



Comprehensive School Threat Assessment Guidelines

Developed by Dewey Cornell, Ph.D. and Colleagues
School of Education and Human Development, University of Virginia

Training provided by School Threat Assessment Consultants, LLC
www.schoolta.com



1



Dewey G. Cornell, Ph. D.
Virgil Ward Chair as Professor of Education in the School of Education and Human Development at the University of Virginia.
Dr. Cornell became interested in the prevention of youth violence based on his experiences as a forensic clinical psychologist evaluating and treating violent offenders in the 1980s. He led the development of threat assessment guidelines for schools in 2001.

Faculty are required to declare any personal or professional financial relationship with a commercial entity producing healthcare goods and/or services. Dr. Cornell discloses that he has a financial interest in the Comprehensive School Threat Assessment Guidelines (CSTAG.)

2

Overview


1. How does threat assessment differ from risk assessment?
2. How can we conduct a student threat assessment?
3. What does research tell us about student threat assessment?

3



Is threat assessment a kind of risk assessment?

4



Common Elements


1. Assess person’s potential for violence

2. Identify risk and protective factors

3. Recommend interventions

5

How is threat assessment distinguishable from risk assessment?



6

Risk Assessment

Threat Assessment

Differences between Risk and Threat Assessment

	Risk Assessment	Threat Assessment
Purpose	Institutional decision	Response to threat

Most differences are relative rather than categorical.

7

Risk Assessment

Threat Assessment

Differences between Risk and Threat Assessment

	Risk Assessment	Threat Assessment
Purpose	Institutional decision	Response to threat
Intended victim	Often not specified	Usually identified

Most differences are relative rather than categorical.

8

Risk Assessment

Threat Assessment

Differences between Risk and Threat Assessment

	Risk Assessment	Threat Assessment
Purpose	Institutional decision	Response to threat
Intended victim	Often not specified	Usually identified
Timeframe	Often open-ended	Relatively short

Most differences are relative rather than categorical.

9

Risk Assessment

Threat Assessment

Differences between Risk and Threat Assessment

	Risk Assessment	Threat Assessment
Purpose	Institutional decision	Response to threat
Intended victim	Often not specified	Usually identified
Timeframe	Often open-ended	Relatively short
Primary Goal	Accurate prediction	Prevention

Most differences are relative rather than categorical.

10

Risk Assessment

Threat Assessment

Differences between Risk and Threat Assessment

	Risk Assessment	Threat Assessment
Purpose	Institutional decision	Response to threat
Intended victim	Often not specified	Usually identified
Timeframe	Often open-ended	Relatively short
Primary Goal	Accurate prediction	Prevention
Intervention Strategy	Primarily detainment	Problem resolution

Most differences are relative rather than categorical.

11

Risk Assessment

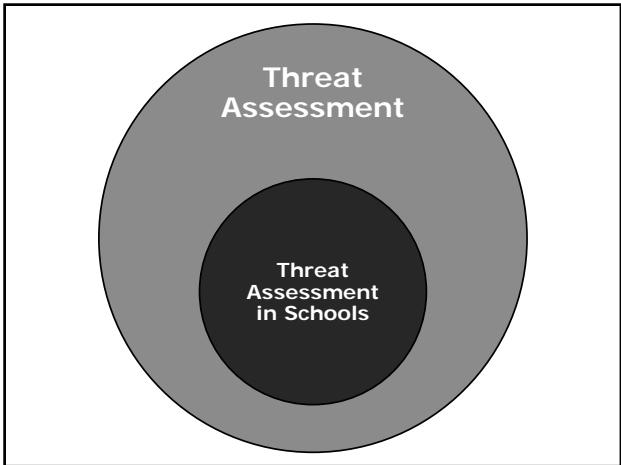
Threat Assessment

Differences between Risk and Threat Assessment

	Risk Assessment	Threat Assessment
Purpose	Institutional decision	Response to threat
Intended victim	Often not specified	Usually identified
Timeframe	Often open-ended	Relatively short
Primary Goal	Accurate prediction	Prevention
Intervention Strategy	Primarily detainment	Problem resolution
Social ecology	Often not considered	Goal to improve climate

Most differences are relative rather than categorical.

12



13

Applications of Threat Assessment

Law Enforcement	Schools
Assassins	
Stalkers	
Terrorists	
Mass Shooters	

14

Applications of Threat Assessment

Law Enforcement	Schools
Assassins	Bullying and fighting
Stalkers	Sexual harassment
Terrorists	Racial/ethnic bias
Mass Shooters	School shootings

15

Distinguishing Aspects of School Threat Assessment

1. School setting.
2. Facilitate learning and development.
3. Create a positive school climate.
4. Include parent involvement.

16

What are some challenges of school threat assessment?

1. Compared to adults, students
 - frequently make threats;
 - often engage in fights;
2. Over-reactions are common and have pervasive negative consequences.
3. Schools have a duty to educate.

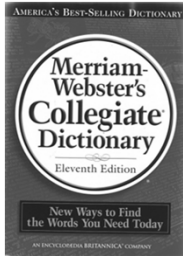
17

What is Threat Assessment?

Threat assessment is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way.

18

**Prevention means
“to keep something from
happening”**



19

**Crisis response is not
prevention.**



A crisis occurs when prevention has failed.

