

The State of Texas mandates that threat assessments must be conducted when students display “harmful, threatening, or violent behavior” which includes threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault. [TEC 37.115(a)(1)]

Threat assessments are a non-punitive process of investigating the risk for violence to self and/or others and areas of concern. Individualized interventions are developed based on demonstrated need.

This brochure gives a partial list of actions, behaviors, and circumstances that may indicate greater risk for harm.

If you have concerns, please contact your child’s principal, counselor, or a School Resource Officer for further consultation.

If you have concerns of imminent danger, contact Law Enforcement immediately by calling 911.



Friends for Life Tip line: 817-469-8477
469Tips.com

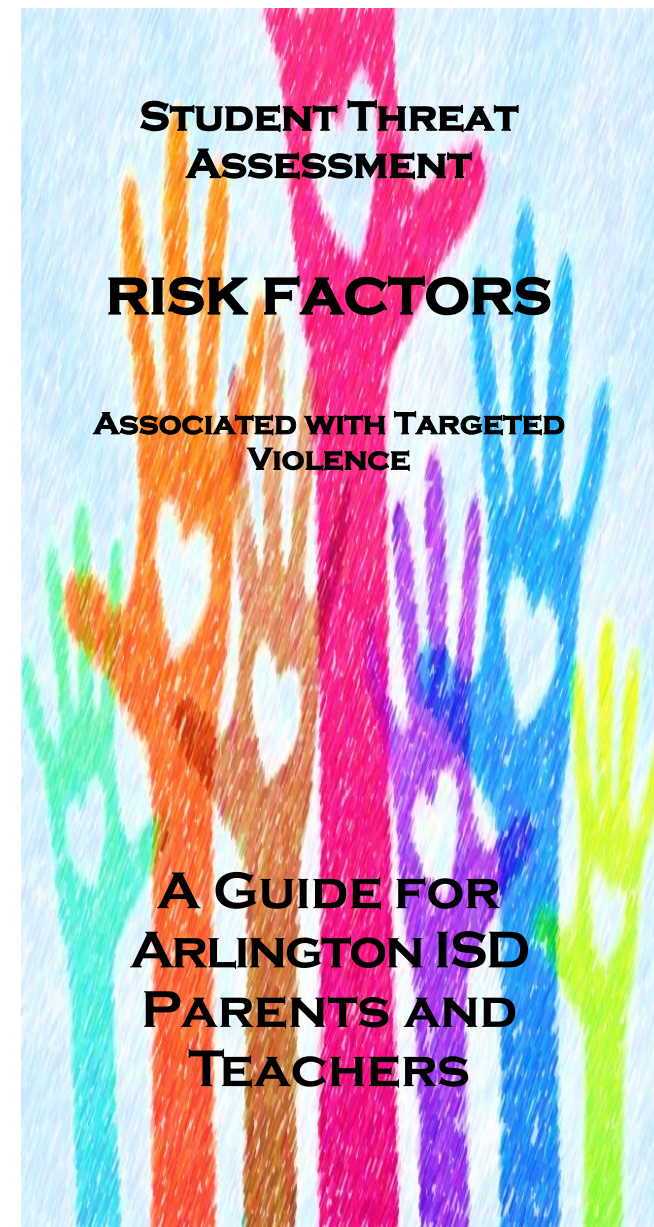
Law Enforcement
Arlington Police Department 817-459-5700
Emergency 911

Child Abuse Hotline 800-252-5400

Mental Health Services
MHMR of Tarrant County 817-335-3022
Cook Children’s Behavioral Health 682-885-3917
THR-Arlington Memorial 682-549-7934
Perimeter Behavioral Health 817-662-6341
Millwood Behavioral Health 817-382-9603

Mobile Crisis Response
MHMR of Tarrant County 817-335-3022
THR- Arlington Memorial 682-549-7934
Millwood Behavioral Health 817-261-3121

Hotline
Suicide Prevention Lifeline 800-273-8255
ICare Crisis Line 800-866-2465



Arlington Independent School District Student Threat Assessment System
Risk Factors Associated with Targeted Violence

***A shift toward a threat of extreme aggression or violence**

Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.

***Threatening communications suggesting a potential violent attack**

Is the communication an expression that suggests details of planning or ongoing consideration of an attack? Communications may include verbal expressions, artwork, email, internet messaging, texting, written language exercises, or any other medium of communication. Communication can also be made by indirect, veiled, or casual references to possible harmful events, warnings of potential harm, or references to previously occurring violent events such as school or community shootings.

***Indications of a specific target or targets**

Is there an ongoing consideration or focus on a particular person or a group of people?

***Indications of a motive, goal or justification for a serious or lethal attack**

While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control. It is often disguised as revenge or vendetta for lost love or humiliation and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive themes of loss, being wronged or excessive anger.

***Indications of behavior that increase the possibility of violence occurring. Such indications may include a plan, acquiring weapons, rehearsing or practicing an attack, scheduling an attack, or other preparations.**

A communication that threatens an attack is only an expression and does not suggest a “posed threat” unless there are behaviors supporting the intent to carry out the attack. Many threats are not stated with clearly expressed language but are indicated by veiled threats and/or behavior that relates to a possible attack. Attack related behavior includes but is not limited to, the following:

- A plan to carry out a targeted act of aggression against a specific individual or group. A plan would have a sequence of actions necessary for its success. The more plausible the plan the greater the risk.
- Acquisition of a weapon, an attempt to acquire a weapon, or research about how to acquire a weapon. If the threat is the use of physical force to the point of serious or lethal injury, then the physical force is the weapon.
- The rehearsal of the event or a similar event. Rehearsal is simulation or practice. Rehearsal can be indicated through art, fantasy games, writing, or film projects. It can also be indicated by the use of movies, internet sites, or video games that have themes and sequences of violence that can serve as a kind of simulation or practice. However, it must be noted that the use of such games or films as entertainment does not lead or cause students to act out violently. Their use is only attack-related behavior when it serves as rehearsal or practice.
- Scheduling an attack. Scheduling the act can be indicated through vague communication or actually noted in clear detail. Sometimes the schedule is flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence and locks it in as the only solution.

***Peer collaboration**

Peers may be aware of, or concerned about, a potential attack. Peers may be encouraging the attack. In instances of bullying, peers may be collaborators of an attack.

***Decreased emotional coping or alternative strategies**

A person who is low on coping strategies or alternatives may consider violence to be the only available option to solve problems.

***Indications of suicidal thoughts**

Is there a history of suicidal ideation, gestures, references, or intent? A desire to die, be killed by another, or commit suicide increases the overall risk of harm to self and/or others. This is especially true if the suicidal behavior is one feature of a plan to kill others and carry out revenge or justice. If there is a risk of suicide, seek out advice and assessment from a doctor, mental health professional, or contact other local behavioral health options. (See back of brochure)

***Personality or behavioral traits, family dynamics, school system issues, or social dynamics that lead to a more vulnerable and potentially dangerous situation**

Reckless and vindictive behavior, family dysfunction, academic failure, and social crisis are all risk factors that can aggravate an already at-risk situation.

If you or someone you know is being threatened, or if someone has threatened harm to themselves or others, tell your campus administrator or local law enforcement.