CORE-2
REQUIRED (unless proceeding directly to Assessment)
See Guide for detailed instructions

Wisconsin School Threat Assessment and Management Protocol (WSTAMP)

INQUIRY

***NOTE: Wis. Stat. § 175.32(2): Any person who is a mandatory reporter under the child abuse statute, such as a nurse, a medical or mental health professional, a social worker, a school teacher, a school administrator, a school counselor, or any other school employee, or a police or law enforcement officer, is required to report, as described below, if that person, in good faith, believes that there is a *serious and imminent* threat to the health or safety of a student, school employee or the public, based on a threat regarding violence in or targeted against a school made by an individual seen in the course of the mandatory reporter's professional duties. The same applies to a member of the clergy unless the member of the clergy receives the information regarding the threat privately where, under the circumstances of the religion or tradition, the communication is expected to be kept private.

Wis. Stat. § 175.32(3): To "report" means, by telephone or in person, to immediately inform a law enforcement agency of the reasons why the reporter believes there is a *serious and imminent* threat to the health or safety of a student or school employee or the public.

Wis. Stat. § 175.32(5): Anyone who fails to report as required by law may be fined no more than $1000 or imprisoned for no more than 6 months or both.

Triage, Inquiry, Assessment and Case Management are all part of the BTAM process. The BTAM Process Flowchart specifies each step in the process.

This form is to be completed by underline Behavioral Threat Assessment and Management Team (BTAM) members (minimum of 2 team members required).

The BTAM process is case specific. Some cases may proceed to the full Assessment process, and others may result in the development of a management plan for a student of concern at the Inquiry phase. All cases must be monitored over time. New information or failure to comply with the case specific management plan may result in plan adjustments or in the initiation of a new Triage/ Inquiry/ Assessment process.

Student name:	
Grade:	**DOB/age:**
Date/time Triage form completed:	
Date/time of Inquiry meeting:	
Inquiry Team members (at least 2) in attendance:	
Name:	**Position:**
Name:	**Position:**
Name:	**Position:**
Name:	**Position:**
Name:	**Position:**
Name:	**Position**

Information about the Incident/Behavior of Concern

Describe the concerning behavior or give a fact-based account of the incident.

If there is additional information to aid in understanding the context, please state it here:

Document findings of information gathered from multiple sources in each of the nine Key Consideration areas below. Formal interviews are optional for the Inquiry process.

1. Motive/Goal/Identified Grievance
Statements below are for consideration, NOT a checklist

- Perceived injustice or grievance
- Feels victimized or treated unfairly
- Desires/ruminates about/seeks revenge
- Externalizes responsibility for own actions
- Attention, recognition, notoriety
- Wish to solve a problem otherwise seen as unbearable
- A desire to die or be killed
- Recent stressors (loss of status, shame, humiliation, recent break up, financial, loss of significant relationship)
- Pending crisis or change in circumstances
- Emotional/Reactive response
- Call attention to a cause or extremist ideologies (i.e., incel movement, misogyny, white supremacy, anti-Semitic)
- Unknown
- Other (Please explain below)

Specify/Explain:

2. Focus or Target of Harm/Concerning Behavior (Note- if it is determined there is a specific target, the BTAM team should make any safety notifications as soon as this information is learned.)
Statements below are for consideration, NOT a checklist

- Specifically named individual(s)
- Specific social group (i.e., jocks, stoners, a specific friend group)
- School sanctioned groups or clubs
- Property
- Event (i.e., homecoming, prom, graduation)
- Generalized threat
- None known

Specify/explain:

3. Concerning Communications Suggesting Ideas, Planning, or Intent to Harm Self or Others
Statements below are for consideration, NOT a checklist

- Communication might be verbal, written, or drawn. It might include, but is not limited to drawings, photographs, texts, online posts, videos, chats, notes, behavior
- Directed towards others or self
- Reflects a deepening of desperation or despair

Specify/explain:

4. Unusual or Concerning Interests
Statements below are for consideration, NOT a checklist

- Weapons/weapon seeking behavior
- School attacks
- Violent topics (i.e., movies, acts of terrorism, assassinations, animal cruelty, torture, death)
- Violence demonstrated in school reports, projects, drawings, diagrams
- Incidents of previous mass violence (i.e., terrorism, workplace violence, mass murderers, terror groups)
- Extremist groups/ideology (i.e., misogyny, white supremacy, domestic)
- Other (Please specify below)

Specify/Explain:

5. Capacity/Means to Carry Out Targeted Violence
Statements below are for consideration, NOT a checklist

- Access to weapons (i.e., firearms, explosives, bladed weapons, vehicles) - **if known, elaborate any details such as where weapon may be stored, how do they have access, how could they obtain weapon.**
- Could possess a (specify)
- In possession of (specify)
- Posted weapons on social media/technology
- Practice/training experience
- Online researching
- Unknown

Does the student of concern have access to weapons?

