

# B-TAG

BOLANTE THREAT ASSESSMENT GUIDE

 Bolante.NET

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## SENSITIVE INFORMATION

# Bolante Threat Assessment Guide



Threat Assessment is a proactive approach requiring a comprehensive review of the situation, context, and the subject's psycho-social and behavioral dynamics.



## Bolante Threat Assessment Guide

*Classified-Confidential*

**If imminent danger exists or occurs during the process, call law enforcement**

- Use the questions as an investigative guide to assess and manage potential situations of concern
- B-TAG does not rate or assign the likelihood of violent acts
- B-TAG gives threat assessment teams direction, information, and structure when they do an assessment
- The composition of threat assessment teams should include professionally trained people from different fields (multidisciplinary teams) to evaluate threats and work through the B-TAG
- Other assessment tools, such as those for domestic violence, violence at work, suicide risk, etc., can be used with the B-TAG to support the assessment process

### **Confidentiality**

This form and the information discussed during an assessment process are private and shouldn't be shared without the team's or the organization's permission or unless otherwise directed by law or policy. Before participating in the process, all team members and participants must complete and file a confidentiality form.

- All the people involved have signed a confidentiality agreement or have one on file and are aware of the confidentiality imposed on them as participants in this process.

Refer to your organization's policies to find out how to include non-traditional team members (other stakeholders) who provide intelligence information during the process but don't participate in the assessment.

The team could also have people from agencies like law enforcement and mental health that work together. The threat assessment team should get information from as many sources as possible, such as friends, family, coworkers, social media, etc.

# Part A: Assessment Background

## Case Background

Today's Date: \_\_\_\_\_

Reported Date: \_\_\_\_\_

Name of Individual: \_\_\_\_\_

- |                                          |                                               |
|------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Employee        | <input type="checkbox"/> Parent/Relative      |
| <input type="checkbox"/> Former Employee | <input type="checkbox"/> Guest                |
| <input type="checkbox"/> Student         | <input type="checkbox"/> Unknown Identity     |
| <input type="checkbox"/> Former Student  | <input type="checkbox"/> Outside Organization |
| <input type="checkbox"/> Vendor          | <input type="checkbox"/> Other: _____         |

Name, group, or organization that **might be at risk**  
*(info use in Part D-#3 of precautionary steps to notify potential targets of potential concern and actions):*

\_\_\_\_\_

**Community** of residence of the individual:

\_\_\_\_\_

Describe the **concern**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of individual(s) **reporting**:

\_\_\_\_\_

**Location** of incident(s):

\_\_\_\_\_

Date, time, and nature of **last action or concerning behavior**:

\_\_\_\_\_

\_\_\_\_\_

If **weapons** are involved (e.g., gun, knife, vehicle, or other devices), describe below:

\_\_\_\_\_

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Known **disciplinary** or criminal **history**, if any:

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**Vehicles** involved (make, model, style, license, color) and their relationship to the person of concern:

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**Law enforcement** involved:

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**Other** history:

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**Who may be affected** by conducting this threat/safety assessment?

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To assist with **reducing bias**, what barriers need to be addressed around practice and the decision-making process related to this threat/safety assessment?

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What is the **racial climate** related to the individual's experience?

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**REMINDER:**

Use the questions as an investigative guide to assess and manage potential situations of concern.



*If imminent danger exists or occurs during the process, call law enforcement.*

## Bias, Equity, and Inclusion

Taking into account the background information above, do any of the team members have a conflict of interest, a strong bias, or beliefs that would make it hard for them to be fair and unbiased in their evaluation?


If a team member can't be fair, they should consider stepping away from the process.

During the evaluation process, if a team member's bias becomes apparent, it is up to the team to ask that person to step away from the process.

To stop violence, the threat assessment guide and process need to be based on empathy, curiosity, and a lack of harmful biases.

**The team discussed the importance of providing a fair and impartial process.**

- Onsite (team members listed)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

 **QUESTION:**

Do any of the team members have a conflict of interest, a strong bias, or beliefs that would make it hard for them to be fair and unbiased in their evaluation?

**ADDITIONAL NOTES:**

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## Bias, Equity, and Inclusion (continued)

Finding out who or what this threat assessment might affect is the first step in that process. This is not a comprehensive list but is intended to spark discussion on possible targeted communities or populations.

There may be impacts on systemically non-dominant or other vulnerable populations. These expand beyond our federally protected classes. When using the B-TAG, you are applying multiple lenses to complete your assessment.