20

**You don't prevent forest fires by
waiting until the trees are blazing.**



21

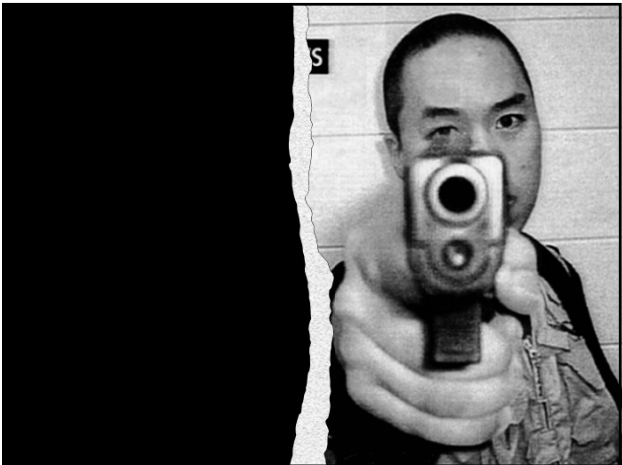
**You don't prevent forest fires by
waiting until the trees are blazing.**



<https://www.npr.org/2019/08/09/748836909/careful-with-those-birthday-candles-smokey-beloved-bear-turns-75>

22

**Warning:
Photo of gunman**



23

24



25




26



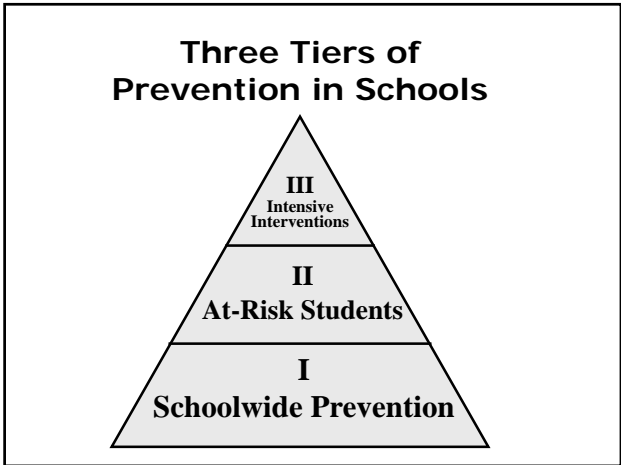
27

Shootings seem unpredictable,
but,
Prevention does not require
prediction!




House Education and Labor Committee
Hearing on Campus Safety
May 15, 2007

28



29

Prevention does not
require prediction.



We cannot predict
who will have an
accident, but safety
regulations make
safer roads, cars, and
drivers.

Universal, primary, or tier 1 prevention

30

Prevention can reduce risk factors.



We cannot predict who will get cancer, but we can identify risk and protective factors that reduce cancer rates dramatically.

Selected, secondary, or tier 2 prevention

31

Prevention can prevent deterioration.

Student accused of threat 'at bottom of an emotional abyss'

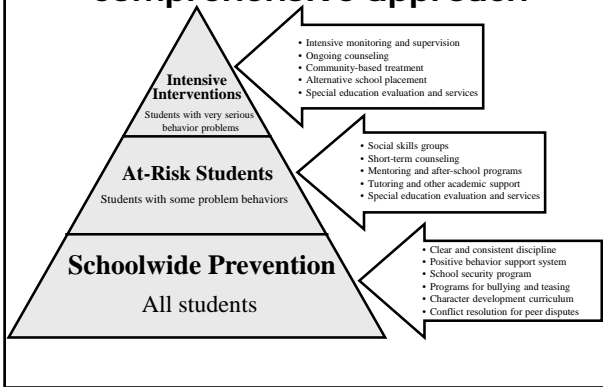


We can intervene to resolve problem situations before they deteriorate into violence.

Intensive, tertiary, or tier 3 prevention

32

Threat assessment is part of a comprehensive approach



33

Fear is a barrier to prevention.



School shootings are so traumatic that they skew perceptions of school safety and convince the public and policymakers that there are dramatic needs for security measures.

34

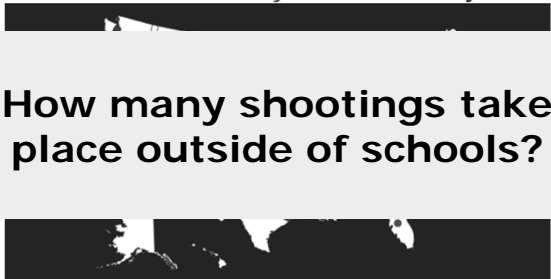
In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths and 80 injuries** nationally.



<https://everytownresearch.org/maps/gunfire-on-school-grounds/>

35

In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths and 80 injuries** nationally.



36

In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths** and **80 injuries** nationally.

2021
20,820 homicides
40,534 injuries
61,354 shootings

<https://www.gunviolencearchive.org/past-tolls>

37

In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths** and **80 injuries** nationally.



<https://everytownresearch.org/maps/gunfire-on-school-grounds/>

38

In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths** and **80 injuries** nationally.