Elaborate details (e.g., where is the weapon stored, how do they have access, how could they obtain the weapons)

6. Emotional Instability and Concerning Behavior
Statements below are for consideration, NOT a checklist

- Acute emotional problems that interfere with daily functioning
- Pervasive maladaptive behavior
- History of non-compliance with limits and boundaries
- Size/intensity of response does not match apparent size/intensity of the problem
- Undertreated for apparent mental health need
- Poor treatment compliance
- Current or history of suicidal ideation, threat, or attempt; symptoms/signs of depression, despair or hopelessness
- Limited/poor coping (i.e., unhealthy conflict resolution, poor distress tolerance, low tolerance for change, unable to withstand real or perceived slights, rejections or offenses)
- AODA concerns (use/abuse/addiction)
- Evidence of planning act of targeted violence
- Inability to accept responsibility for actions
- Poor social skills
- History of criminal behavior/legal issues

Specify/Explain:

7. Social and Home Life Factors
Statements below are for consideration, NOT a checklist

- Peers avoid the student
- Limited peer relationships
- Lacks prosocial peer group
- Social challenges persist despite intervention
- History of aggressor or victim of bullying/harassment/violence
- Lack of healthy/prosocial peer support
- Parent has little control/under responds to problem behavior
- Parent endorses the individual's concerning activities
- Student has limited restrictions/supervision at home
- Significant home stressors (parents separated, financial difficulty in home, illegal activity/drug use in home, domestic violence, mental health of family, neglect/abuse, non-parental custody

Specify/Explain:

8. Protective Factors/Stabilizers/Mitigators
Statements below are for consideration, NOT a checklist

- Has trusting relationship with at least one responsible adult
- Has supportive relationship with at least one prosocial peer
- Support family (at least one person that supports intervention, sets reasonable limits, provides healthy structure, positive influence, accountability for actions)
- Healthy social supports (peers, significant other, extracurricular activities, employment, community activities)
- Positive coping mechanism/skills
- Access or receptiveness to help/receiving services in the community
- Future goals
- Feels sense of belonging/connection to school/community
- Basic needs are met

Specify/Explain:

9. Academic Concerns
Statements below are for consideration, NOT a checklist

- Fails to meet academic expectations even with support or intervention
- Changes in academic performance
- Disengaged from academics

Specify/Explain:

Options to resolve grievance/concern

What efforts have been made to resolve the problem and what has been the result?
Statements below are for consideration, NOT a checklist

- Student is willing to problem-solve
- Student is willing to apologize/make amends
- Student is willing to consider other options/accept help

Explain:

Summary of additional sources of information considered (all sources not required)

Summarize information gathered from any of the sources listed below

Information obtained from **Teacher(s)/School Staff/Special Ed Case Manager:**

Information obtained from **Student of Concern:**

Information obtained from **Parent:**

Information obtained from **Witness(es)** of concerning behavior:

Information obtained from **Peer(s):**

Information obtained from **Other Sources** (i.e., record review, IEP review, discipline reports, attendance records, open source/social media, plain view observations— desk, locker, backpack, car, etc. — and IT violations of school device)

Considering the totality of circumstances and based on the information gathered through the BTAM process, the BTAM team assigns the following Level of Concern:

No/Low ☐	Medium ☐	High ☐	Imminent ☐

Level Descriptions:

No/Low: Gathered information suggests insufficient evidence for risk of harm to others, or the individual/situation appears to pose minimal concern of engaging in future violence or other harmful behavior. Examples at this level may include concerns that: stem from misunderstandings, false reporting by peers; were vague or indirect, or lacking in detail; contain information that is inconsistent, implausible, or lacking realism; suggest the individual is unlikely to carry the plan out. The team determines that concerns and identified needs can be addressed using existing support structures and monitoring.

Medium: Gathered information suggests the individual's exhibited behavior/the situation shows there are moderate, ongoing concerns about the individual's motivation/continuing intent to harm, and the potential for harmful outcomes. Examples at this level may include concerns that: the threat is more direct, concrete and has the potential to be carried out; the individual has displayed some warning signs and risk factors; the individual experienced various stressors and encountered a triggering event; there is evidence of depression, social withdrawal, coping difficulties, bullying, intimidation or harassment of others; the threat includes veiled reference or inconclusive evidence of steps taken without specific details. Some stabilizing factors have been identified, however, the behaviors exhibited indicate a need for additional mitigation and intervention.

High: Gathered information suggests the individual or situation appears to pose a significant level of concern for engaging in violence or serious harm to self or others. Examples at this level may include concerns that: the threat is direct, specific, and plausible (likely, probable, possible without appropriate intervention); the threat suggests concrete steps have been taken toward carrying out an attack; the individual has acquired or practiced with a weapon, or has had the target under surveillance; the individual has displayed significant early warning behaviors and risk factors; the individual experienced various stressors and encountered a triggering event; there is evidence of depression, social withdrawal, coping difficulties, bullying, intimidation or harassment of others. The individual has displayed few stabilizing factors. Behaviors require implementation of a strong/active mitigation and intervention plan.

Imminent: Gathered information suggests a targeted attack can occur at any moment. The individual or situation appears to pose a clear and immediate threat of serious violence toward self or others that requires immediate action to protect potential victims and prevent violence.

ADMINISTRATIVE/TEAM RECOMMENDATION:

***Note: If there is uncertainty about the level of concern the individual poses, advance to the Threat Assessment to gather additional information.**

- ☐ **Current Inquiry Process Complete/Develop Intervention and Support Plan**
  The team has gathered information and identified necessary actions to address safety concerns and will proceed with development of an <u>Intervention and Support Plan</u>.

- ☐ **Advance to Threat Assessment**
  The team determined a <u>Threat Assessment</u> should be completed and additional information needs to be gathered. Assign roles for additional tasks and set timeline to reconvene. Complete the Threat Assessment protocol.

DOCUMENTATION OF ADDITIONAL STEPS TAKEN:

If any of the following steps were taken as part of emergency operations, document date and other specific information below.

Duty to Warn:
Law Enforcement: 　☐　Consulted 　☐　Participated as BTAM team member 　☐　Report was made to LE
Developed Plan to Protect a Targeted Person:
Completed Suicide Risk Assessment:
Does student have an IEP/504 plan and has the case manager/team been consulted?

By signing this document, the team member acknowledges participation in the Threat Assessment Inquiry Process.

Name	Title	Signature	Date