1. As a member of the assessment team for your self-assessments to have a greater awareness of your own biases, power, and privilege by identifying your intersectionality of identity and how those may contribute to or impact your assessment.
2. As a multidisciplinary team, ensure equity and inclusiveness in your team’s process and practice.
3. Individual(s) assessed and their intersectionality of identity for potential leakage and others you may want to consult with outside your assessment team.
4. Impacted groups throughout the assessment process who may benefit from additional resources and services and who best to provide those. Consider how you reduce the disparate impact on systemically non-dominant groups

### Systemically Non-Dominant Groups\*

- People with Disabilities
- Mobile and Physical Accessibility
- Invisible disabilities
- Neurodiversity

### Black, Indigenous, and People of Color (BIPOC)

Disaggregate historically underrepresented:

- Black/African-American
- Hawai’ian Pacific Islander
- Native American
- Latinx
- Asian

### People from the LGBTQ+ Community

Disaggregate historically underrepresented:

- Transgender individuals



### REMINDER:

The composition of threat assessment teams should include professionally trained people from different fields (multidisciplinary teams) to evaluate threats and work through the B-TAG.

\*Jenkins, D. (2018). A Critical Lens to Rethinking Power, Privilege and Inequity Language: “Systemically Dominant” and “Systemically Non-Dominant.” Share the Flame, LLC: Camas, WA, [www.sharefame.com](http://www.sharefame.com).

## Other Identities to Consider:

- |                                                                   |                                                              |
|-------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Age                                      | <input type="checkbox"/> Justice-Involved                    |
| <input type="checkbox"/> Disability Status                        | <input type="checkbox"/> Language Proficiency/Use of English |
| <input type="checkbox"/> Educational Background                   | <input type="checkbox"/> Nationality/Citizenship             |
| <input type="checkbox"/> Ethnicity/Culture                        | <input type="checkbox"/> Race                                |
| <input type="checkbox"/> Family Status                            | <input type="checkbox"/> Relationship/Marital Status         |
| <input type="checkbox"/> Food Insecure                            | <input type="checkbox"/> Religion/Spirituality               |
| <input type="checkbox"/> Foster Youth                             | <input type="checkbox"/> Sex Assigned at Birth               |
| <input type="checkbox"/> Gender Expression                        | <input type="checkbox"/> Sexual Orientation                  |
| <input type="checkbox"/> Gender Identity (Cisgender, Transgender) | <input type="checkbox"/> Skin Color                          |
| <input type="checkbox"/> Home/Houselessness                       | <input type="checkbox"/> Socio-Economic Class                |
| <input type="checkbox"/> Immigration Status                       | <input type="checkbox"/> Veteran Status                      |
|                                                                   | <input type="checkbox"/> Other: _____                        |

### Additional comments:

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# Part B: Guided Questions: Discuss, Investigate, and Document

## 1. Concerns

If violence is being considered or planned, it is difficult to hide the indicators. Sometimes, little care is taken to hide intentions, and while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

Questions to consider:

- Are others (associates, supervisors, colleagues, students, family, etc.) concerned about safety?
- Are there beliefs or ideologies aligning with extremists or hate groups?
- What is their outlook on life?
- Has there been a distinct behavioral change?
- Is there a known grievance?
- Is there any indication of violent ideation?
- Has the individual acted out violently or attempted a violent act?

Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken.

In the space below, describe details of concern (threat, dangerous situation, and/or acted-out behavior). Include the approximate date, time, location, specifics, and source of information.

### INSTRUCTIONS:



An assessment is not only about negative or concerning factors involving the individual but also about strengths and positive influences in their life. Inhibitors and stabilizers (circumstances, influence, and other factors) that discourage a violent act can lessen threats of violence.

However, caution should be exercised in that inhibitors and stabilizers can change quickly, affecting the individual's planned or spontaneous actions

Concern	Details
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	



## 2. Cultural Considerations & Context

Consider any affinity groups that may be relevant to the situation. Affinity groups are a safe space for individuals to come together to interact with those who share a common identity or experience.

Are there affinity groups identified within the person of concern’s community? If so, what are they? (See page 5, *Bias, Equity, and Inclusion – Systemically Non-Dominant Groups, Black, Indigenous, and People of Color (BIPOC), People from the LGBTQ+ Community, and Other identities to Consider*)

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The team discussed the importance of providing a fair and impartial process.

