Title IV, Part A
School Safety State Initiative

https://www.esc14.net/page/t4si

As a School Counselor What Are Your Roles and Responsibilities to the Safe and Supportive Schools Program (SSSP) Team?

TSCA Conference | February 14, 2023

Title IV, Part A School Safety State Initiative

Disclaimer: *The information contained in this document is for general information purposes only. You should not rely solely on this information. The contents of this document are subject to change as a result of further potential information and guidance provided by federal and state agencies with regulatory oversight of these programs. Therefore, this document does not constitute legal advice, and entities are advised to seek legal counsel regarding the information and guidance provided in this document before acting on such information and guidance.*

Nancy Galle, M.Ed.

Project Mgr | Consultant

Rod Pruitt, M.A.

Coordinator

John Phillips, Ed.D.

Consultant

What I think a school counselor's role is on the SSSP Team...

Program Summary

Greater Understanding

Functions of the SSSP Team and how to leverage the collective Strength of the team when dealing with students in crisis.

Information

What constitutes a referral for a Behavior Threat Assessment and what to do if a student's behavior can meet multiple categories of threats.

Action Plan |Case Management

Appropriate follow up plans explained and local and community resources identified.

Agenda

01 Overview of SSSP Team

02 SSSP Requirements & Responsibilities

03 Training Requirements

04 Behavior Threat Assessment

05 School Counselor's Influence on the SSSP Team

06 Case Management & Action Plan

07 Re-Entry Plan

08 Resources

01

Overview of SSSP Team

SB 11 (86th) Safe and Supportive Schools

TEC 37.115 and TASB Policy FFB(Legal) mandate…

- All school districts/charters required to establish a Safe and Supportive School Program (SSSP) Team
- The board of trustees of each school district shall establish a Safe and Supportive School Program Team to serve at each campus of the district
- A team may serve > 1 campus, provided that each campus is assigned a team

SB 11 (86th) Safe and Supportive Schools

Team Members

Superintendent shall ensure, to the greatest extent practicable, that members appointed to each team have expertise in…

- Counseling
- Behavior management
- Mental health and substance use
- Classroom instruction
- Special education
- School administration
- School safety and security
- Emergency management, and
- Law enforcement

SB 11 (86th) Safe and Supportive Schools

Team Members

Superintendent shall ensure, to the greatest extent practicable, that members appointed to each team have <u>expertise</u> in…

- School Administration
- Counseling
- Special Education
- Behavioral Mgmt.
- Law Enforcement
- Mental Health & Substance
- School Safety Security
- Classroom Instruction
- Emergency Management

The Safe and Supportive School Program:
A comprehensive approach to school safety driven by six primary responsibilities.
SB 11 mandated a more comprehensive, Research-Based approach to school safety.

SSSP six student support components

1. Promotes a positive school climate
2. Builds Multi-Tiered Systems of Support
3. Conducts Behavior Threat Assessments
4. Ensures staff is well-trained
5. Collects data to continuously improve
6. Supports emergency planning and execution

02

SSSP Requirements & Responsibilities

SB 11 (86th) Safe and Supportive Schools

The Policies and Procedures adopted for the SSSP Team must…

- Be consistent with model policies **and** procedures developed by the Texas School Safety Center (TxSSC);
- Require each team to complete training provided by TxSSC or Education Service Center (ESC) in Behavioral Threat Assessment, and
- Require each team to report the information required under TEC 37.115 Subsection (k) regarding the team's activities to TEA.

SB 11 (86th) Safe and Supportive Schools

The Policies and Procedures adopted for the SSSP Team must…

- Conduct threat assessments and determine level of risk and appropriate intervention including
  a. Referring a student for mental health assessment or
  b. Implementing an escalation procedure in accordance with district policy
- Report immediately to superintendent if team determines a risk of violence to self or others;
- Follow district suicide prevention program if team determines a student is at risk of suicide;

SB 11 (86th) Safe and Supportive Schools

The Policies and Procedures adopted for the SSSP Team must…

- Follow district policies and procedures related to substance abuse upon identifying a student is using or in possession of tobacco, drugs, or alcohol
- Provide guidance to students and all staff on recognizing behavior that may pose a threat and how to report it to the Team
- Team may not provide mental health care service to a student who is under 18 without written consent from the parent or guardian
- Support the implementation of the Emergency Operations Plan (EOP)

SB 11 (86th) Safe and Supportive Schools

Reporting Requirements

for **EACH CAMPUS** the team serves…

1. Team(s) membership and training status
2. Number of Threats
3. Number of assessments that led to discipline, law enforcement involvement, and referral to counseling/mental health
4. Number and percent of school district staff trained in suicide prevention or grief/trauma informed practices, mental health or psychological first aid for schools

SSSP Data Collection | June, 2023

SSSP Data Collection Instrument Samples

2021-2022 School Year

2022-2023 School Year

SSSP Data Collection Tool

SSSP Data Collection Tool Guide

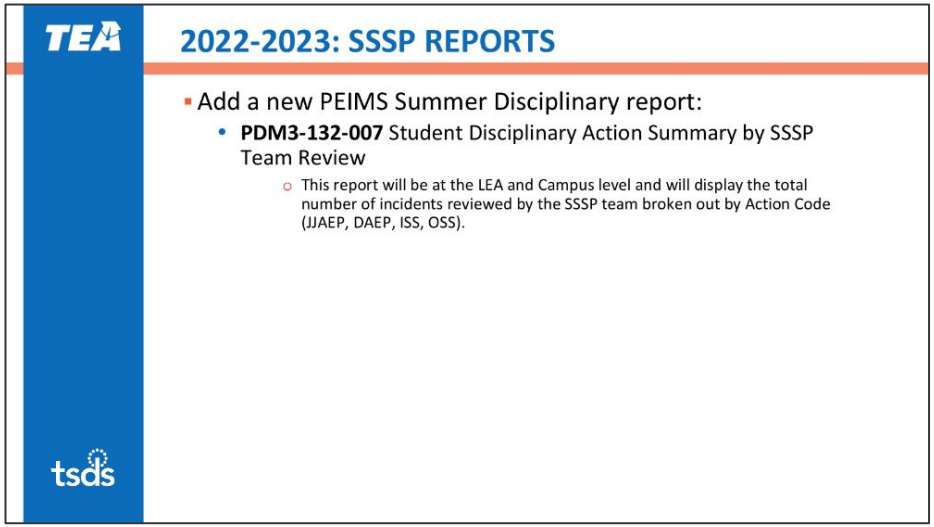
Legislation

School Mental Health Legislation

School Safety Legislation

Texas Education Agency | Region 14 Education Service Center | TITLE IV SCHOOL SAFETY STATE INITIATIVE

SSSP PEIMS Student Disciplinary Report | June, 2023



Texas Education Agency | Region 14 Education Service Center | TITLE IV SCHOOL SAFETY STATE INITIATIVE

How many of you have been trained in Behavioral Threat Assessment?

03

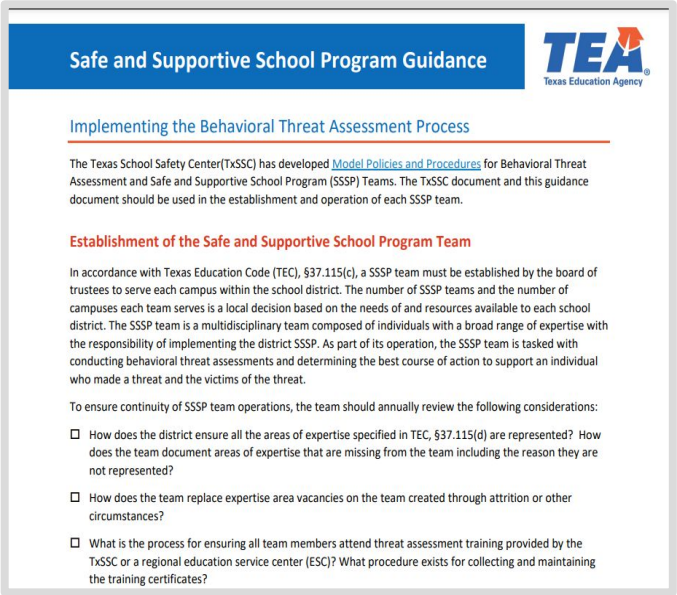
Training Requirements

SSSP Required Training

See your regional Education Service Center (ESC) or [Texas School Safety Center](#) (TxSSC) for training opportunities.

