



Threat Management Resources

• PREVENTION

Campus Team Threat Assessment

INVESTIGATIVE GUIDE

The Investigative Guide is to assist in the investigative and information-gathering process for threat assessment teams. As a team, discuss the following specific questions to organize and evaluate the information gathered on the person/situation of concern.

- *If imminent danger exists, call law enforcement* •

What is the concern:

Blank space for describing the concern.

Information

Name:	Date:
DOB:	Person Reporting:
Contact Info:	ID#:
	Other:

Status:

Staff Student Other: _____

Discover
Chemeketa
Community College



Chemeketa Community College is an equal opportunity/affirmative action employer and educational institution. To request the publication in an alternate format, please call 503.399.5192

threatmanagement.chemeketa.edu

1. Pathway—Warning Behavior

- | | | |
|---|---|---|
| <input type="checkbox"/> Researching/planning | <input type="checkbox"/> Probing location | <input type="checkbox"/> Developed a plan? |
| <input type="checkbox"/> Rehearsal/practice | <input type="checkbox"/> Developed the capacity of means to carry out the plan? | <input type="checkbox"/> Taken steps towards a plan? |
| <input type="checkbox"/> Acquisition of weapons | <input type="checkbox"/> Preparation | <input type="checkbox"/> Developed an idea to engage in violence? |

Notes: _____

2. Identification

- | | | |
|---|--|--|
| <input type="checkbox"/> Groups, heroes, affiliations | <input type="checkbox"/> Pseudo-commando/warrior mentality | <input type="checkbox"/> Weapons fascination |
|---|--|--|

Notes: _____

3. Communication

- | | | |
|--|--|--|
| <input type="checkbox"/> Direct threat | <input type="checkbox"/> Threats to person or entity | <input type="checkbox"/> Veiled threat |
| <input type="checkbox"/> Indirect threat | <input type="checkbox"/> Conditional threat | |

Notes: _____

4. Energy Burst

- | | |
|--|--|
| <input type="checkbox"/> Sudden change in energy level | <input type="checkbox"/> Extreme preparation |
|--|--|

Notes: _____

5. Fixation

- | | | |
|--|---|--|
| <input type="checkbox"/> Homicidal ideation | <input type="checkbox"/> Perseveration on person, cause, location, entity, or situation | <input type="checkbox"/> Obsessive/persistent romantic pursuit |
| <input type="checkbox"/> Externalizing blame | <input type="checkbox"/> Lacking empathy, guilt, love, sympathy | <input type="checkbox"/> Stalking |
| <input type="checkbox"/> Social isolation | | <input type="checkbox"/> Drastic/unexplained behavior changes |

Notes: _____

6. Aggression—Novel

- | | | |
|--|---|-----------------------------------|
| <input type="checkbox"/> Practicing violence | <input type="checkbox"/> Evidence of “try-outs” | <input type="checkbox"/> Capacity |
|--|---|-----------------------------------|

Notes: _____

7. Last Resort

- | | | |
|---|--|--|
| <input type="checkbox"/> Hopelessness/desperate | <input type="checkbox"/> Consequences are justified | <input type="checkbox"/> Coping skills |
| <input type="checkbox"/> Lack of options (feels trapped) | <input type="checkbox"/> Upcoming events (graduation, anniversary dates, law suit, etc.) | <input type="checkbox"/> Externalizing blame |
| <input type="checkbox"/> Suicidal ideation | <input type="checkbox"/> Humiliation/failure | <input type="checkbox"/> Injustice collector |
| <input type="checkbox"/> Violence as a way to solve the issue/problem | | |

Notes: _____

8. Leakage

- | | |
|---|---|
| <input type="checkbox"/> Communication revealing clues of potential attack (e.g., homework, email,) | <input type="checkbox"/> Others reporting concern (range from odd discomfort to a complete list of details) |
| <input type="checkbox"/> Feelings, thoughts, fantasies, shared with others | <input type="checkbox"/> Web search: Social media, YouTube, YikYak, Facebook |

Notes: _____

9. Mitigators/Inhibitors

- | | | |
|---|---|--|
| <input type="checkbox"/> Identify positive supports | <input type="checkbox"/> Financial counseling/support | <input type="checkbox"/> Counseling support |
| <input type="checkbox"/> Future goals/aspirations | <input type="checkbox"/> Hobbies/areas of interest | <input type="checkbox"/> Faith-based resources |
| <input type="checkbox"/> Positive personal health | <input type="checkbox"/> Employment support (vocational rehabilitation) | <input type="checkbox"/> Veteran's resources |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Child-care resources |

10. Triggers

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Anniversary dates | <input type="checkbox"/> Upcoming events | <input type="checkbox"/> Court date |
| <input type="checkbox"/> New information | | |

Other: _____

11. Other Considerations

- | | | |
|---|---|--|
| <input type="checkbox"/> Suicide assessment | <input type="checkbox"/> Domestic violence intervention classes | <input type="checkbox"/> Communicate with probation/parole officer |
| <input type="checkbox"/> Anger management resources | <input type="checkbox"/> Alcohol and/or drug program | |

Other: _____

Team Discussion

- Is there specific information regarding specific attack?
- Are there specific target(s) identified?
- Information is updated and documented?
- Discuss sense of imminence of threat
- Cultural considerations (e.g., Religion, family, belief system, etc.)

- Are team members assigned duties with clear due dates? (additional information or management planning needed)

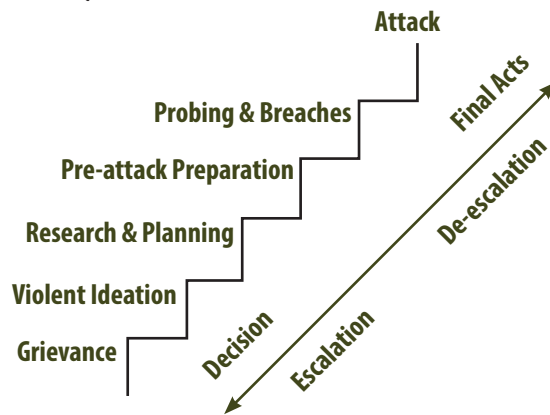
- Consultation with your community-based threat assessment team (or local law enforcement liaison who has training in threat assessment)

How fast is the person moving toward engaging in violence?

Where does the person of concern exist along the "pathway toward violence"?

Where can the team intervene to move the person off the pathway toward violence?

Pathway to Violence



Calhoun & Weston 2003

Situation/Subject of Concern

- Increase supervision
- Provide options for person to report/discuss intentions to harm others
- Provide opportunities for person to receive intervention

Notes: _____

Victim/Target—Communication Plan

- Warn intended victim
- Communicate/alert staff (as needed)
- Safety planning
- Other: _____

This Campus Investigative Guide was developed by Rebecca Bolante. The questions were developed through a review of literature & practice specific to targeted violence including: R. Borum, J. Cawood, G. De Becker, G. Deisinger, R. Fein, R. Hillyer, W. Kohlmeyer, M. Randazzo, W. Modzeleski, R. Meloy, K. M. D. Okada, O'Toole, A. Simons, J. VanDreal, B. Vossekul, S. White (further references available upon request.). Use and copy: The author grants consent to educational institutions (public and private) to copy or use part or all of this Campus Team Investigative Guide. rebecca.bolante@chemeketa.edu