For every shooting victim in a school there are 568 victims outside a school

$(61,354 - 138) \div 138 = 444$

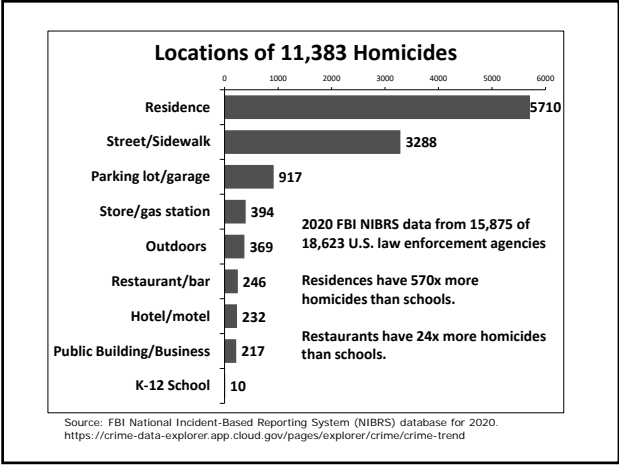
39

In 2021 there were at least **138 incidents of gunfire on school grounds**, resulting in **28 deaths** and **80 injuries** nationally.

Schools are far safer than the public perceives.

<https://everytownresearch.org/maps/gunfire-on-school-grounds/>

40




41

When was the last time a student was murdered at one of Virginia's K-12 public schools?

42

Traumatic Effect of School Shootings



School shootings are so traumatic that they convince the public that schools are unsafe.

43

Copycat threats after Oxford school shooting leave juveniles facing drastic consequences

Miriam Marini | Detroit Free Press
Published 7:00 a.m. ET Dec. 17, 2021 | Updated 7:18 p.m. ET Dec. 18, 2021




A long line of cars along Joy Road north of Salem High awaits students during an hours-long lockdown at the three high schools in the Plymouth-Canton campus on the December 9, 2021. John HeidenHometownfile.com

44

Florida fifth grader arrested, charged with threatening a mass shooting, police say

The 10-year-old boy was charged with making a written threat to conduct a mass shooting, the Lee County Sheriff's Office said.

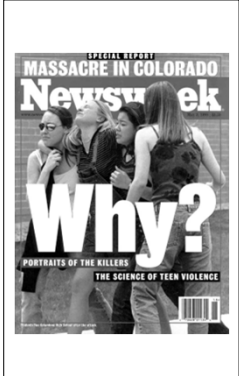


<https://www.nbcnews.com/news/us-news/florida-fifth-grader-arrested-threatening-mass-shooting-police-say-rcna31085>

45

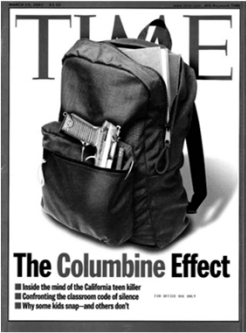
Why the Fear of School Violence Matters

1. School Suspensions
2. School Fortification



46

The Expansion of Zero Tolerance



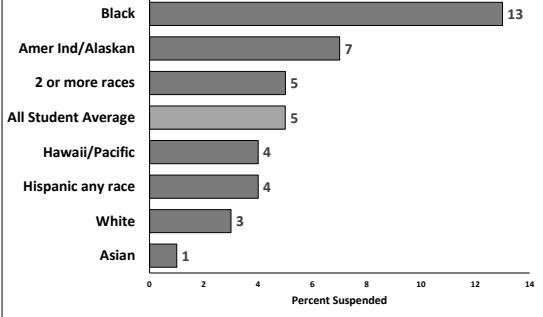
From No Guns to

- No Toy Guns
- No Nail clippers
- No Plastic utensils
- No Finger-pointing
- No Jokes
- No Drawings
- No Rubber band shooting

No accidental violations

47

Disparities in % of Students Suspended (Out of School 1 or More Times)



Race/Ethnicity	Percent Suspended
Black	13
Amer Ind/Alaskan	7
2 or more races	5
All Student Average	5
Hawaii/Pacific	4
Hispanic any race	4
White	3
Asian	1

Source: USDOE Civil Rights Data Collection. 2015-16 AY most recent available 7/20 <https://ocrdata.ed.gov/StateNationalEstimations>

48

Threat assessment is an alternative to zero tolerance

- Zero tolerance uses punitive discipline for all students regardless of the circumstances or the seriousness of their behavior.
- Threat assessment considers the context and content of the behavior. The student’s intentions matter.

49

Fear of School Violence Drives New School Security Industry

Newtown Rampage Spurs \$5 Billion School Security Spending



http://www.bloomberg.com/news/articles/2013-11-14/schools-boosting-security-spending-after-newtown-massacre

50

Experts cast doubt on high-tech efforts to stop school shooters

May 28, 2022 at 7:00 a.m. EDT



White crosses honor the victims of the deadly shooting at Robb Elementary School in Uvalde, Tex. (Sarah L. Vosen/The Washington Post)

https://www.washingtonpost.com/education/2022/05/28/school-safety-technology-shooting-uvalde/

51

Research on School Security

J Youth Adolescence (2016) 45:195–210

DOI 10.1007/s10964-015-0265-5

EMPIRICAL RESEARCH

Visible School Security Measures and Student Academic Performance, Attendance, and Postsecondary Aspirations

Emily E. Tanner-Smith · Benjamin W. Fisher

Journal of Youth Adolescence

DOI 10.1007/s10964-015-0265-5

http://dx.doi.org/10.1007/s10964-015-0265-5

School Safety Strategies and Their Effects on the Occurrence of School-Based Violence in U.S. High Schools: An Exploratory Study