- Onsite (team members listed)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_



**Affinity Groups:**  
Use the questions as an investigative guide to assess and manage potential situations of concern.  
*If imminent danger exists or occurs during the process, call law enforcement.*

The intersectionality of identity identifies multiple factors with advantages and disadvantages. Examples include gender, sex, race, class, ethnicity, etc.

What intersectionality of identity may have been identified for the individual being assessed? (See *Bias, Equity, and Inclusion – Systemically Non-Dominant Groups, Black, Indigenous, and People of Color (BIPOC), People from the LGBTQ+ Community, and Other Identities to Consider*)

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### 3. Communication

Are there indicators of threats to a person, place, or organization? Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted act (called “attack-related behavior”).

In completing this section, consider the various threats listed below.

- **Direct threat:** straightforward, clear, and explicit.
  - “I am going to put a bomb in the break room.”
  - “I’m going to kill you.”
- **Indirect threat:** tentative or implied.
  - “If I wanted to, I could easily take out anyone in my class.”
  - “I could make my supervisors disappear if I wanted to.”
- **Conditional threat:** contingent upon certain circumstances, usually containing the words “or” and “if.”
  - “If I can’t get my paid time off, you will pay.”
  - “If they flunk me, I will make them hurt.”
- **Veiled threat:** vague and subject to interpretation, sometimes having two meanings, and can sound like a joke.
  - “I totally get Columbine.”
  - “I can see how going postal could fix this situation.”

What is the motive or violent intention? If threats are made but lack attack-related behaviors, motives, or a specific target(s) consistent with that threat, then the risk decreases. **Many threats aren’t said directly; instead, they are hinted at with vague words and strange behavior.**

In the space below, describe the following: has the individual of concern expressed comments or other communications that lessen or increase the concerns? If yes, please describe these comments and indicate the source of this information.

Communication Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated <input type="checkbox"/> Direct Threat <input type="checkbox"/> Indirect Threat	

## 4. Leakage

Are there indications of any “leakage” about a potential plan of attack? Leakage refers to any kind of communication that lets people know about a planned attack, whether in person, on social media, or in writing samples. Leakage can occur in various forms through various third parties.

Leakage may intentionally or unintentionally disclose information about feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act. This may not be readily apparent, as leakage can be indirect (e.g., a vague warning) or casual (e.g., offhand references to previous acts of violence—like a mass shooting—or possible harmful events).

Leakage may be observed through verbal communication (boasts, innuendos, and predictions), posts on social media, emails, written language exercises, essays, poems, songs, drawings, doodles, tattoos, and videos, among other means of communication.

In the space below, list any known leakage and the source, date, and time of the event.

Leakage	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 5. Pre-Attack Behaviors

Are there indications of pre-attack-related behaviors (acquiring weapons, rehearsing, scheduling an attack, stalking, etc.)? Attack-related behavior may include, but is not limited to, the following:

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group, or place. The plan will have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, or research about how to acquire a weapon.
- Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, video games, movies, or internet sites with themes and sequences of targeted violence, etc.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, or loss) that further justifies the violence as a solution.
- Novel aggression: To conduct an act of violence to see if they are capable of carrying out their plan (“try-outs”). This target could be completely unrelated to the intended target.

In the space below, list and describe any pre-attack behaviors. Be sure to include the sources of all the included information.

Pre-Attack Behaviors	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 6. Externalizing Blame

Is there evidence of externalizing blame for behaviors and problems onto others?

- Are there indications of being victimized, outcast, marginalized, or disconnected?
- This could be related to a grievance, but with the attitude that it's up to me to resolve the injustice done against me.
- Does the person of concern have a profound sense of injustice or entitlement?
- The person might have the perception that they have no other option but to take matters into their own hands ("injustice collector," "collecting justice").

If known, use the space below to describe how the individual usually takes responsibility for their actions or puts the blame on others. Include any information that validates this assessment. Be sure to include the sources of all included information.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 7. Suicidality

Are there indications of suicidal ideation, intent, or planning (a history of suicidality)?

- Is there a history of suicidal behavior, attempts, gestures, references, and intent?
- Suicidal thoughts can easily and quickly progress to homicidal ideation.
- The wish to die, be killed, or take one's own life combined with a threat to harm others increases the risk for violence, especially if the self-destructive behavior is the last part of a plan to harm others and carry out revenge or justice.

