Wisconsin School Threat Assessment and Management Protocol (WSTAMP)

ASSESSMENT (Completed Following 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 trained Behavioral Threat Assessment and Management Team (BTAM) members** (minimum of 2 team members required).

The BTAM process is case specific. Some cases my 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 Inquiry form completed:	
Assessment Team members (at least 2) in attendance	**Date/time of Assessment meeting:**
Name:	**Position:**
Name:	**Position:**
Name:	**Position:**
Name:	**Position:**
Name:	**Position:**
SUMMARIZE the findings and recommendations from the Inquiry (include information about the concerning behavior, data gathered from multiple sources, and initial level of concern).	

WSTAMP-R24

Required - Complete record review (refer to [Additional Sources of Information Form](#)) and applicable formal interviews (See WSTAMP-R24 interview forms).

Document relevant findings and underline specify source(s) of information reviewed or person(s) interviewed. Explain how additional information collected interacts with initial/existing findings in each key consideration area (third box).

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
- Unknown
- Other (Please explain below)

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

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

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

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

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

4. 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)

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

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

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

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

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

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

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

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

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

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

Additional sources of information:

Formal interview(s):

Relevant findings (with consideration of both new and existing information):

Options to Solve Grievance/Concern
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

Specify:

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.

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

Name	Title	Signature	Date

Upon completion of threat assessment, proceed to the development of an individualized Intervention and Support Plan (ISP).