding assumptions, and eliminating prejudice. Finally, it's about redirecting that person to constructive, nonviolent solutions and avoiding arrest, institutionalization, or worse.

STATE GUIDELINES, STRATEGIES, AND RESOURCES

[*Colorado Office of School Safety*](#) ⓘ

The Office of School Safety provides Colorado schools and communities with the tools and resources to create safe and positive school environments for all Colorado students, pre-kindergarten through higher education.

[*Colorado State Strategy: Preventing Targeted Violence*](#) ⓘ

Colorado Information Analysis Center (CIAC)

The Colorado Preventing Targeted Violence Program, working out of the Colorado Information Analysis Center, takes an innovative whole-of-community approach to preventing targeted violence, which is reflected in this strategy. The heart of the strategy is a commitment to collaboration and equity, understanding that the fight against targeted violence requires a multidisciplinary effort that brings together diverse partners, united by a shared vision of a safe and secure Colorado. The strategy harnesses the collective strength of community members, professionals, and organizations.

[*Florida Department of Education Model Behavioral Threat Assessment Policies and Best Practices for K-12 Schools*](#) ⓘ

The threat assessment procedures and guidance contained in this document are based on a synthesis of best practices and established standards that are consistent with Florida law. This document is meant to serve as a guide and resource for school districts and charter school governing boards in the development of individual written policies and procedural decision-making regarding threat assessment. There are some elements noted throughout this document that are required by statute.

[*Florida State Strategy for Targeted Violence Prevention*](#) ⓘ

Florida Dept. of Law Enforcement

This strategy provides a baseline understanding of targeted violence and BTAM, which is the foundation for operationalizing BTAM within Florida's law enforcement community. It also proposes to establish a regionalized BTAM program throughout Florida, based on a common operating lexicon and process, including the timely sharing of critical information with and between law enforcement agencies. While intended for a law enforcement audience, this strategy may be useful to other professional disciplines within state and local government for better understanding the nature of targeted violence, the value of BTAM in its prevention, and the necessity of shared responsibility for targeted violence prevention within local communities

[*Hawaii State Strategy*](#) ⓘ

State of Hawai'i Office of Homeland Security

This plan is designed to be a dynamic and comprehensive framework that supports the resilience, security, and continuity of TVP initiatives across all societal levels addressing the constantly changing threats and challenges faced. By adopting both a public health and a whole-community approach, the plan aims to mitigate violence within the state.

[Illinois State Strategy](#) ⓘ

State of Illinois Emergency Management Agency

Illinois faces the increasing challenge of addressing targeted violence, which occurs in schools, workplaces, community centers, houses of worship, and other public places. In response to this evolving threat environment, the State of Illinois participated in the National Governor's Association (NGA) Policy Academy on Preventing Targeted Violence to develop a statewide prevention strategy. This Targeted Violence Prevention Strategy coordinates information and resources, builds partnerships, and empowers local communities to prevent targeted violence. This strategy has a two-part approach. First, this document focuses on grassroots and community programs that will be at the frontline of the fight against targeted violence. Second, Illinois provides an enhanced strategy for combating domestic terrorism/domestic violent extremism.

[New York State Strategy](#) ⓘ

State of New York

This Strategy employs a multidisciplinary public health approach by engaging a broad group of stakeholders to better understand the relevant risk factors and work to prevent the threat of targeted violence. This Strategy also represents a pivot from the post-9/11 mindset and focus on international terrorism, to a broader view of targeted violence that acknowledges the diversity of threats facing our state, includes further emphasis on domestic terrorism, and explicitly calls for a multidisciplinary approach that invests in not only law enforcement but also the social supports required for healthy communities. Additionally, although a tremendous amount of work has been dedicated to preparing for and responding to acts of targeted violence, this Strategy is deliberately focused on prevention.

[North Carolina State Bureau of Investigation \(BeTA Unit\)](#) ⓘ

The Behavioral Threat Assessment (BeTA) Unit has compiled resource guides to support K-12 Schools, Colleges and Universities in North Carolina that might be new to behavioral threat assessments, and/or are looking to implement threat assessment teams in their school district. In them, you will find literature from nationwide leading experts in behavioral threat assessments, landmark studies and publications that have shaped the world of behavioral threat assessment, current best practices, legal considerations, and some additional resources to explore.

- [K-12 Resource Guidebook](#) ⓘ
- [College and University Resource Guidebook](#) ⓘ

[Texas Department of Public Safety \(DPS\) Assessing the Mass Attacks Threat to Texas](#) ⓘ

The purpose of this report is to assess the threat of mass attacks to Texas for senior government, law enforcement officials, and the citizens of Texas. This report identifies recent significant mass attacks in the United States and Texas and provides an overview of the main threat actors responsible for conducting mass attacks. The report addresses mass attack trends as well as commonalities among attacks and perpetrators in terms of targets, motivations, and demographics. It also discusses the current challenges to federal, state, and local law enforcement's ability to prevent future mass attacks.