In the space below, describe any known suicidal thoughts or actions. Be sure to include the sources of all the included information.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated <input type="checkbox"/> Referral made: Date of referral: ____ / ____ / ____	

## 8. Homicidal Ideations

Are there indications of a preoccupation with violent thoughts (homicidal ideations)?

- Are there increased perseverations/fixations on a person or cause?
- Is there an ongoing focus on a particular person, group, or organization?
- Are there indications of focused or unusual interest in acts of violence, previous attacks or attackers, weaponry, anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)?

This fixation can also be presented as “identifying” with previous attackers, the military, or law enforcement. This may be exhibited in a pseudo-commando or “warrior” mentality: military-like behavior or perspective; fascination or obsession with firearms and military fatigues; close association with law enforcement or the military.

In the space below, list any known information that would indicate the individual has expressed ideation of violence towards others. Be sure to include the sources of all the included information.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 9. Weapons

Are there indications of weapon (s) availability?

If weapons are being considered but are not immediately available within the home, are they available through relatives, friends, or other means?

In the space below, list known access to any type of weapon or item that could be used to cause harm to the individual or others and include the ease of access to them. Be sure to include the sources of all the included information. *Note your level of confidence in the source of your information.*

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	



## 10. Coping Skills

Are there indications of past coping skills used to deal with stressful situations? Consider the following questions.

- Are there issues related to vulnerability and coping skills that are not directly related to targeted aggression?
- Risk increases considerably when coping strategies are limited. There is little if any, ability to handle frustration, criticism, disappointment, or rejection.
- Are there mental health issues that indicate a low reserve of coping strategies and a lack of emotional resiliency?

In the space below, list any known effective and ineffective coping skills while keeping the above questions in mind. Be sure to include the sources of all the included information.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 11. Hopelessness

Are there indications of hopelessness or desperation, a feeling of being trapped, or a lack of options? Does the individual show any positive outlook or plans for their future?

- Are there indications the person feels trapped, without options?
- Are there indications the person is giving away possessions without any plans for the future?

As people lose hope of resolving stressful or overwhelming situations, they are more likely to engage in desperate solutions and last-ditch efforts to take control. Examine the *perception* of the person or party with whom you are concerned and consider.

List any known future plans or outlooks for the future of the individual. Be sure to include the sources of all included information.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 12. Intimate Partner or Domestic Violence

Is there a history of violence and control against the individual’s partner? Relationships, including those with family or close acquaintances, can be a positive influence or outlet for the individual. Unhealthy relationships may include acts of domestic or intimate partner violence or other forms of harassment or abuse.

- Does the partner have plans for ending the relationship?
- Is the person separated? Are there child custody issues, shared assets, etc.?
- Does the partner work for the organization?
- Where is the partner (geographically)?

List any known positive and negative relationship behaviors. Be sure to include the sources of all the included information.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 13. Mental Health

Are there indications of behavioral or mental health concerns? Listed below are some examples that the person of concern might be exhibiting.

Possible indications of mental health concerns include:

- Indications of social isolation
- Difficulties connecting with other people or lack of the ability to form intimate relationships (lacking empathy, remorse, love, and/or sympathy, etc.)
- Signs of irrational and persistent feelings that people are “out to get them” (paranoia)
- An attitude of self-importance or grandiosity; self-centeredness or lack of insight into others’ needs and/or feelings
- Feelings of justification to act upon violent thoughts
- A situation involving a person who lacks connection to others increases the risk since the individual has less to lose.

If a person lacks connection to others **and** is also marginalized within the organization, **the greater the risk or concern.**

In the space below, list any known mental health concerns. Is the individual receiving treatment and/or medications for mental health concerns? Be sure to include the sources of all the included information.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 14. Capacity for Violence

There are three questions to keep in mind when considering the individual of concern's capacity for violence:

1. Are there indications of capacity or ability to carry out acts of targeted or planned violence? That is, have they committed acts of violence in the past?
2. Based upon the cognitive or adaptive capacity of the person or party of concern, what is the likelihood that a successfully organized and executed planned attack will occur?
3. If someone is making exaggerated or complex threats but is unable to organize and execute them due to supervision, cognitive ability, or overall functioning, then feasibility drops.

In the space below, list any known mental health concerns. Is the individual receiving treatment and/or medications for mental health concerns? Be sure to include the sources of all the included information.

