Being Prepared

- Minimizes the possibility of a traumatic experience
- Does your school crisis manual have a plan for homicide threats?
- Counselors - What are your responsibilities and rights?
Crisis Handbook/Manual

I. Homicide Threat
   • Sample plan
   • Sample Safety schedule

II. Suicide Threat
   • Sample anti-suicide contract
   • Sample letter to parent/guardian
I. Threat Assessment

A Threat Assessment Prospective
National Center for the Analysis of Violent Crimes
FBI Academy
Quantico, Virginia

The Threat Assessment Form may be photocopied with the permission of Sopris West.
The form can be found as part of the manual on threat assessment: Guidelines for Responding To Student Threats of Violence
Dewey G. Cornell, Ph.D.
Peter L. Sheras, Ph.D.
Sopris West Educational Services
www.sopriswest.com
http://www.emd.wa.gov/preparedness/documents

- Determine Risk level
- Contact police

II. Tarasoff Law
(Next Slide)

III. Safety Plan-Postvention

- During school hours – An intervention plan for school hours may include having a one on one aide, daily check in with the school counselor and revision in schedules to keep the possible victim away from the aggressive student.
- During after school hours and dorm (see sample forms attached)
- The student’s schedule will be noted and monitored for safety purposes
- Parents will receive a copy of the plan
- Monitoring form
- Plan revisited in 4 weeks
“B.2.a. Serious and Foreseeable Harm and Legal Requirements

The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt to the validity of an exception. Additional considerations apply when addressing end-of-life issues.”

(American Counselors Association, 2014)
Family Educational Rights and Privacy Act (FERPA)

“FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.”

(U.S. Department of Education)
ASCA Code of Ethics

“A.7. Danger to Self or Others

Professional school counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.

c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.”

(American School Counselor Association, 2009)
Tarasoff Law

- Duty to warn: Counselors have the responsibility to breach confidentiality if a client or other identifiable person is in clear or imminent danger.
- The counselor must determine clear evidence such as the seriousness of the threat to the client or the identified person.
- The counselor is responsible to warn the person in danger.

(North Central Regional Educational Laboratory)
Suicide and Threat Assessment

- Assessment forms
  - Demographics
  - Mental Status
  - Behavior
  - Socio-Cultural

Check out this Assessment:
www.units.muohio.edu/csbmhp/workshops/handouts/Graham/Assessment%20Tool%HANDOUT.pdf
The Assessment Results

**Suicide**
- Suicide Plan
- Risk potentials- low, moderate, high
- School protocol

**Homicide**
- Homicidal Plan
- Level of threat - none, low, medium, high
- Collaboration with others:
  - Parents
  - Law enforcement
  - Hospital
  - Supervisor
  - Administration
  - Person in danger
Ethical Dilemma #1

- Are you still liable after you inform the administrators of the threat?

(Discussion)
Ethical Dilemma #2

- Should the school call the police?

(Discussion)
Identified Person in Danger

Informing parents/guardians of identified student in danger.

- State the facts
- Be empathetic supportive

Informing the identified student in danger.

- State the facts
- Be empathetic supportive
- Discuss ways to remain safe
School Plan
No Harm Contract

Date, 2014

I promise not to harm myself or others. If I need help, I will contact _____ at ____. If _____ is not available, I will contact ____ at ____. This contract is effective starting today(date) to the end of the school year(June, 2014).

Signature: ______________________________
Witness: ________________________________
Behavior Intervention Plan

Student: Jack

Date of implementation: 01/02/2014

Persons involved in the development of this Behavior Intervention Plan:
Principal
Counselor
Student
Supervisor

Problem area(s):
The student is repeatedly getting into trouble with the school and the police for harassing and/or assaulting a female student. The student made a threat so extra precautions are in place. Another plan has been implemented for after school activities. The student is a day student, but stays in the dorm a few nights a week.

Goal # 1:
The student will refrain from being near the female student.

Objectives:
1. If the student stays in the dorm, the student will eat breakfast and dinner with an RCA.
2. Upon the student’s arrival to school in the morning the student will meet his one on one aide, check in with his counselor every morning in the office and go to the Cafeteria until the second bell for his first hour class.(See **)

Goal # 2:
The student will file a report when he feels that the female student is bothering him.

Objectives:
1. The student will write a written statement when the female student continues to stare at him. He will submit it to the Disciplinarian for documentation purposes.
2. The student will write a report if the female student attempts to make any contact with him during school or dorm hours.

Evaluation Method:
1. Every morning the student will check in with the Counselor on a daily basis for 6 weeks.
2. The BIP will be revisited in four weeks.

**Every morning, the student will report to the principal’s office to be inspected for weapons.

Signatures/Date:
After School Plan
Checking in with the School Counselor – Mental Status Examination

- Appearance – appearance, behavior, speech, attitude
- Perception – hallucinations, disassociation
- Sensorium & Cognition – consciousness, Orientation, concentration, memory
- Reliability

- Mood and Affect – mood, affective expression, appropriateness
- Thought Process – content of thought, thought form (suicidal/hostile-Risk Assessment)
- Judgment
- Insight
- Summary – global Functioning

(Medscape Reference, 2013)
After school Safety Plan

Students involved: Jack and Jill
Implementation Date:

Person(s) involved in development of plan:
School Counselor
Supervisor
Athletic Director
Principal

Concern(s):
Jack made a threat towards Jill. Both parents of the students were notified of the threat. Another plan is in place for the duration of the school days. This plan is for the students to remain safe during the after school extracurricular activities. Jill is a cheerleader and Jack is a basketball player. They are also dorm students.

Goal #1
The coach will take on responsibility of their student at all times if the other student is expected to be near or around the student.

Objective(s):
✓ The coach will fill out the weekly schedule (see attached form) and make a copy for the Athletic Director and Dorm Supervisor one week prior to the sport schedule.
✓ The coach will keep the student near him/her if the other student is around at all times.
✓ If the coach is unable to closely supervise the student, he/she will ask the assistance coach or staff to supervise.
✓ After practice or game, the coach will make sure the student goes home or enters the dorm unit safely.
✓ The students will not ride to away games in the same van.

Goal #2
The students will remain safe from each other in the dormitory and dorm activities.

Objective(s):
✓ The RCAs will be aware of the student’s whereabouts at all time.
✓ The RCAs will observe and intervene when appropriate.
✓ The RCA will remain near the student if the RCA is aware of possibility of the two students being in the same room or place.
✓ The RCA will have a clear view of the student during dinnertime in the Jeter Center.
✓ The RCAs will file an IR on any kind of contact between the students.
Goal #3:
The students will abide by the safety plan.

- The students will maintain a distance of ten feet at all times.
- The students will not engage in conversation before, during or after practices and/or games.
- The students will not text each other or text to friends about each other.
- The students will not engage in any intimidating behaviors (staring, pointing, eye rolling, coming closer than 10 feet, etc)

Levels of consequence(s):
1. Reprimand student(s) and give reminder of “the plan”
2. Warning of consequences
3. Time-out (sit on bench)
4. Remove from practice/game
5. Not permitted to travel with team
6. Remove from team

Safety Plan Review Date:

Signatures/Dates:
Safety Plan Schedule

The student’s specific times with you needs to be identified. This schedule needs to be completed and submitted to the Athletic Director one week prior to the sport schedule. The Dorm Supervisor will sign and make a copy for the RCAs and counselor.

Sport: _______________________ Date (from-to):______________________ Coach: _________________

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References