[Texas State Strategy](#) ⓘ (link coming soon)

Department of Public Safety (DPS)

TRAINING AND EDUCATION

Alliant University: Certificate in Threat Assessment and Management ⓘ

In this program, students will examine risk factors and behavioral cues to aid in identifying individuals who may pose a threat to personal and organizational safety. Regardless of industry or setting, the program will not only help students recognize a potential threat, but also give them a familiarity with proven tactics on managing the threat with effective leadership skills. Designed for professionals interested in personal and organizational safety and security, students will learn to describe evidence-based approaches to identifying and managing threats, employ proven tactics for mitigating violence in a variety of contexts, situations, and environments, and apply evidence-based crisis management interventions to prevent and reduce violence.

Concept Professional ⓘ

CONCEPT is Palo Alto University's Division of Continuing and Professional Studies, a not-for-profit offering world-class education for mental health professionals. Trainings include clinical mental health topics across ages, public safety, forensics, violence risk and threat assessment, and more.

CPPS ⓘ

CPPS University provides training and resources focused on personal protection and safety. The courses offered cover various topics, including threat assessment, workplace violence prevention, and crisis response, aimed at equipping individuals and organizations with the skills to enhance their safety and security.

Global Institute of Forensic Research (MHS) ⓘ

The Global Institute of Forensic Research Inc. (GIFR), owned by Multi-Health Systems Inc., specializes in providing cutting-edge research, training, and software solutions to mental health, correctional, and legal professionals working in both general care and forensic settings around the world. Trainings on various forensic-related topics, violence risk and threat assessment, and instrumentation such as the TRAP-18 and Static-99.

McAfee Institute ⓘ

This certification course focuses on identifying, assessing, and mitigating workplace violence and threats. It provides professionals with the skills and knowledge needed to handle potentially violent situations in the workplace effectively.

Multi-Health Systems (MHS) ⓘ

MHS is a provider of psychological assessments and services. They offer tools and resources for mental health professionals, including assessments for emotional intelligence, personality, and behavior.

[*National University*](#) ⓘ

This graduate program focuses on forensic psychology with an emphasis on threat assessment and management. It prepares students for careers in assessing and managing threats in various settings.

[*Ohio Online Threat Assessment Training Videos*](#) ⓘ

These training videos offer guidance on conducting threat assessments. They are designed to help professionals identify, assess, and manage threats in various settings.

[*On the INLETS*](#) ⓘ

On the INLETS is a nonprofit organization dedicated to creating and providing leading-edge, high-quality investigative training and support services to law enforcement and security professionals.

[*Palo Alto University*](#) ⓘ

This course offers foundational knowledge on violence risk assessment and management. It covers key concepts and techniques for assessing and mitigating risks of violence.

[*Protect-International*](#) ⓘ

Services include training and support services, case assessment and management, legal consultation, policy review and development, and program evaluation and research. Live, on-demand, and webinars on forensic mental health, violence risk assessment, threat assessment, legal issues, and more. Trainings offered in various risk assessment tools: HCR-20, SAM, SARA, RSVP, AVRT, SDV-20, PATRIARCH, B-SAFER, MLG.

[*Safer Schools Together*](#) ⓘ

Safer Schools Together offers training and resources to help schools and communities prevent and respond to violence. Their services include threat assessment, digital threat assessment, and crisis response planning.

[*Specialized Training Services*](#) ⓘ

STS is a training, education, and publishing company offering in-person training, webinars, on-demand trainings, instruments/manuals, and literature on various topics such as violence risk assessment, threat assessment and management, managing domestic/intimate-partner violence,

violent extremism, expert witness testimony, and other forensic-related topics. STS also offers a bundle package on the texts (body of knowledge) required to study for the Association of Threat Assessment Professionals (ATAP) Certified Threat Manager (CTM®) exam.

[*Texas School Safety Center*](#) ⓘ

Texas State University

The Texas School Safety Center (TxSSC) is a research center at Texas State University dedicated to school safety. It provides resources, training, and support to schools and communities to enhance safety and security. The center focuses on emergency preparedness, threat assessment, and violence prevention.

[*The Science of School Safety*](#) ⓘ

Office of Justice Programs (OJP)

This podcast from the Office of Justice Programs (OJP) explores the scientific principles and research behind school safety measures. It features discussions with experts on various strategies and programs designed to create safer school environments, highlighting evidence-based practices and innovations in school safety.

[*University of Virginia*](#) ⓘ

The University of Virginia offers free online educational programs focused on school threat assessment. These programs provide training and resources for educators and school administrators to identify, assess, and manage potential threats.

[*Willamette University*](#) ⓘ

Willamette University offers classes focused on threat assessment training. These courses provide comprehensive education on identifying, assessing, and managing threats in various environments, emphasizing practical skills and knowledge.

[*Work Trauma Services*](#) ⓘ

Founded in 1982 by its former president, Dr. Stephen White, WTS is recognized as an early contributor and continuing provider of contemporary workplace and campus threat assessment services and training, including the WAVR-21.



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