- SSSP Team trained in Behavior Threat Assessment (ongoing)
- Students, staff, and parents trained on how to recognize harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.
- Training for all on how and when to anonymously report (tool).
- Each district should monitor its team membership and quickly replace and train required expertise as needed. Districts should develop a system to ensure all stakeholders receive training on a continual basis. The use of tabletop exercises can be a helpful way for teams to evaluate their preparedness for a particular situation.

SSSP Program Guidance Documents



Safe and Supportive School Program Guidance

TEA Texas Education Agency

Implementing the Behavioral Threat Assessment Process

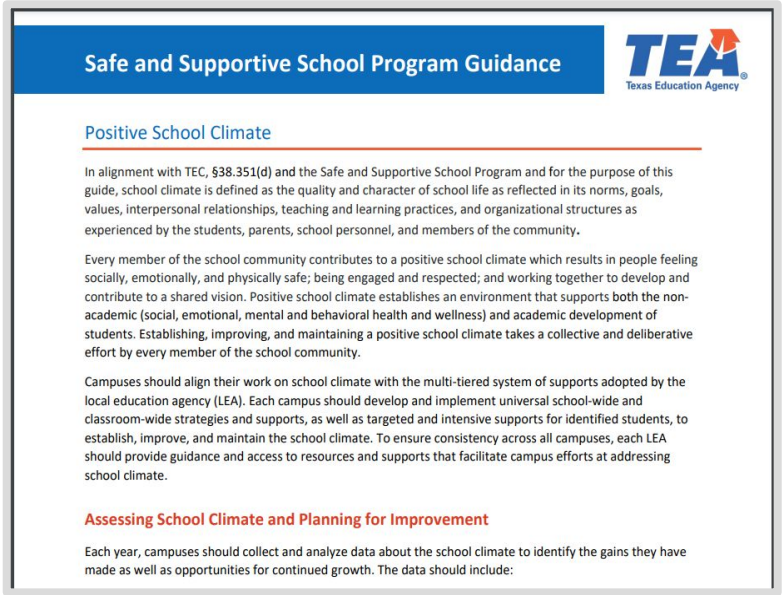
The Texas School Safety Center(TxSSC) has developed Model Policies and Procedures for Behavioral Threat Assessment and Safe and Supportive School Program (SSSP) Teams. The TxSSC document and this guidance document should be used in the establishment and operation of each SSSP team.

Establishment of the Safe and Supportive School Program Team

In accordance with Texas Education Code (TEC), §37.115(c), a SSSP team must be established by the board of trustees to serve each campus within the school district. The number of SSSP teams and the number of campuses each team serves is a local decision based on the needs of and resources available to each school district. The SSSP team is a multidisciplinary team composed of individuals with a broad range of expertise with the responsibility of implementing the district SSSP. As part of its operation, the SSSP team is tasked with conducting behavioral threat assessments and determining the best course of action to support an individual who made a threat and the victims of the threat.

To ensure continuity of SSSP team operations, the team should annually review the following considerations:

- ☐ How does the district ensure all the areas of expertise specified in TEC, §37.115(d) are represented? How does the team document areas of expertise that are missing from the team including the reason they are not represented?
- ☐ How does the team replace expertise area vacancies on the team created through attrition or other circumstances?
- ☐ What is the process for ensuring all team members attend threat assessment training provided by the TxSSC or a regional education service center (ESC)? What procedure exists for collecting and maintaining the training certificates?



Safe and Supportive School Program Guidance

TEA Texas Education Agency

Positive School Climate

In alignment with TEC, §38.351(d) and the Safe and Supportive School Program and for the purpose of this guide, school climate is defined as the quality and character of school life as reflected in its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures as experienced by the students, parents, school personnel, and members of the community.

Every member of the school community contributes to a positive school climate which results in people feeling socially, emotionally, and physically safe; being engaged and respected; and working together to develop and contribute to a shared vision. Positive school climate establishes an environment that supports both the non-academic (social, emotional, mental and behavioral health and wellness) and academic development of students. Establishing, improving, and maintaining a positive school climate takes a collective and deliberative effort by every member of the school community.

Campuses should align their work on school climate with the multi-tiered system of supports adopted by the local education agency (LEA). Each campus should develop and implement universal school-wide and classroom-wide strategies and supports, as well as targeted and intensive supports for identified students, to establish, improve, and maintain the school climate. To ensure consistency across all campuses, each LEA should provide guidance and access to resources and supports that facilitate campus efforts at addressing school climate.

Assessing School Climate and Planning for Improvement

Each year, campuses should collect and analyze data about the school climate to identify the gains they have made as well as opportunities for continued growth. The data should include:

Images are linkable

Training Modules

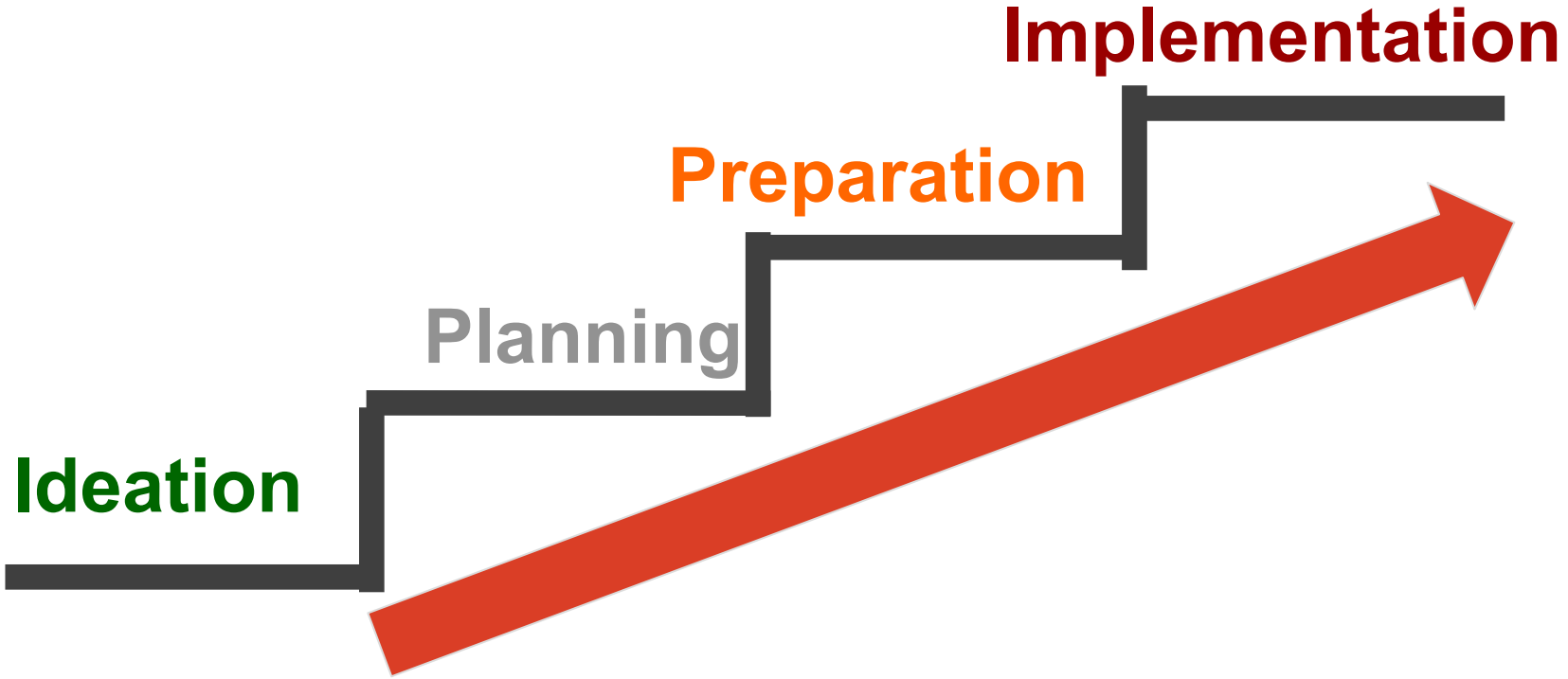
TEA has developed a suite of learning modules with facilitator playbooks to help equip school teams with research-based practices for implementing comprehensive school mental health and wellness, addressing trauma, and whole child instruction

Reference: [Safe and Supportive Schools]

04

Behavioral Threat Assessment

Pathway to Violence



Behavior Threat Assessments

Safe and Supportive School Program (SSSP) Team is tasked with:

- reviewing threat reports
- conducting threat assessments
- developing interventions to support individuals who pose threats and the targets of such threats.

