



# Mental Health Awareness Training For Schools (Free)



Questions?

Contact Us!

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A RESA/GaDOE collaboration to bring high-quality mental health training to educators and school staff throughout Georgia.

## Live Training By Request

Choose from 40+ courses to schedule for your school, district, or RESA

Topics include

- General Mental Health
- Trauma and Grief
- Resilience
- Suicide Prevention
- Stress Management

Duration ranges from 1 hour to 2 days

Training for all school and district staff including teachers, administrators, mental health staff, school nurses, safety staff, student support staff, coaches, and more

No cost to schools, districts, or RESAs



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### *Threat Assessment & Management*

#### BTAM Process

- Identify situations/subjects of concern
- Inquire/Investigate: Gather information
- Assess situation contextually
- Manage situation holistically

#### Pathway to Violence

- Grievance
  - Ideation
  - Planning
  - Preparation
  - Implementation
- © Calhoun & Weston (2003)

#### Subject Affiliation (General)

**Type 1:** Unaffiliated (criminal intent)

**Type 2:** Customer/Client

**Type 3:** Employee

**Type 4:** Personal Relationship

© Above per OSHA

**Type 5:** Unaffiliated (no other criminal intent)

© Deisinger (2010)

#### Targets

- People
  - Places
  - Programs
  - Processes
  - Philosophies
  - Proxies
- © Deisinger (2016)

#### Target Selection

- Desirability
  - Availability
  - Vulnerability
- © FBI (2017)

#### Proximal Warning Behaviors

- Pathway (++)
  - Fixation (\*)
  - Identification (++)
  - Last Resort (++)
  - Novel Aggression
  - Energy Burst (++)
  - Leakage
  - Directly Communicated Threat (-)
- © Meloy, Hoffmann, et al 2011

#### Domains of Assessment/Intervention

- S** Subject
- T** Target
- E** Environment
- P** Precipitating Events

© Deisinger (1995); © Deisinger & Nolan (2021)

#### Preparation Components

- M** Means
  - M** Method
  - O** Opportunity
  - P** Proximity
- © Deisinger (2005)

#### Subject Affiliation (Academic)

- Students: Current, Former
  - Staff: Current, Former, Prospective
  - Indirectly Affiliated
    - Relational Violence
    - Contractors/Vendors
  - Non-Affiliated
- © Drysdale et al. (2010). Campus Attacks

#### Grievances

- Personal
  - Political
  - Religious
  - Racial/Ethnic
  - Environmental
  - Special Interest
- © FBI (2017)

#### Motivations

- Justice
- Revenge
- Notoriety
- Despair/desperation
- Death
- Martyrdom

*Noticed ↓*

#### Affective Violence

- Emotional expression
- Reactive/immediate
- Response to threat
- High/diffuse awareness
- Goal: Reduce threat
- Emotional/defensive
- Rapid displacement
- Time limited

© Meloy (2006)

#### Predatory Violence

- Minimal emotionality
- Planned/purposeful
- Specified targets
- High/focused awareness
- Varied goals
- Cognitive/goal oriented
- Minimal displacement
- Not time limited

*Hidden Priority*



### JACA

- J Justification
  - A Alternatives, lack of perceived
  - C Consequences, lack of concern / Martyrdom
  - A Ability, perceived (self-efficacy)
- © DeBecker (1997); *Gift of Fear*

### Protective Factors

- P Positive personal attachments
  - R Remorse is genuine
  - O Obeys limits
  - T Takes sanctioned actions on grievances
  - E Enjoys life and freedom
  - C Coping skills are positive
  - T Treatment compliance
- © Meloy and White: WAVR-21

### Threatening Communications

- Leakage: grievance, intent, plans, preparation
  - Pattern indicating escalation pertinent to grievance
  - Intensity of Effort:
    - Frequency or Duration of contact
    - Multiple means of contact
    - Target dispersion
  - Intensity of Focus upon target / grievance
  - Pathway behaviors
    - Intent or justification for violence
    - Planning or preparation
    - Diminishing alternatives
- © Scalora (2014)

### Triage/ Assessment:

- S Is **Subject** engaging in behavior(s) causing concerns for violence, significant disruption or need for assistance?
  - T Are **Targets** (or others) concerned, impacted, vulnerable, taking protective actions, or need assistance??
  - E Are there significant **Environmental/systemic** issues impacting the situation?
  - P Are there reasonably foreseeable **Precipitating events** that may impact the situation?
  - + Are there identifiable actions to mitigate concerns, that are purview of BTAM Team?
- © Deisinger (1996); © Deisinger & Nolan (2021)

### CLASSIFYING / PRIORITIZING CASES

#### Priority / Level of Concern

**Priority 1 (Critical)** – Subject poses imminent threat of serious violence or harm to self/others. Target/others vulnerable and/or have support needs. Environmental/systemic factors & Precipitating events typically present. Requires immediate law enforcement and administration notification, subject mitigation & containment, activation of crisis response and notification protocols, target protection & safety planning, ongoing assessment and management planning, active monitoring, and target/community support.