Matthew J. Conliffe

Manuscript School of Social Work, Yeshiva University, New York, New York, USA



Metal Detectors and Feeling Safe at School

Billie Gastic

Education and Urban Society

43(4) 486–498

© The Author(s) 2011

Reprints and permission: http://www.ingenta.com/journals/permissions

DOI 10.1177/0013124510380717

http://jys.sagepub.com

Policing: An International Journal of Police Strategies & Management

Structural school safety measures, SRGs, and school-related delinquent behavior

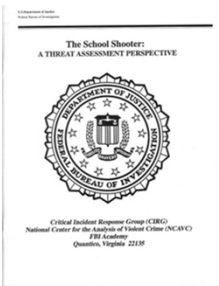
and perceptions of safety: A state-of-the-art review

Jennifer M. Reingle Gonzalez, Katelyn K. Jetelina, Wesley G. Jennings,

Little evidence of increased safety. Concerns that students are more anxious.

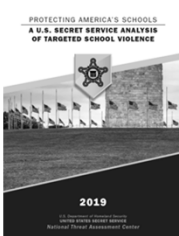
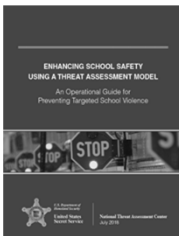
52

The FBI, Secret Service, and Dept of Education recommended a threat assessment approach nearly 20 years ago.



53

US. Secret Service reports on school safety



54

Threat Assessment is a violence prevention strategy.

- 1. Identification:** friends, family members, or others seek help when concerned about someone in distress/threatening violence.
- 2. Evaluation:** Threat assessment team evaluates the seriousness of the threat.
- 3. Intervention:** The team initiates assistance to address the underlying problem, conflict or need. In the most serious cases, protective action is taken.

55

Accurate Threat Assessment Avoids 2 Errors ...

1. Over-reaction

School Suspends Second Grader for Eating His Pop-Tart Into the Shape of a Gun



56

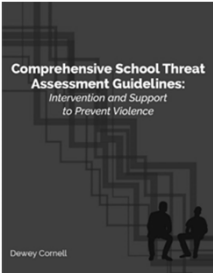
Accurate Threat Assessment Avoids 2 Errors ...

2. Under-Reaction



57

Virginia Model of School Threat Assessment



2018 Manual

- Developed 2001 at University of Virginia
- School-based teams gather information
- Follow decision-tree to determine whether threat is transient or substantive
- Take protective action if substantive
- Attempt to resolve the problem underlying the threat

58

Team Approach: Don't be this guy!



Principal or Assistant Principal	Leads team.
School Resource Officer	Advises team, responds to illegal actions and emergencies.
Mental Health Staff (School psychologists, counselors, social workers)	Team member to conduct mental health assessments. Team member to take lead role in follow-up interventions.
Option team members Teachers, aides, other staff	Report threats, provide input to team.

59

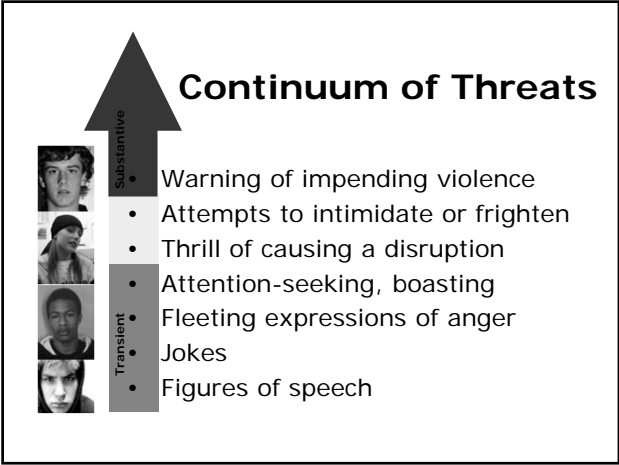
What is a threat?



A threat is an expression of intent to harm someone.

Threats may be spoken, written, or gestured.
Threats may be direct or indirect, and need not be communicated to the intended victim or victims. ("I'm going to get him.")
Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise. ("I forgot my knife was in my backpack.")
When in doubt, assume it is a threat.

60



61

Forms Freely Available
<https://www.schoolta.com/>

62

THREAT ASSESSMENT AND RESPONSE PROTOCOL
Prevention of School Violence

DEFINITIONS

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or indicated in some other form, such as a text message, email, or social media post. Threats are not limited to verbal threats. Threats may be made by a student, a staff member, or a visitor to the school. Threats may be made to a specific individual or to a group of people. Threats may be made to a specific location or to a group of locations. Threats may be made to a specific time or to a group of times. Threats may be made to a specific activity or to a group of activities. Threats may be made to a specific person or to a group of people. Threats may be made to a specific location or to a group of locations. Threats may be made to a specific time or to a group of times. Threats may be made to a specific activity or to a group of activities. Threats may be made to a specific person or to a group of people.

THREAT ASSESSMENT AND RESPONSE PROTOCOL

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Step 3. Respond to a substantive threat.

For all substantive threats:

- Take immediate precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Discipline student, when time is appropriate.

Serious means a threat to hit, fight, or beat up whereas Very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- Screen student for mental health services and counseling; refer as needed.
- Law enforcement investigation.
- Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.