The threat assessment process is designed to:

- preserve a safe school environment that promotes the physical and psychological safety of all members of the school community.
- TEA coordinated with Texas School Safety Center (TxSSC) to develop guidance and resources to establish a comprehensive threat assessment model.

STUDENT ON STUDENT HARM

What constitutes a BEHAVIORAL THREAT ASSESSMENT?

- Verbal Threats
- Threats of self harm
- Bullying
- Cyberbullying
- Fighting
- Use of weapon
- Sexual Assault
- Sexual Harassment
- Dating Violence
- Stalking
- Assault

That could result in:

- specific interventions including mental health or behavioral supports;
- Discipline that could include a change of placement.

Threat Assessment Procedures

- If report **does** present an **imminent danger or safety concern**: Immediately notify law enforcement. Once emergency has been contained, team should complete a full threat assessment.
- If involving a student, team should notify superintendent who will notify parent or guardian. [TEC 37.115(h)]
- If report involves a student at risk of suicide, team conducts a full threat assessment in addition to actions taken in accordance with the district's suicide prevention program. [TEC 37.115(i)]
- Make other notifications (i.e., anyone directly impacted).

Threat Assessment Procedures

- If report **does not** present an **imminent danger or safety concern,** determine need for a full threat assessment.
- If not, document initial report and screening and add information to threat assessment database. See FL (Legal).
- If report involves sexual harassment, sexual assault, dating violence, stalking, or domestic violence assault, notify the District's Title IX Coordinator immediately.
- Does student have a Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), 504 Plan, Individualized Education Program (IEP), and/or health plan? Notify school staff to see if this is baseline behavior. If not, continue with this process.

Threat Assessment Procedures

- Gather information about the person and situation from various sources, including an internet search.
- Organize and analyze information using **11 Key Questions** detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. [Threat Assessment In Schools: A Guide to Managing Threatening Situations And To Creating Safe School Climates].

Reference: MODEL POLICIES AND PROCEDURES TO ESTABLISH AND TRAIN ON THREAT ASSESSMENT

11 KEY QUESTIONS to Guide Data Collection in a Behavior Threat Assessment (TxSSC)

1. **What are the student's motive(s) and goals?**

2. **Have there been any communications suggesting ideas or intent of attack?**

3. **Has the subject shown inappropriate interest in any of the following?**

   - School attacks or attackers
   - Weapons (including recent acquisition of any relevant weapon)
   - Incidents of mass violence (terrorism workplace violence, mass murderers)

4. **Has the student engaged in attack-related behaviors?**

   - Developing an attack idea or plan
   - Making efforts to acquire or practice with weapons
   - Casing, or checking out, possible sites and areas of attack
   - Rehearsing attacks or ambushes

5. **Does the student have the capacity to carry out an act of targeted violence?**

11 KEY QUESTIONS to Guide Data Collection in a Behavior Threat Assessment (Continued)

6. **Is the student experiencing hopelessness, desperation, and/or despair?**

7. **Does the student have a trusting relationship with at least one responsible adult?**

8. **Does the student see violence as an acceptable, desirable, or only way to solve problems?**

9. **Is the student's conversation and "story" consistent with his or her actions?**

   - Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

10. **Are other people concerned about the student's potential for violence?**

11. **What circumstances might affect the likelihood of an attack?**

    - What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?

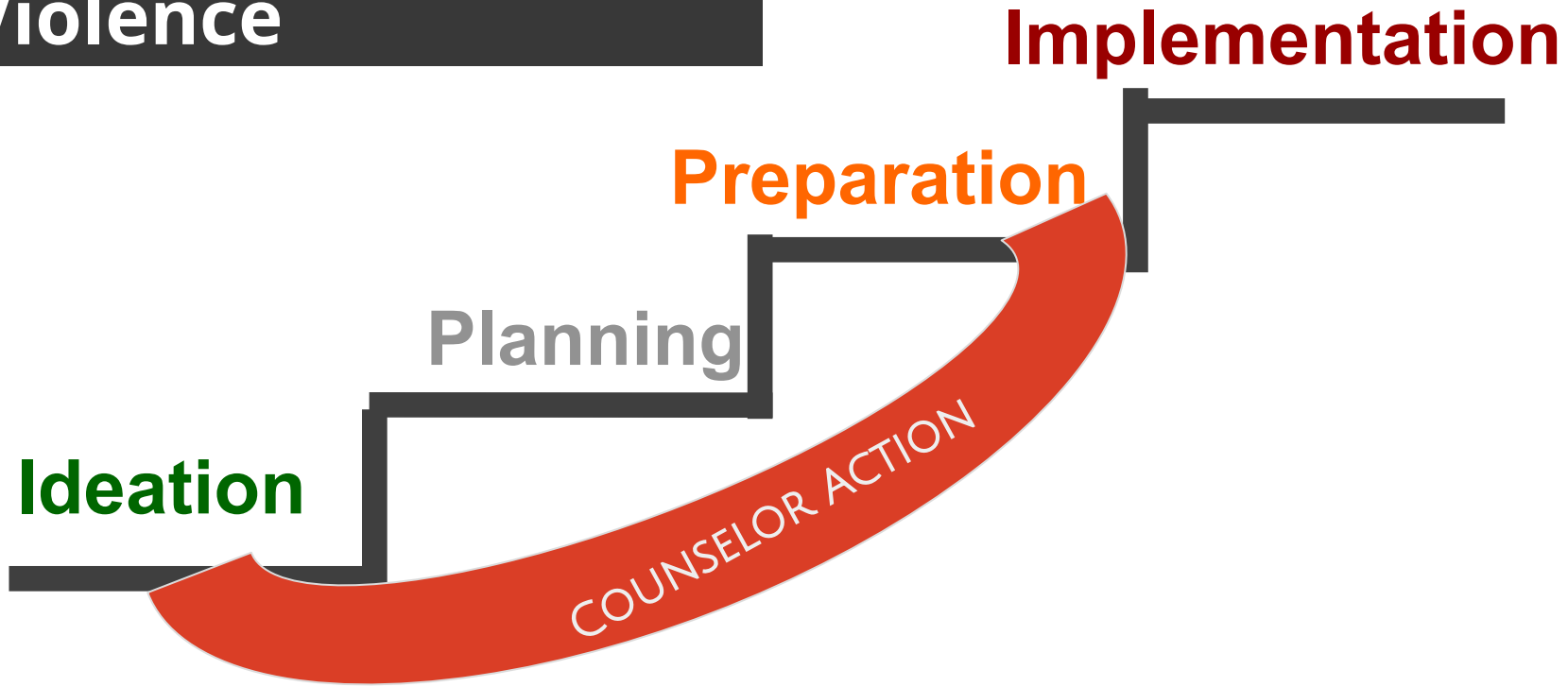
NOTE: These questions should not be utilized without adequate training and planning.