**Note:** A mental health condition does not indicate that an individual may act out with violence. There is tremendous stigma and misinformation regarding individuals experiencing a mental health crisis. For example, the vast majority of people experiencing psychosis are not dangerous and will not become violent.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 15. Upcoming Events

Are there any upcoming, important events (grievance, lawsuit, loss, graduation, break-up, birthdays, holidays, divorce anniversary, etc.)?

- What situations agitate or trigger aggressive thinking, threats, and behavior?
- Is there an indication that the person of concern is awaiting an event or action before making a final decision regarding violent behavior?
- What are the significant anniversary dates (either positive or negative)?

Use the space below to describe any **upcoming events** that could positively or negatively impact the individual's behavior. Be sure to include the sources of all the included information.

Concerns	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

## 16. Inhibitors

Are there any indications of inhibitors that would decrease the likelihood of targeted violence?  
 Are there stabilizing factors (birthdays, family, religious or spiritual beliefs, hobbies, etc.) reducing the potential for violence?

*A situation lacking inhibitors is one of greater risk because there is less to lose by acting out and little motivation toward healthy solutions.*

- Are there indications that the person is **able to form positive relationships**?
- Do they have **positive relationships**?
- Are there indications the person is **involved in activities**, events, interests, relationships, goals, organization memberships, faith-based connections, or personal health?
- Who or what has been a **positive influence** in the past?
- Was the person **once actively involved** in a group or hobby they no longer attend?

In the space below, identify all positive influences that promote responsible and accountable prosocial behavior. Be sure to include the sources of all the included information.

Inhibitors	Information
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Validated	

# Part C: Team Discussion

To begin this section, review all previous questions and highlight or identify responses that indicate concern or risk.

## 1. Impressions and Sense of Urgency

In the space below, describe your overall impression of the situation and your *sense of urgency*. Keep this sense of urgency in mind as you proceed with developing an action plan.

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Describe:
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## 2. Victim(s) and/or Target(s)

Do the responses identify threats (actions, specific circumstances, and/or communications) that are *focused on a specific target* (individual or group) for a specific reason or motive and involve planning and preparation with the capacity to carry out the event? If so, the risk of targeted aggression is clearly indicated and must be addressed immediately.

In the space below, indicate whether a possible victim or target has been identified and describe them, if applicable. Be sure to include the sources of all the included information.

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Describe:
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### 3. Cultural Considerations

Have possible *affinity groups* been identified during the safety assessment? For example, consider religion, family, belief systems, veteran status, peer groups, etc. (See page 5, Bias, Equity, and Inclusion)

In the space below, indicate if any affinity groups have been identified and describe them, if applicable. Be sure to include the sources of all the included information.

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Describe:
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If potential negative *biases* were identified prior to completing the threat assessment, were other individuals identified for information gathering?

In the space below, indicate if negative biases have been identified and describe them, if applicable. Be sure to include the sources of all the included information.

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Describe:
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### 3. Cultural Considerations (*Continued*)

Are opportunities presented for the person of concern to discuss topics of *race, identity, and diversity* in a safe space that will enable the individual to develop their voice?

In the space below, indicate if any possible safe spaces for the person of concern have been identified and describe them, if applicable. Be sure to include the sources of all the included information.

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Describe:
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Were any gaps in support or resources identified within the community or organization?

In the space below, indicate if any such gaps have been identified and describe them, if applicable. Be sure to include the sources of all the included information. This could include family, relationships, belief systems, etc.

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	Describe:
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# Part D: Safety and Threat Management

**UPON CONCERN OF THE THREAT OF TARGETED ACTS OF VIOLENCE, TAKE IMMEDIATE PRECAUTIONARY STEPS FOR THE POTENTIAL VICTIMS, THEN TAKE FURTHER APPROPRIATE ACTIONS.**