Step 5. Implement and monitor the safety plan.

Document the plan. Maintain contact with the student. Revise plan as needed.

63

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Step 3. Respond to a substantive threat.

For all substantive threats:

- Take immediate precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Discipline student, when time is appropriate.

Serious means a threat to hit, fight, or beat up whereas Very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- Screen student for mental health services and counseling; refer as needed.
- Law enforcement investigation.
- Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.

Step 5. Implement and monitor the safety plan.

Document the plan. Maintain contact with the student. Revise plan as needed.

64

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

Step 2. Attempt to resolve the threat as transient.

Attempt to resolve conflict or threat. Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Step 3. Respond to a substantive threat.

For all substantive threats:

- Take immediate precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Discipline student, when time is appropriate.

Serious means a threat to hit, fight, or beat up whereas Very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- Screen student for mental health services and counseling; refer as needed.
- Law enforcement investigation.
- Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.

Step 5. Implement and monitor the safety plan.

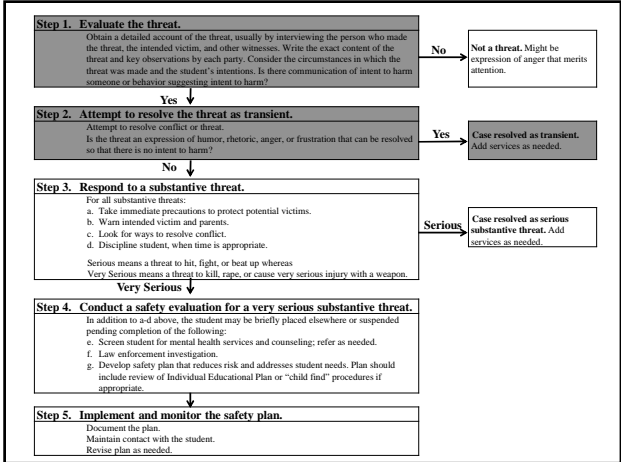
Document the plan. Maintain contact with the student. Revise plan as needed.

65

Typical Questions

- Do you know why I wanted to talk to you?
- What happened today when you were [place of incident]?
- What exactly did you say and do?
- What did you mean when you said/did that?
- How do you think [person threatened] feels about what you said?
- What was the reason you said that?
- What you going to do now?


66



67

Transient threats

- Often are rhetorical remarks, not genuine expressions of intent to harm.
- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.




Does not pose a serious threat.

68

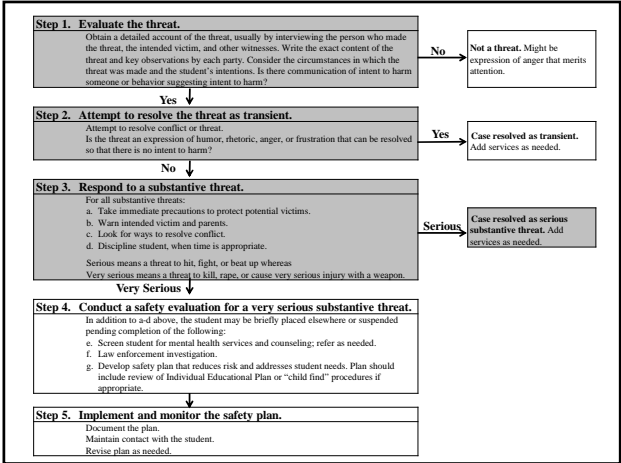
Substantive threats

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

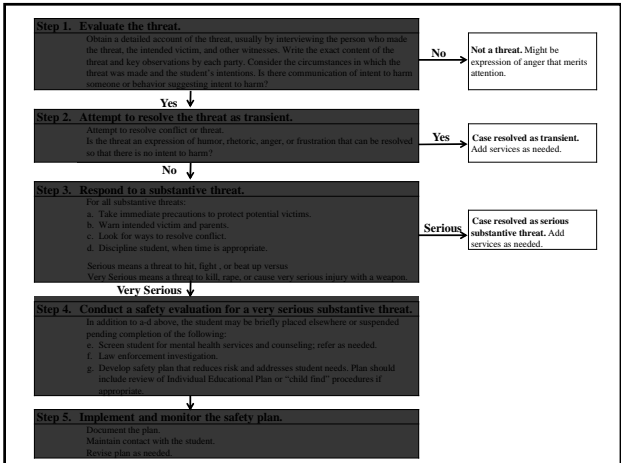


Concern that threat is serious.

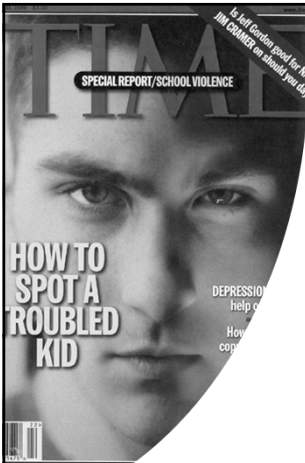
69



70



71



Mental Health Assessment

- Not a prediction model.
- Identify any mental health needs.
- Identify reasons why threat was made.
- Propose strategies for reducing risk.

72



73

3 Pathways to Violence

In threat assessment we want to consider whether youth is on a behavioral pathway to violence.