Threat Assessment Procedures

Step-by-Step School Threat Assessment Procedures:

- ❑ Receive report of threat or other concern
  - ❑ Screen for imminence / emergency
  - ❑ Screen to determine need for threat assessment
- ❑ Gather information from multiple sources
- ❑ Organize and analyze information using 11 Investigative Themes / Questions
- ❑ Make assessment about whether person poses threat
- ❑ Develop plan to reduce risk / manage case (if needed)
- ❑ Reassess and change plan if needed
- ❑ Close and document case

Getting Students Off the Pathway to Violence



05

School Counselor's Influence

The Counselor's Role on the SSSP Team

Not the Leader

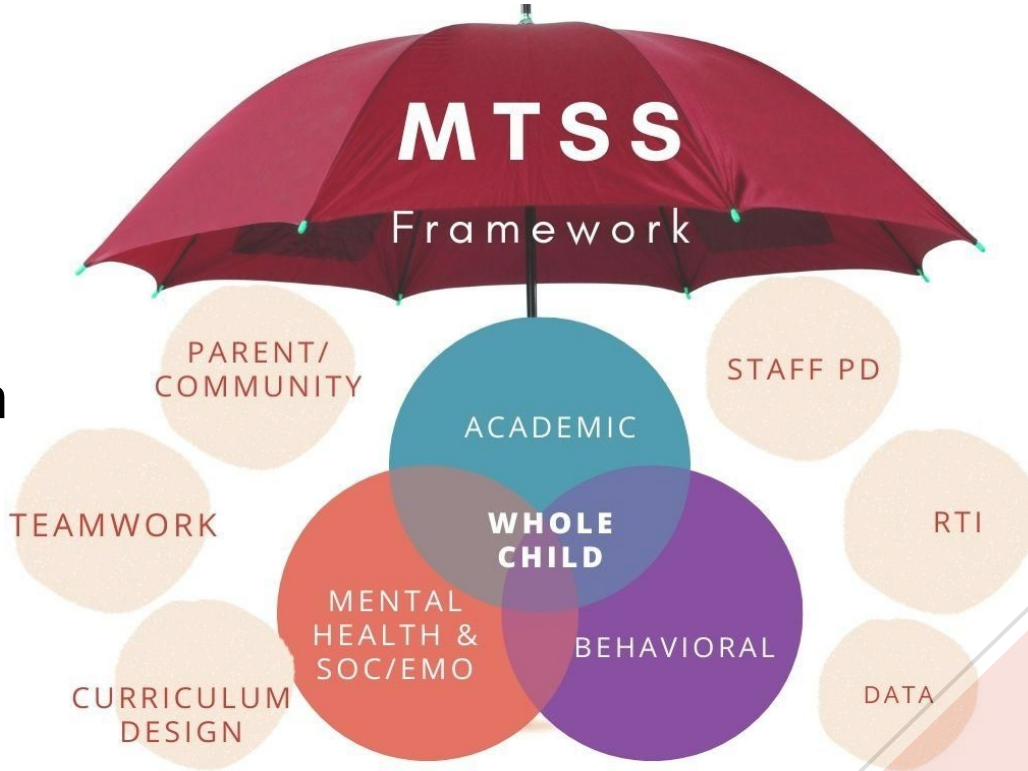
Part of a Team

Help Facilitate MTSS

Follow Texas Comprehensive Counseling Model

MTSS and SSSP

1. Multi-tiered support system
2. Physical and Psychological Safety
3. Multiphase/Multi-hazard Approach in a crisis situation
4. Multi-Collaboration assessment and interventions



Texas Education Agency | Region 14 Education Service Center | Title IV School Safety State Initiative

School Climate

Academic
+
Non-Academic

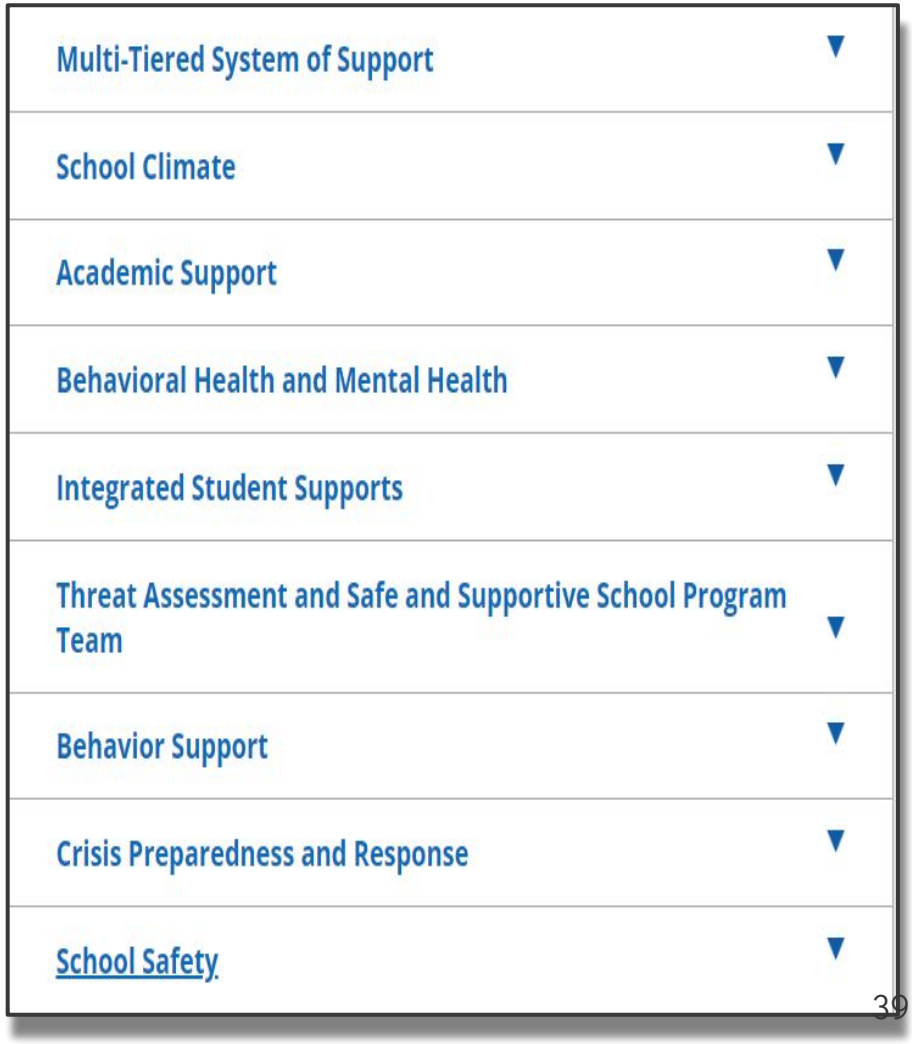
MTSS
Intervention Supports

Behavioral Health
+
Mental Health

Integrated Student Supports

TEA's MTSS Resources

Clickable image to the right



What Counselor Does in SSSP

Gather and provide relevant data…

- ❑ Academic / Attendance / Disciplinary records and current supports
- ❑ Behavioral or Mental Health services in place or used in past
- ❑ Special Program (Special Ed. or 504) placement and current accommodations (FBA, BIP, IEP)
- ❑ Medical diagnosis or outside services being utilized
- ❑ Family background & special circumstances (guardianship, court order, previous disciplinary placement, etc.)

Multi-Tiered System of Supports

- Research-based framework for the systemic alignment of school-wide practices, programs, and services
- Supports both the non-academic (social, emotional, mental and behavioral health and wellness needs) and academic development of students
- Addresses physical and psychological safety of all individuals within the school community

Reference: Safe and Supportive Schools

School Climate

1. School Climate Surveys
   a. Bullying and Cyberbullying awareness & prevention
   b. Other school and community data
2. Analysis of data determines…
   a. Teaching and Learning Practices
   b. Recruitment and Retention of Quality Staff
   c. Student and Staff Engagement & Connectedness to community
   d. Parent engagement
   e. Student, Parent, Staff perceptions of safety at school

Academic & Non-Academic Support

1. Academic Support:
   a. Establish campus & classroom routines
   b. High quality learning experiences
   c. Adjust instructional strategies as needed
   d. Supports monitored through (MTSS framework)
   e. Provide targeted or intensive interventions
2. Non-Academic Support:
   a. Social, emotional, mental, and behavioral health & wellness

Behavioral Health & Mental Health Services and Support

1. Comprehensive mental health systems support safety, academic success, and well-being of students.

2. Brings together diverse stakeholders to…

    a. plan, implement, and improve the system
    b. conduct needs assessments to understand strengths, gaps, and needs within the local context
    c. select and implement culturally-responsive services and supports backed by evidence of effectiveness, and
    d. engages in on-going performance monitoring and quality improvement.

3. Provides a continuum of services and supports to…

    a. Promote positive school climate;
    b. Teach and support skills for social, emotional, and behavioral health;
    c. Prevent mental health and substance abuse problems;
    d. Intervene early to reduce severity of mental health concerns; and
    e. Provide school-based and community-based interventions to students and families.

Integrated Student Supports

Integrated student supports encompass a wide variety of interventions and practices to improve student outcomes.