**Priority 2 (High)** – Subject poses, or is developing capability for, a threat of serious violence or harm to self /others; or is in urgent need of intervention/assistance. Target/others vulnerable and/or have support needs. Environmental factors & precipitating events typically present. Requires immediate law enforcement & administration notification, subject mitigation, activation of crisis response protocols as appropriate, target protection / safety plan, ongoing assessment & management plan, active monitoring, and target/community support.

**Priority 3 (Moderate)** – Subject not known to pose a threat of serious violence or harm though risk cannot be ruled-out. Subject may be developing capability for harm and/or engaging in aberrant or concerning behaviors that indicate need for assistance/intervention. Targets/others likely concerned and impacted. Environmental/systemic & precipitating factors may be present. Consider law enforcement, security & administrative notification as appropriate. Requires ongoing assessment and management plan, and active monitoring. Referrals as appropriate.

**Priority 4 (Low)** – Subject does not indicate a threat of violence or harm to self/others; but would/may benefit from intervention/assistance. Target or environmental/systemic concerns, or precipitating events may be present at low levels. May involve ongoing assessment/management with passive monitoring or periodic active monitoring. Referrals as appropriate; Close case if no TAM interventions or monitoring indicated.

**Priority 5 (No Identified Concerns)** – Subject does not pose threat of violence or harm to self or others; or need for assistance or intervention. No target needs, environmental factors, or precipitants that need TAM intervention. Close case.

© Deisinger (2020)



## Summary of Proximal Warning Behaviors

### Leakage warning behavior

The communication to a third party of an intent to do harm to a target through an attack.

### Directly communicated threat warning behavior

The communication of a direct threat to the target or law enforcement beforehand. A threat is a written or oral communication that implicitly or explicitly states a wish or intent to damage, injure, or kill the target, or individuals symbolically or actually associated with the target.

### Fixation warning behavior

Any behavior that indicates an increasingly pathological preoccupation with a person or a cause. It is typically accompanied by social or occupational deterioration. It is indicated by:

- increasing perseveration on the person or cause;
- increasingly strident opinion;
- increasingly negative characterization of the object of fixation and an angry emotional undertone;
- impact on the family or other associates of the object of fixation, if present and aware;

### Identification warning behavior

Any behavior that indicates a psychological desire to be a "pseudo-commando", have a "warrior mentality," closely associate with weapons or other military or law enforcement paraphernalia, identify with previous attackers or assassins, or identify oneself as an agent to advance a particular cause or belief system.

### Pathway warning behavior

Any behavior that is part of research, planning, preparation, or implementation of an attack.

### Novel aggression warning behavior

An act of violence which appears unrelated to any targeted violence pathway warning behavior which is committed for the first time. Such behaviors may be utilized to test the ability of the subject to actually commit a violent act, e.g., a behavioral tryout.

### Energy burst warning behavior

An increase in the frequency or variety of any noted activities related to the target, even if the activities themselves are relatively innocuous, usually in the days or weeks before the attack

### Last resort warning behavior

Evidence of a violent "action imperative", i.e., increasing desperation or distress through declaration in word or deed, forcing the individual into a position of last resort. There is no alternative other than violence, and the consequences are justified. Often triggered by a precipitating event, e.g., a loss in lover and/or in work.

Source: Meloy, J.R., Hoffmann, J., Guldemann, A. & James, D. (2012). The Role of Warning Behaviors in Threat Assessment: An Exploration and Suggested Typology. *Behavioral Sciences & the Law*, 30(3), 256-79.



## Summary of Distal Warning Behaviors

### Personal Grievance and Moral Outrage

- Combining of personal grievance and moral outrage concerning historical or contemporaneous religious or political events.
  - Personal grievance is a major loss in lover and/or work (anger, humiliation, and blame follow).
  - Moral outrage is vicarious identification, i.e., lone terrorist has not personally experienced the suffering of the victimized group.

### Framed by an Ideology

- The presence of beliefs that justify the subject's intent to act. It can be a religious belief system, a political philosophy, a secular commitment, a one issue conflict, or an idiosyncratic justification.
- Beliefs are usually superficial and favorite phrases are selected to justify violence.

### Failure to Affiliate with an Extremist Group

- The experience of rejecting or being rejected by a radical, extremist, or other group with which the subject initially wanted to affiliate.
  - Rejection further isolates and hardens the belief system and intent to be violent.
  - Often, a long pattern of interpersonal difficulties.
  - Will then turn to the internet in search of like-minded violent true believers.

### Dependence on the Virtual Community

- Use of social media, chat rooms, emails, listservs, texting, tweeting, posting, searches, etc., for:
  - Virtual interaction: e.g., reinforcement of beliefs.
  - Virtual learning; e.g., planning and preparation.

### Thwarting of Occupational Goals

- A major setback or failure in a planned academic and/or occupational life course.
  - Disillusioned with the social order.
  - Resentful of narcissistic wounding due to history of slights, rejections, failures.
  - "In-betweeners" (Ollson, 2005; Singer, 1995).