20% Conflict Pathway (Revenge)	75% Antisocial Pathway (Criminality)	5% Psychotic Pathway (Severe mental illness)
<ul style="list-style-type: none">Abused/bulliedBetrayed/cheatedSense of injustice	<ul style="list-style-type: none">Predatory, goal-orientedPsychopathicGroup or gang-affiliated	<ul style="list-style-type: none">Paranoid delusionsGrandiose delusionsAuditory hallucinations

74

3 Pathways to Violence

There are multiple pathways to violence and thus no single profile or set of warning signs.

20% Conflict Pathway (Revenge)	75% Antisocial Pathway (Criminality)	5% Psychotic Pathway (Severe mental illness)
<ul style="list-style-type: none">Abused/bulliedBetrayed/cheatedSense of injustice	<ul style="list-style-type: none">Predatory, goal-orientedPsychopathicGroup or gang-affiliated	<ul style="list-style-type: none">Paranoid delusionsGrandiose delusionsAuditory hallucinations

75

3 Pathways to Violence

The most common group are youth with a history of conduct disorder leading to delinquency.

20% Conflict Pathway (Revenge)	75% Antisocial Pathway (Criminality)	5% Psychotic Pathway (Severe mental illness)
<ul style="list-style-type: none">Abused/bulliedBetrayed/cheatedSense of injustice	<ul style="list-style-type: none">Predatory, goal-orientedPsychopathicGroup or gang-affiliated	<ul style="list-style-type: none">Paranoid delusionsGrandiose delusionsAuditory hallucinations

76

3 Pathways to Violence

A small percentage of youth who commit violent crimes have a mental illness with psychotic symptoms.

20% Conflict Pathway (Revenge)	75% Antisocial Pathway (Criminality)	5% Psychotic Pathway (Severe mental illness)
<ul style="list-style-type: none">Abused/bulliedBetrayed/cheatedSense of injustice	<ul style="list-style-type: none">Predatory, goal-orientedPsychopathicGroup or gang-affiliated	<ul style="list-style-type: none">Paranoid delusionsGrandiose delusionsAuditory hallucinations

77

3 Pathways to Violence

Violent Attack

Physical Preparation

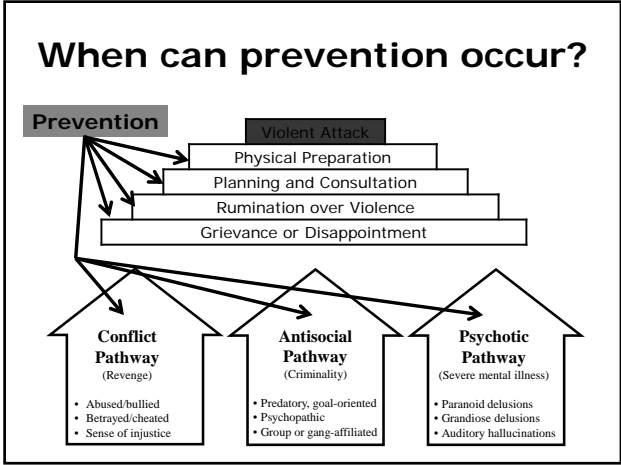
Planning and Consultation

Rumination over Violence

Grievance or Disappointment

20% Conflict Pathway (Revenge)	75% Antisocial Pathway (Criminality)	5% Psychotic Pathway (Severe mental illness)
<ul style="list-style-type: none">Abused/bulliedBetrayed/cheatedSense of injustice	<ul style="list-style-type: none">Predatory, goal-orientedPsychopathicGroup or gang-affiliated	<ul style="list-style-type: none">Paranoid delusionsGrandiose delusionsAuditory hallucinations

78



79



80

Research on Threat Assessment

1. Cornell, D., Sheras, P., Kaplan, S., McConville, D., Douglass, J., Elkon, A., McKnight, L., Branson, C., & Cole, J. (2004). Guidelines for student threat assessment: Field-test findings. *School Psychology Review*, 33, 527-546.
2. Kaplan, S., & Cornell, D. (2005). Threats of violence by students in special education. *Behavioral Disorders*, 31, 107-119.
3. Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis City Schools: A descriptive report. *Behavioral Disorders*, 34, 42-54.
4. Allen, K., Cornell, D., Lorek, E., & Sheras, P. (2008). Response of school personnel to student threat assessment training. *School Effectiveness and School Improvement*, 19, 319-332.
5. Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly*, 24, 119-129.
6. Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the National Association of Secondary School Principals*, 95, 175-194.
7. Cornell, D., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in grades K-12. *School Psychology Review*, 41, 100-115.
8. Cornell, D., & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.), *Closing the School Discipline Gap: Research for Policymakers*. New York, NY: Teachers College Press.
9. Nekvasil, E., Cornell, D. (2015). Student threat assessment associated with positive school climate in middle schools. *Journal of Threat Assessment and Management*, 2, 98-113. <http://dx.doi.org/10.1037/tam0000038>
10. Burnette, A. G., Datta, P., & Cornell, D. G. (2017). The distinction between transient and substantive student threats. *Journal of Threat Assessment and Management*. <http://jpsenet.apa.org/record/2017-56103-001>
11. Cornell, D., Maeng, J., Burnette, A.G., Jia, Y., Huang, F., Konold, T., Datta, P., Malone, M., Meyer, P. (2017). Student threat assessment as a standard school safety practice: Results from a statewide implementation study. *School Psychology Quarterly*. <http://dx.doi.org/10.1037/spq0000220>
12. Cornell, D., Maeng, J., Huang, F., Shukla, K., & Konold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review* 47, 183-195.