- Educational success is impacted by factors both within and outside the classroom.
- Needs of the “whole child” met using wraparound approach.
- Utilize data driven approach to identify and address factors impacting student success.
- Schools engage with community, county, and state organizations to provide coordinated services.
- Data tracking ensures needs are met.

Reference: TEA Safe and Supportive Schools

FERPA + HIPPA ??????

Information Sharing: FERPA

Schools / Districts should understand conditions under which information can be shared:

- FERPA should not be an impediment to effective threat assessment and case management.
- FERPA governs records only, not observations, communications, etc.
- FERPA does not govern police records (for police/investigative purpose).
- New guidance from ED encourages information sharing where public safety is a concern (document rationale).
- FERPA does not permit a private right of action.

Information Sharing: HIPAA

Schools / Districts should understand conditions under which information can be shared:

- Confidentiality is held by patient, not mental health provider.
- In cases where HIPAA applies, can try these strategies:
  - No legal prohibition against providing information to health/MH professionals.
  - Can inquire about duty to warn / duty to protect.
  - Can ask student/parent for permission to disclose.

06

Case Management & Action Plan

Enter a subtitle here if you need it

Case Management Steps

1. Assess whether individual poses threat of violence or self-harm, or otherwise in need of intervention.
2. Develop and implement a case management plan to reduce risk.
3. As needed, refer individual to local mental health authority or healthcare provider for evaluation and/or treatment.
4. As needed, refer individual for Full and Individual Evaluation (FIE) for Special Education services.
5. Monitor, re-evaluate, and modify plan as needed to ensure the intervention(s) is effective, and individual no longer poses a threat of violence or self-harm.

Reference: MODEL POLICIES AND PROCEDURES TO ESTABLISH AND TRAIN ON THREAT ASSESSMENT

Develop Risk Management Options

1	2	3
If Team determines student is not at risk for engaging in violence, but still needs monitoring/guidance to cope with losses, develop resiliency to overcome setbacks, or learn more appropriate strategies to manage emotions.	Identify available resources to assist targets + victims ● Peer support programs ● Therapeutic counseling ● Life skills classes ● Tutoring in specific academic subjects ● Mental health care ● Access to community resources	Establish point of contact for all resources

Develop Risk Management Options

4	5	6
Create a situation that is less prone to violence ● Ask family / law enforcement to block student's access to weapons ● Connect student to positive, prosocial models of behavior ● Removal from campus for a time, maintain relationship with S+P	Remove or redirect student's motive ● Bully prevention efforts ● Offering counseling Reference: ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL	Reduce the effect of stressors ● Provide resources to help student manage and overcome negative events, setbacks, and challenges.

Action Plan

The following actions are components of a safe school environment and provide a foundation for a successful threat assessment process.

- Assess school's emotional climate to identify areas for improvement and establish a baseline against which effectiveness of future actions can be evaluated.
- Conduct trainings to involve ALL members of the school community (students, faculty & staff, administrators, and parents) in planning, creating, and sustaining a school culture of safety and respect. Tailor training to specific audience type.
- Create environment where students feel connected to their school, classmates, and teachers.

Action Plan

- Encourage students to create a warm environment by reaching out to lonely or isolated students and to come forward if they have concerns about a peer's behavior.
- To sustain a safe school climate, regularly assess and refine the mechanisms used.
- Emphasize importance of listening by all members of the school community.
- Implement anti-bullying program to prevent and intervene in student bullying.
- Develop trusting relationships between each student and at least one adult at school.

Action Plan

- Create district policy that authorizes school officials to conduct a threat assessment process, addressing:
  - Purpose and scope of policy
  - Role of educators, Behavior Threat Assessment team, and local law enforcement
  - Authority of school officials to decide when a threat assessment inquiry should be pursued
  - Description of behaviors or communications that trigger a threat assessment inquiry, and those behaviors that may not lead to violence but still require intervention
  - A threshold for intervention that is relatively low
  - Description of types of information that may be gathered during a threat assessment inquiry
  - Designation of individuals who will serve on threat assessment team and are responsible for gathering and analyzing information
  - Steps and procedures followed from initiation to conclusion of the threat assessment inquiry

Reference: Checklist for K-12 Schools Implementing a BTA Process

07

Re-Entry Plan

Enter a subtitle here if you need it

Mandated Supports Returning to School

Texas Education Code TEC 38.351 (i)(5) & TASB FFEB (Legal) Board Policy

(5) include procedures:

(A) to support the return of a student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and

(B) for suicide prevention, intervention, and postvention.

Student Re-entry Plan

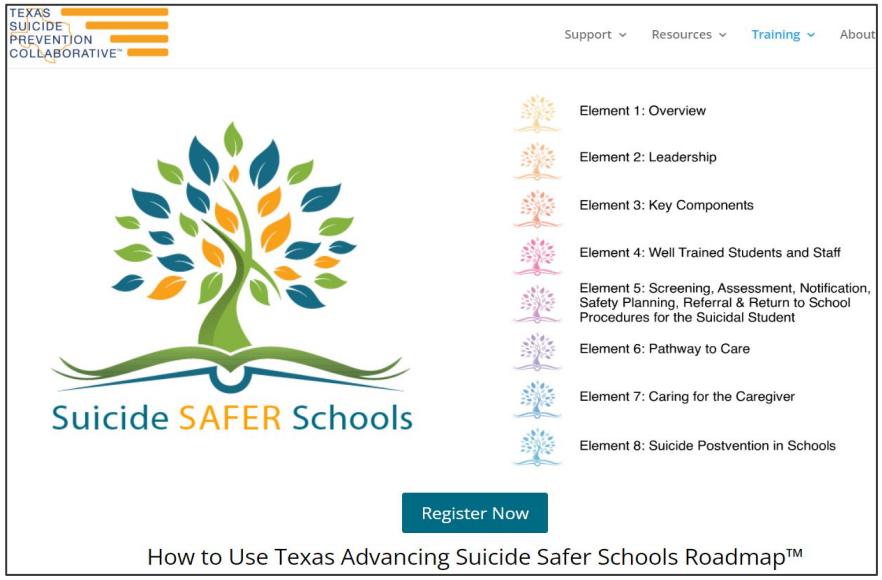
TEA requires Student Reentry Plans as part of MTSS Tier 3 (Intensive supports). This facilitates a safety plan to support the student and consult with the family regarding case coordination with a physician or care provider.

Procedures must be developed to support the student following hospitalization or residential treatment for a mental health condition, substance abuse, suicide prevention, and a Disciplinary Alternative Education Placement (DAEP).

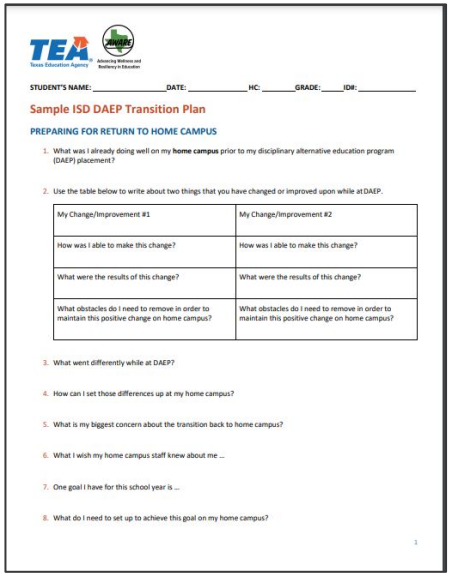
Reference: School Mental health Practice Guide and toolkit

Support for Returning to School

https://texassuicideprevention.org/suicide-safer-schools/



Sample DAEP Transition & Parent Transition Forms



STUDENT'S NAME: _____DATE: _____ HC: _____GRADE: _____ID#: _____

Sample ISD DAEP Transition Plan

PREPARING FOR RETURN TO HOME CAMPUS

1. What was I already doing well on my **home campus** prior to my disciplinary alternative education program (DAEP) placement?

2. Use the table below to write about two things that you have changed or improved upon while at DAEP.

My Change/Improvement #1	My Change/Improvement #2
How was I able to make this change?	How was I able to make this change?
What were the results of this change?	What were the results of this change?
What obstacles do I need to remove in order to maintain this positive change on home campus?	What obstacles do I need to remove in order to maintain this positive change on home campus?