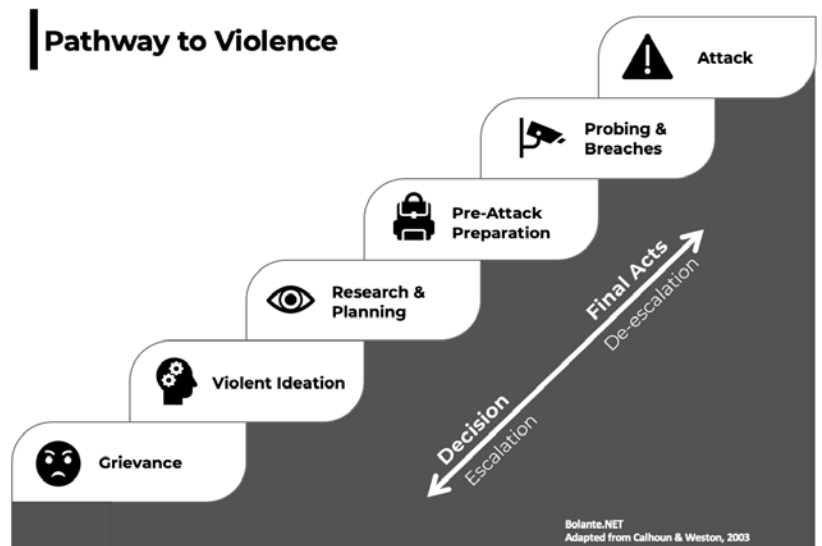
Precautionary steps may include but are not limited to:

1. Call law enforcement (911)
2. Seek further assessment and advice from law enforcement (with threat assessment experience) if you cannot answer the questions on this instrument confidently
3. Notify the potential target(s) regarding your concerns and the actions you are initiating
  - a. To include a person, group, or organization that might be at risk
4. Employ safety planning for potential targets, facilities, or others
5. Document all communication. Consider outlining and documenting a safety plan for the targeted individual(s)
6. Consider all the options available to inhibit or decrease the chances of violence

Options may also include restricting access to the target(s); however, you must remember that removing the person who poses a threat does not necessarily decrease the risk of violence but may increase the risk. Therefore, any suspensions or trespass notifications should be carefully factored into your assessments.

Threat Assessment is a proactive approach requiring a comprehensive review of the situation, context, and the subject's psycho-social and behavioral dynamics.

Literature supports the creation of trained multidisciplinary teams that can identify, assess, manage, and mitigate situations potentially leading to targeted violence (ASIS International; ASME Innovative Technologies Institute; Society of Human Resource Management; Association of Threat Assessment Professionals).



## Potential Interventions

Below is a list of possible interventions that may be taken to address the current situation. Remember that not all interventions may apply to a given situation; this section allows your team to develop an action plan that you can finalize in the final section below. For the interventions in your action plan, assign a person responsible for each intervention and an anticipated completion date.

Intervention	Person Responsible	Projected Date
<input type="checkbox"/> Mentoring programs		
<input type="checkbox"/> Notification to probation/parole officer		
<input type="checkbox"/> Faith-based community programs		
<input type="checkbox"/> Meeting with the person of concern		
<input type="checkbox"/> Law enforcement		
<input type="checkbox"/> Coordination with human resources		
<input type="checkbox"/> Referral to emergency assistance (financial, utility bills, etc.)		
<input type="checkbox"/> Increase supervision in the following locations: <input type="checkbox"/> _____ <input type="checkbox"/> _____		
<input type="checkbox"/> Warn the intended victim(s)		
<input type="checkbox"/> Alert staff on a need-to-know basis		
<input type="checkbox"/> Provide means for the individual of concern to safely report and discuss thoughts or intentions to harm others		
<input type="checkbox"/> Change work location, hours, and responsibilities		
<input type="checkbox"/> Fitness for duty (able to perform the essential duties of their job)		
<input type="checkbox"/> Referral for suicide risk assessment		
<input type="checkbox"/> Referral to the EAP		

# Threat Management Action Plan

In the table below, summarize the interventions and management actions selected above, name the team members responsible for carrying them out, and give an anticipated timeline for their completion.

**UPDATED INFORMATION: *(Please initial and date)***



Next review date if there is no change in the threat level: \_\_\_\_\_

Team members responsible for management or actions	Specific management task or action (expectations and timeline)

*This guide can be customized to fit the needs of a specific organization or community. Please contact [info@bolante.net](mailto:info@bolante.net) to inquire about customizing the Bolante.NET Threat Assessment Guide (B-TAG)*

**A SUGGESTION FOR TEAM DEVELOPMENT:**

Conduct a post-assessment with your team analyzing what biases were part of the assessment and management process.

Were there any impacts or considerations in the realm of equity and inclusiveness?

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**NOTES:**

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**Bolante.NET**

*Threat Assessment and Disaster Behavioral Health Services*

# B-TAG

BOLANTE THREAT ASSESSMENT GUIDE



Please visit <https://bolante.net/training/> to see additional services and training sessions. Behavioral Threat Assessments, Disaster Behavioral Health through education, consultation, and applied research to improve all lives.



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