81

Research on Threat Assessment

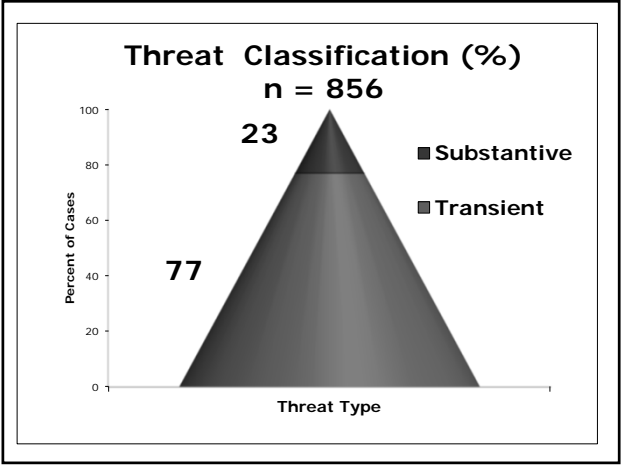
1. **Field-test**
What happens when you try the model?
2. **Controlled studies**
Cross-sectional, retrospective study:
How do schools using the model compare to other schools?
Pre-post study:
How do schools change after adopting the model?
Randomized controlled trial:
What happens to students in schools randomly chosen to use the model?
3. **Large-scale implementation**
What happens when the whole state adopts the model?

82

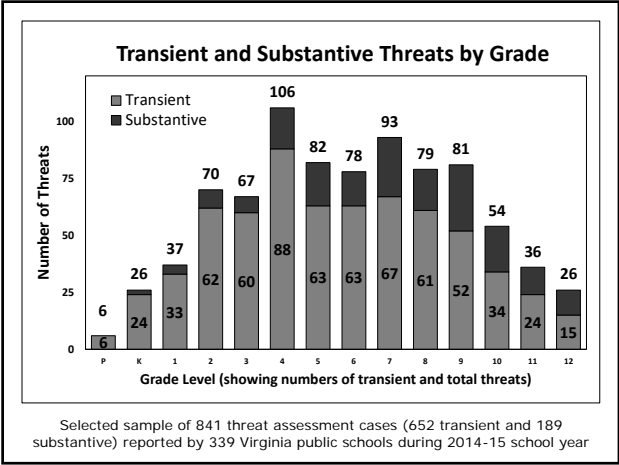
Research on Threat Assessment

1. 99% of threats not carried out.
2. Only 1% expelled, 1% arrested.
3. Suspension rates decreased.
4. Racial disparities reduced or absent.
5. Counseling used more often.
6. More positive school climate.