3. What went differently while at DAEP?

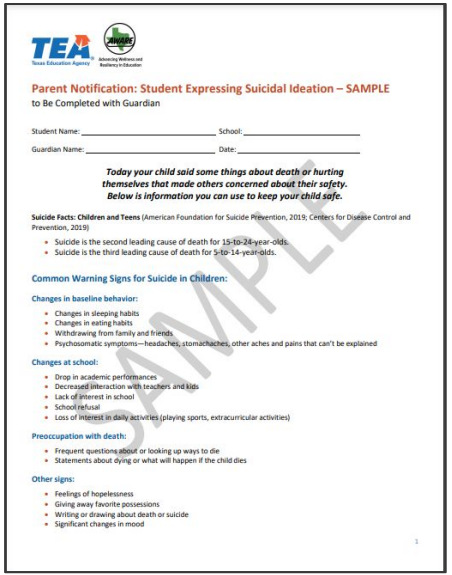
4. How can I set those differences up at my home campus?

5. What is my biggest concern about the transition back to home campus?

6. What I wish my home campus staff knew about me …

7. One goal I have for this school year is …

8. What do I need to set up to achieve this goal on my home campus?



Parent Notification: Student Expressing Suicidal Ideation – SAMPLE

to Be Completed with Guardian

Student Name: _____ School: _____

Guardian Name: _____ Date: _____

Today your child said some things about death or hurting themselves that made others concerned about their safety. Below is information you can use to keep your child safe.

Suicide Facts: Children and Teens (American Foundation for Suicide Prevention, 2019; Centers for Disease Control and Prevention, 2019)

- Suicide is the second leading cause of death for 15-to-24-year-olds.
- Suicide is the third leading cause of death for 5-to-14-year-olds.

Common Warning Signs for Suicide in Children:

Changes in baseline behavior:

- Changes in sleeping habits
- Changes in eating habits
- Withdrawing from family and friends
- Psychosomatic symptoms—headaches, stomachaches, other aches and pains that can't be explained

Changes at school:

- Drop in academic performances
- Decreased interaction with teachers and kids
- Lack of interest in school
- School refusal
- Loss of interest in daily activities (playing sports, extracurricular activities)

Preoccupation with death:

- Frequent questions about or looking up ways to die
- Statements about dying or what will happen if the child dies

Other signs:

- Feelings of hopelessness
- Giving away favorite possessions
- Writing or drawing about death or suicide
- Significant changes in mood

SAMPLE

Returning to School Protocol Items

https://texassuicideprevention.org/suicide-safer-schools/

- Counselor or designee meets with parent/guardian to discuss the child's return to school.
  - Review student's progress with mental health provider outside of school and ensure the release of information form has been signed.
  - Review all information from the mental health provider especially with regards to safety planning and needed support services at school.
  - Plan the follow-up services within the school community that will be available
  - Discuss any foreseeable social and/or academic challenges the child will experience and make a plan for easing those challenges.
  - Inform teachers on a "need to know basis" that suicidal behavior has been a concern: instruct them to be alert for warning signs of suicidal behavior and to notify the school counselor or administrator immediately if the student exhibits warning signs.

Returning to School Protocol Items cont.

https://texassuicideprevention.org/suicide-safer-schools/

- Counselor or designated staff member will meet with the student on first day of return, before he/she attends any classes.
  - Review the plan for checking in with him/her to make sure they are adjusting to the academic & social requirements at a minimum of once a week for two months.
  - Ensure that a safety plan is in place for the student. If not then the school designee and student need to develop one together.
  - Discuss with student the progress he/she feels they made at mental health care.
  - Help know how to access you (or another trusted adult) if they are distressed?
  - If the student has been out for an extended time, coordination with teachers in order to set up a manageable schedule for the student to catch up on assignments.

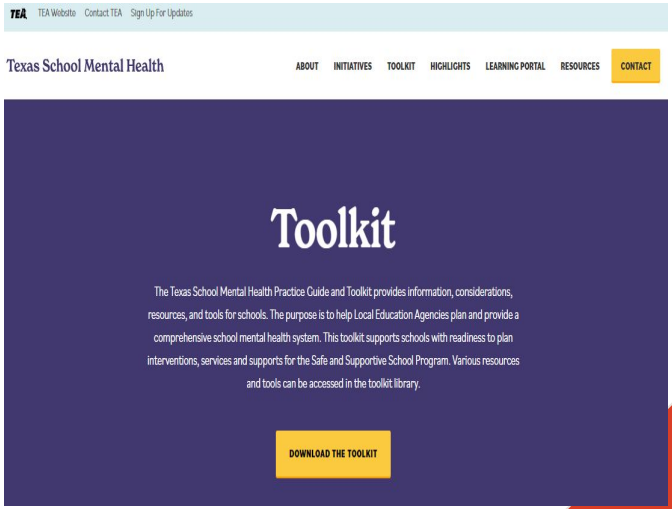
Support for Returning to School

National Resources

- SAMSHA's "Preventing Suicide: A Toolkit for High Schools" (pgs. 80-81)
- AFSP's "Model School District Policy on Suicide Prevention: Model Language, Commentary and Resources." in the Commentary section (pgs. 21-22) "Points to Consider When Developing Re-Entry Policies"

Support for Returning to School

- TEA Texas School Mental Health
- TEA Mental Health and Behavioral Health
- TEA Suicide Prevention, Intervention, and Postvention
- TEA Substance Abuse Prevention and Intervention