### Changes in Thinking and Emotion

- Interpersonal communication becomes more strident, humorless, binary, or dogmatic, e.g., "don't think, just believe."
- Internal fantasies become violent and grandiose, goal to purify the environment by killing the unbelievers; an apocalyptic event which he will help accelerate, often sanctified by God.
  - Violence as a righteous act.
- Emotional change from just anger to contempt and disgust; e.g., equation of outgroup with vermin, or other toxic objects.

### Failure of Sexual Pair Bonding

- Historical failures to maintain a stable and positive attachment with any sexual intimate.
  - Renunciation of actual sexuality.
  - Idealization in fantasy.
  - Erotic component of martyrdom (sexual fantasy).
  - Women are distrusted and need to be controlled.

### Mental Disorder

- Evidence of a major mental disorder by history or in the present.
  - Ideology may provide a rationalization for symptoms of mental disorder, and intellectually buffer and help manage the anxiety of a decompensating mind.

### Greater Creativity and Innovation

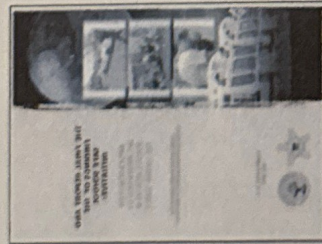
- Evidence of tactical thinking "outside the box." The planned act is creative, innovative (a major aspect has not been done before in contemporary times) and/or is imitated by others.
  - Absence of fear of failure.

### History of Criminal Violence

- Evidence of instrumental criminal violence in the subject's past, demonstrating a capacity and a willingness to engage in predation for a variety of reasons, such as a history of armed robberies or planned assaults on others for material gain.

Source: Meloy, J.R. & Gill, P. (2016). The Lone Actor Terrorist and the TRAP-18.  
*Journal of Threat Assessment and Management*, 3(10), 37-52.





Safe School Initiative  
(USSS & US DOE, 2002)



Summary of School Safety Statistics  
(NIJ, 2017)



A Study of Pre-Attack Behaviors of Active Shooters (FBI, 2018)



Indicators of School Crime and Safety  
(US DOE, 2021)



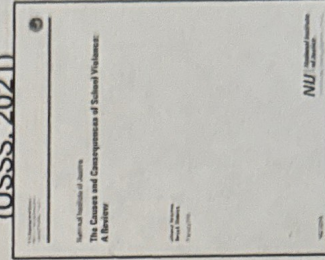
Protecting America's Schools (USSS, 2019)



Crime, Violence, Discipline, & Safety in U.S. Public Schools  
(US DOE, 2019)

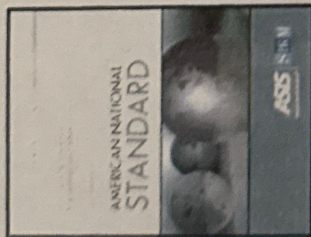


Averting Targeted School Violence  
(USSS, 2021)



Causes and Consequences of School Violence  
(NIJ, 2022)





Workplace Violence Prevention

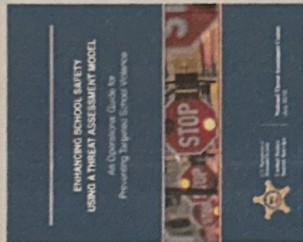
& Intervention Standard  
\* (ASIS Int'l & SHRM, 2011)



BTAM Best Practices  
for K-12 Schools  
(NASP, 2021)



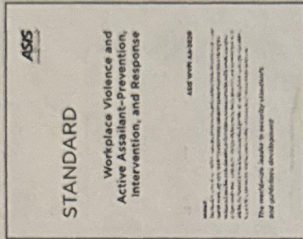
Making Prevention a Reality  
(FBI, 2011)



Enhancing School Safety: Threat Assessment Model  
(U.S. DoE, 2018)



International Handbook of Threat Assessment, 2nd Ed.  
(Meloy & Hoffman, 2021)



Workplace Violence/Active Assailant Prevention & Response



Information Sharing During Threat Reporting & Assessment (Lonich, et al 2022)



### Assessment of Personal and Team Dynamics:

Please Rate the Following Regarding YOUR work on the team:

I, regularly:	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Feel safe to take risks & be vulnerable in front of other team members					
Get things done on time and meet the team's standards of quality.					
Have clear roles, plans and goals in my work on the team.					
Feel the team's work is <u>personally</u> important (to me!).					
Believe my work on the team matters and creates positive change.					

Please Rate the Following Regarding the Team as a Whole:

Team members regularly:	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Feel safe to take risks & be vulnerable in front of each other.					
Get things done on time and meet the team's standards of quality.					
Have clear roles, plans and goals.					
Feel the team's work is <u>personally</u> important to them.					
Believe their work matters and creates positive change.					

**Note:** Assessments based on work of Julia Rozovsky (2015), *The five keys to a successful Google team*.



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**Next Steps**

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**What will be your immediate action items?**

	Goal / Task	Priority	Indicators for Success?
1			
2			
3			
4			
5			

**What are your goals for the next six months?**

	Goal / Task	Priority	Indicators for Success?
1			
2			
3			
4			
5			

**What are key goals for the next year?**

	Goal / Task	Priority	Indicators for Success?
1			
2			
3			
4			
5			