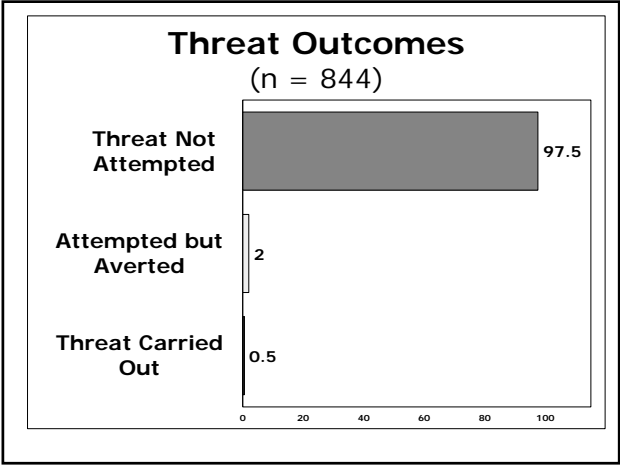
83



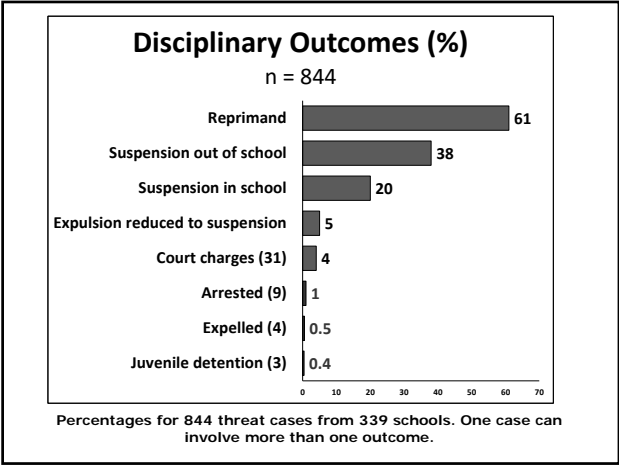
84



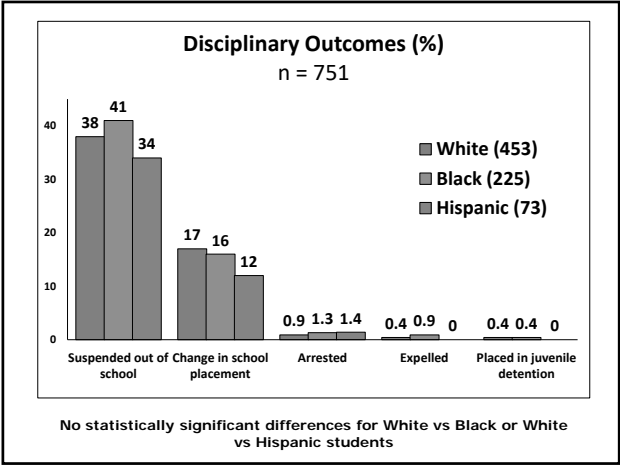
85



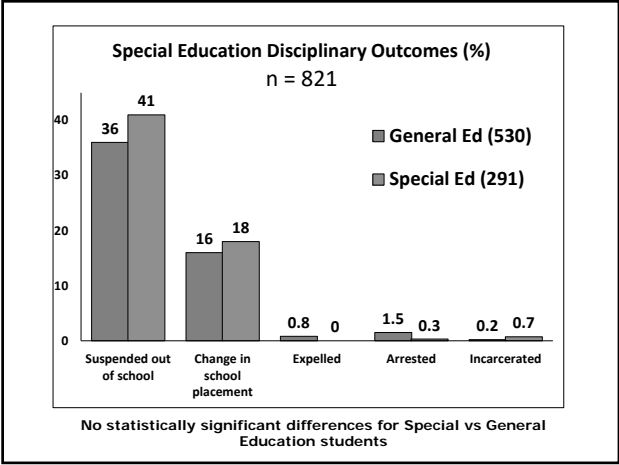
86



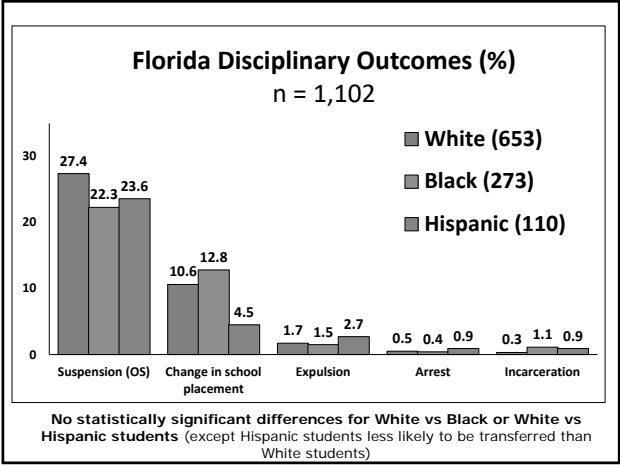
87



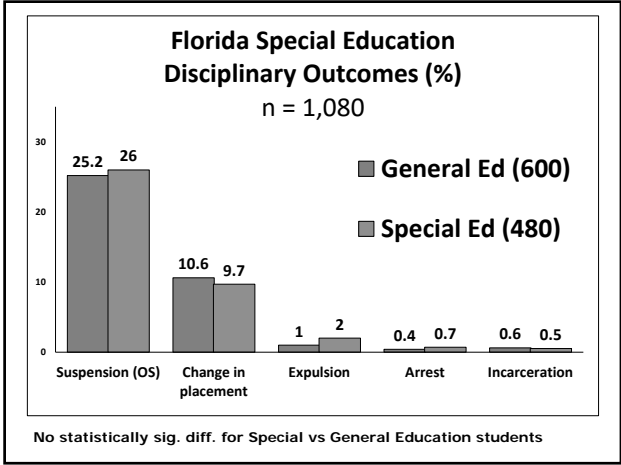
88



89



90



91

Virginia Research Team

Some of this work was supported by the National Institute of Justice. The opinions, findings, and conclusions or recommendations expressed in this report are those of the authors and do not necessarily reflect those of the U.S. Department of Justice. Dr. Cornell acknowledges that he has a financial interest in the Comprehensive School Threat Assessment Guidelines

92

Training in School-Based Threat Assessment

Evidence-Based Threat Assessment for Schools since 2002

<https://www.schoolta.com/>

93

Bright Future of School Threat Assessment

94

Additional References

1. Cornell, D. (2020). Overview of the Comprehensive School Threat Assessment Guidelines (CSTAG). Charlottesville, VA: School Threat Assessment Consultants.
2. Cornell, D. (2018). Comprehensive School Threat Assessment Guidelines. Charlottesville, VA: School Threat Assessment Consultants LLC.
3. Meloy, J.R., & Hoffmann, J. (Eds.) (2021). International handbook of threat assessment (2nd Edition). Oxford University Press.
4. Morgan, E., Salomen, N., Plotkin, M., & Cohen, R. (2014). The school discipline consensus report: Strategies from the field to keep students engaged in school and out of the juvenile justice system. The Council of State Governments Justice Center, New York, NY. Available from: http://csjjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf
5. Nekvasil, E., Cornell, D., & Huang, F. (2015). Prevalence and offense characteristics of multiple casualty homicides: Are schools at higher risk than other locations? Psychology of Violence, 5, 236-245. doi: <http://dx.doi.org/10.1037/a0038967>
6. O'Toole, M. E. (2000). The school shooter: A threat assessment perspective. Quantico, VA: FBI Academy, National Center for Analysis of Violent Crime. Retrieved from <http://www.fbi.gov/stats-services/publications/school-shooterell%20Hearing%20Statement%203-20-18.pdf>
7. U.S. Secret Service National Threat Assessment Center. (2018). Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence. U.S. Secret Service, Department of Homeland Security.

95