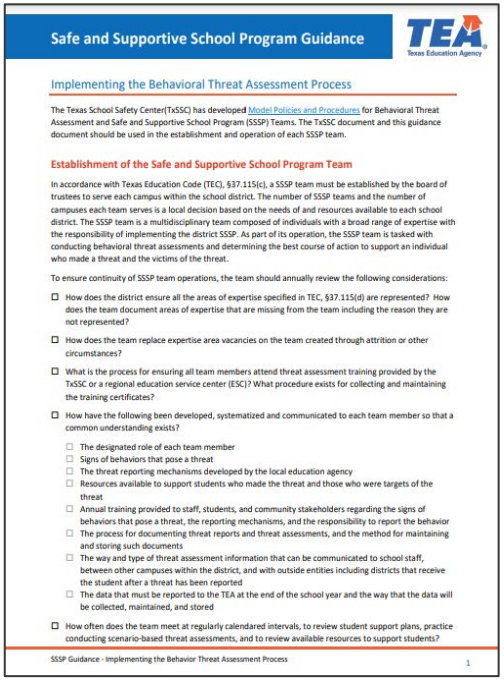


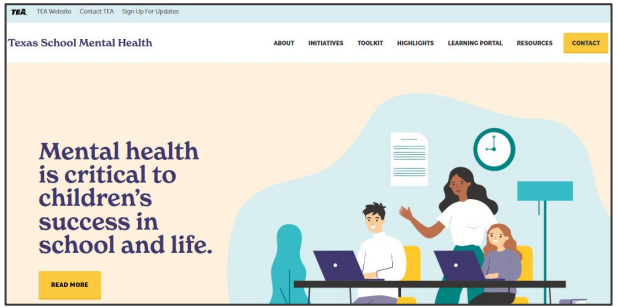
08

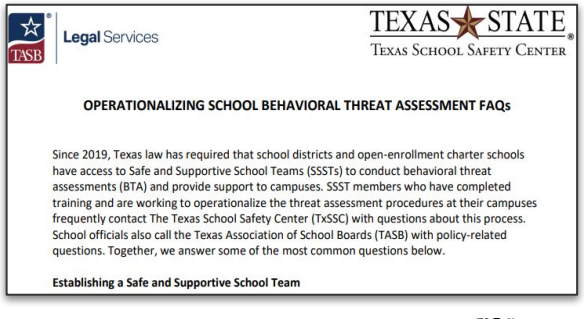
Resources

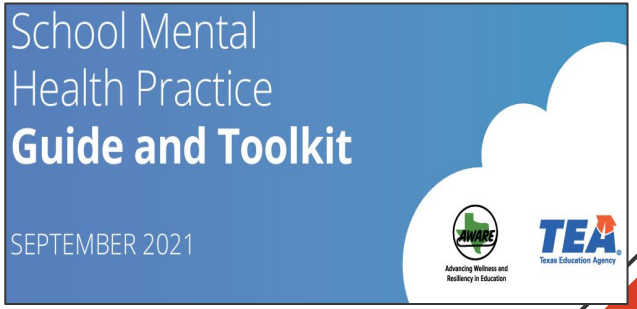
Enter a subtitle here if you need it

TEA & TASB Websites / Resources









Images are linkable

How to find State Requirements…

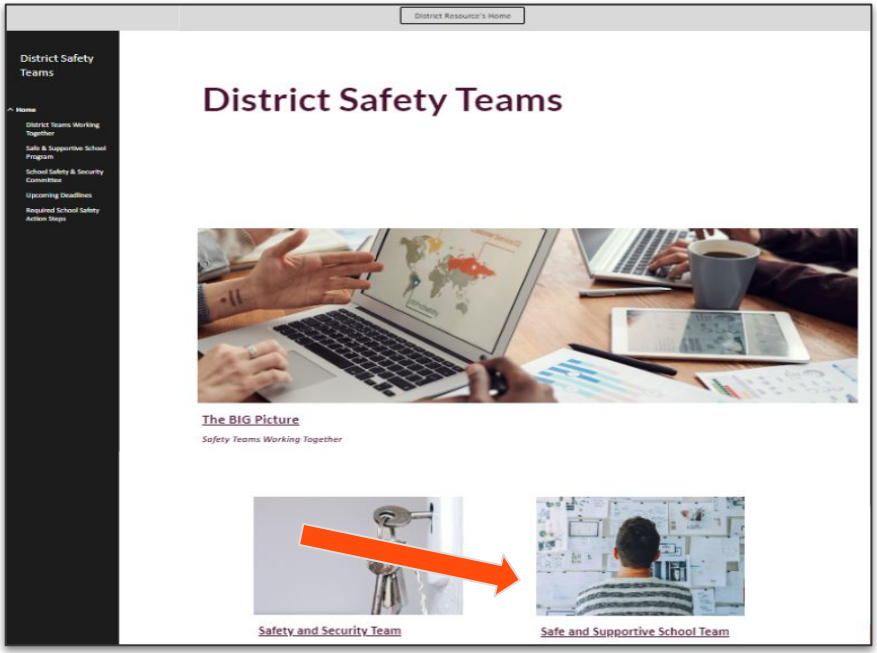
Title IV, Part A School Safety and Mental Health State Initiative Web Page

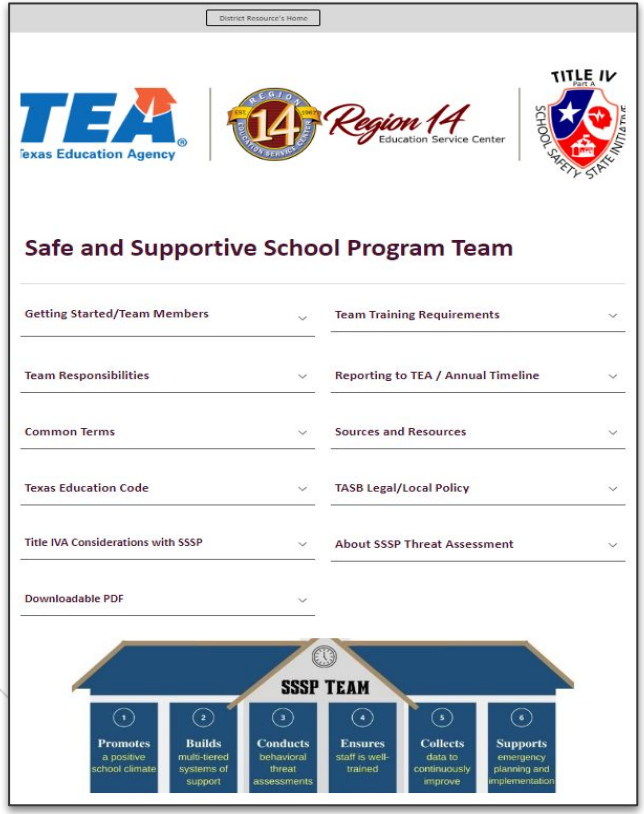
District Resources

Safety Teams

Safety Team Requirements

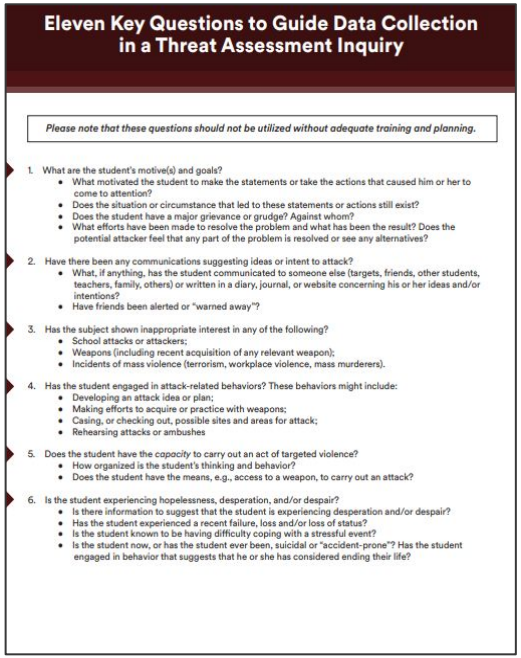
[Title IVA Safety and Mental Health State Initiative Web Page]





Images are linkable

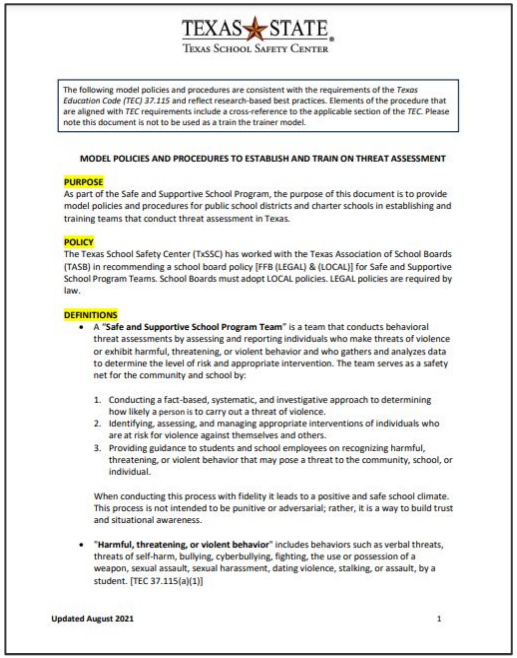
Texas School Safety Center (TxSSC) Resources



Eleven Key Questions to Guide Data Collection in a Threat Assessment Inquiry

Please note that these questions should not be utilized without adequate training and planning.

1. What are the student's motive(s) and goals?
   - What motivated the student to make the statements or take the actions that caused him or her to come to attention?
   - Does the situation or circumstance that led to these statements or actions still exist?
   - Does the student have a major grievance or grudge? Against whom?
   - What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2. Have there been any communications suggesting ideas or intent to attack?
   - What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or website concerning his or her ideas and/or intentions?
   - Have friends been alerted or "warned away"?
3. Has the subject shown inappropriate interest in any of the following?
   - School attacks or attackers;
   - Weapons (including recent acquisition of any relevant weapon);
   - Incidents of mass violence (terrorism, workplace violence, mass murderers).
4. Has the student engaged in attack-related behaviors? These behaviors might include:
   - Developing an attack idea or plan;
   - Making efforts to acquire or practice with weapons;
   - Casing, or checking out, possible sites and areas for attack;
   - Rehearsing attacks or ambushes
5. Does the student have the *capacity* to carry out an act of targeted violence?
   - How organized is the student's thinking and behavior?
   - Does the student have the means, e.g., access to a weapon, to carry out an attack?
6. Is the student experiencing hopelessness, desperation, and/or despair?
   - Is there information to suggest that the student is experiencing desperation and/or despair?
   - Has the student experienced a recent failure, loss and/or loss of status?
   - Is the student known to be having difficulty coping with a stressful event?
   - Is the student now, or has the student ever been, suicidal or "accident-prone"? Has the student engaged in behavior that suggests that he or she has considered ending their life?



TEXAS STATE
Texas School Safety Center

The following model policies and procedures are consistent with the requirements of the *Texas Education Code (TEC) 37.115* and reflect research-based best practices. Elements of the procedure that are aligned with *TEC* requirements include a cross-reference to the applicable section of the *TEC*. Please note this document is not to be used as a train the trainer model.

MODEL POLICIES AND PROCEDURES TO ESTABLISH AND TRAIN ON THREAT ASSESSMENT

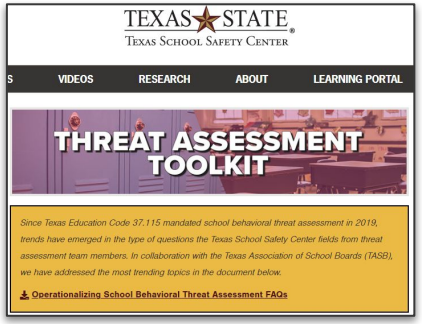
PURPOSE
As part of the Safe and Supportive School Program, the purpose of this document is to provide model policies and procedures for public school districts and charter schools in establishing and training teams that conduct threat assessment in Texas.

POLICY
The Texas School Safety Center (TxSSC) has worked with the Texas Association of School Boards (TASB) in recommending a school board policy [FFB (LEGAL) & (LOCAL)] for Safe and Supportive School Program Teams. School Boards must adopt LOCAL policies. LEGAL policies are required by law.

DEFINITIONS
- A **"Safe and Supportive School Program Team"** is a team that conducts behavioral threat assessments by assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and who gathers and analyzes data to determine the level of risk and appropriate intervention. The team serves as a safety net for the community and school by:
  1. Conducting a fact-based, systematic, and investigative approach to determining how likely a person is to carry out a threat of violence.
  2. Identifying, assessing, and managing appropriate interventions of individuals who are at risk for violence against themselves and others.
  3. Providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

  When conducting this process with fidelity it leads to a positive and safe school climate. This process is not intended to be punitive or adversarial; rather, it is a way to build trust and situational awareness.
- **"Harmful, threatening, or violent behavior"** includes behaviors such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student. [TEC 37.115(a)(1)]

Updated August 2021 1

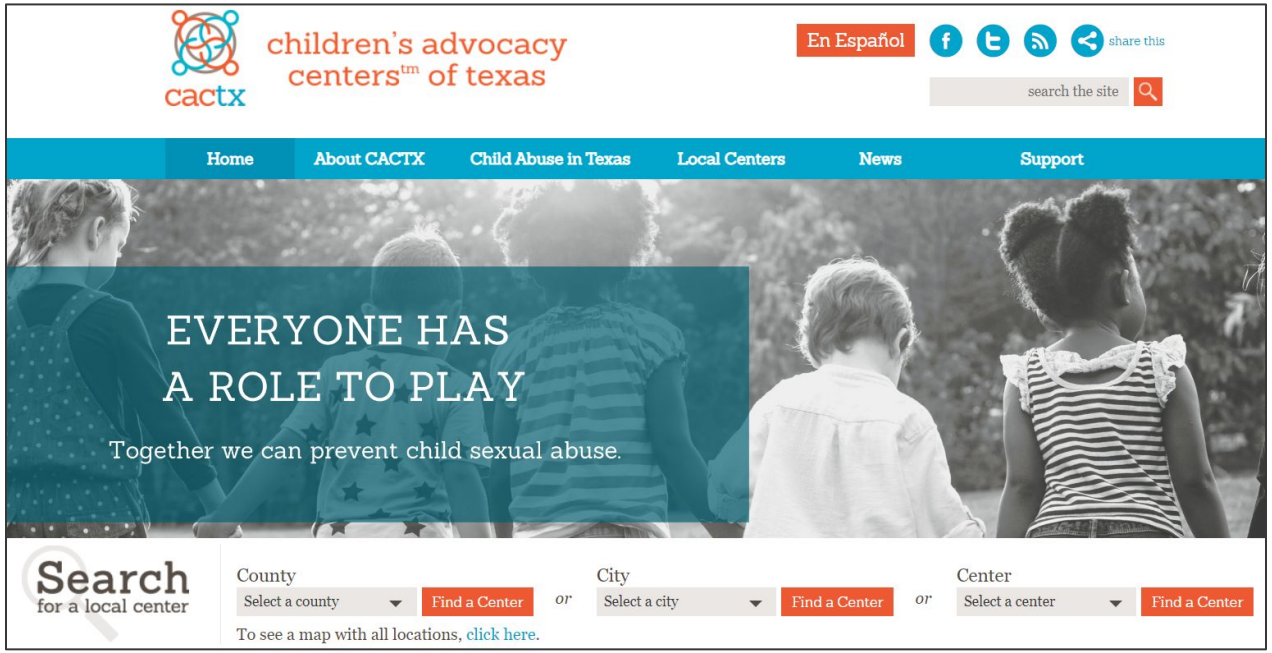


Images are linkable

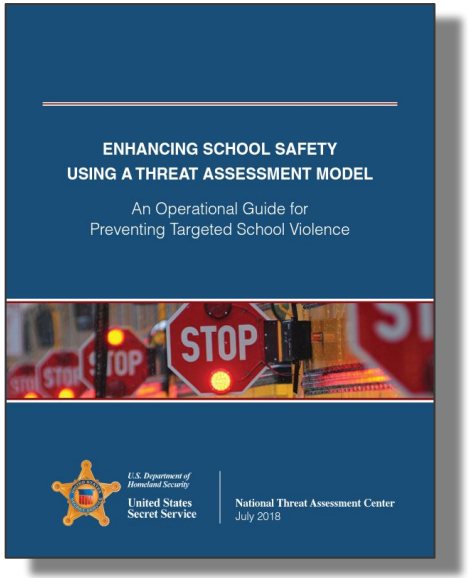
Community Resource Coordination Groups

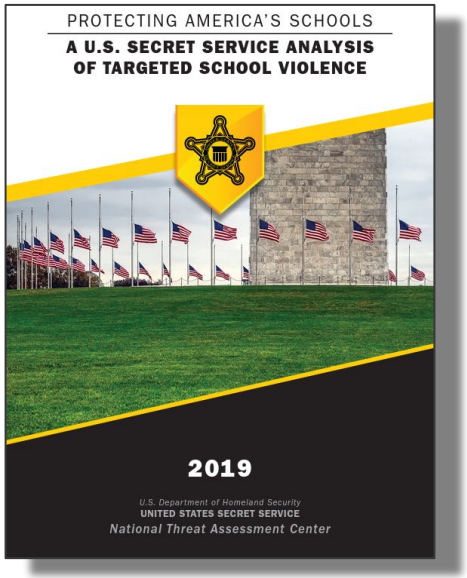
Images are linkable

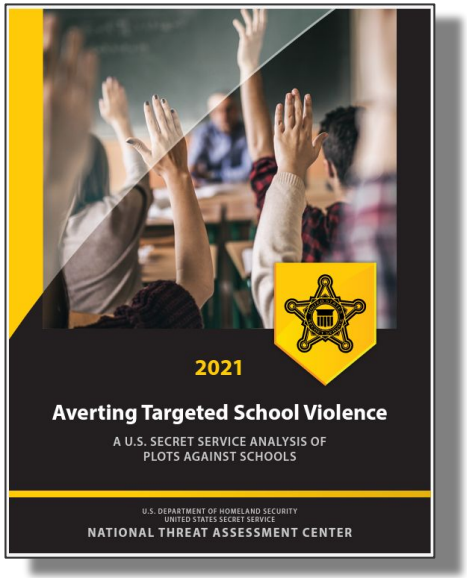
Children's Advocacy Centers of Texas



U.S. Secret Service Develops Behavior Threat Assessment Model







https://www.secretservice.gov/protection/ntac

Summary

01 Overview of SSSP Team

02 SSSP Requirements & Responsibilities

03 Training Requirements

04 Behavior Threat Assessment

05 School Counselor's Influence on the SSSP Team

06 Case Management & Action Plan

07 Re-Entry Plan

08 Resources

What I now think a school counselor's role is on the SSSP Team...

Evaluation

https://forms.gle/Qr46ZtD2CpsqTt6W6

THANK YOU!

Title IV, Part A
School Safety State Initiative