



Transient & Substantive Threats

Balancing Timely Assessment,
Meaningful Intervention,
and Student Rights in K-12 Schools



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Introduction: Understanding Threats

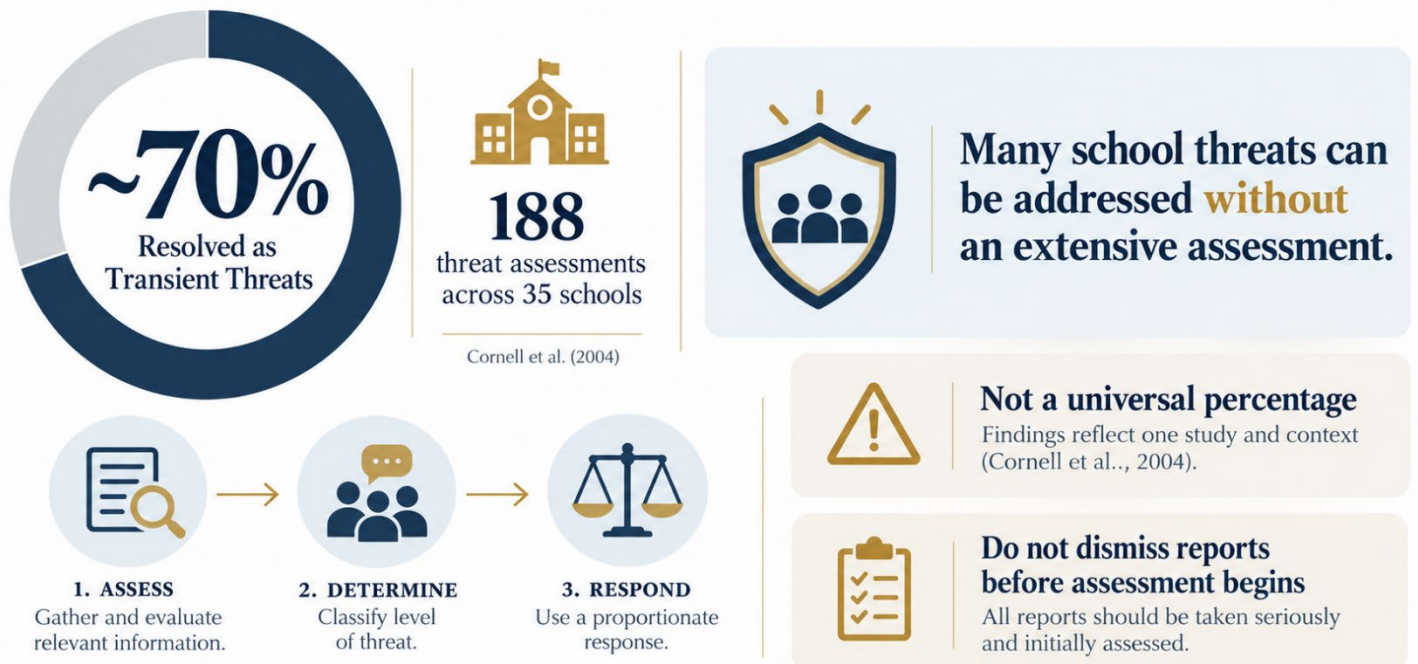
Schools need a process that resolves transient threats promptly and recognizes when a case requires deeper assessment. A fifth grader says he will kill a classmate like a character in *Grand Theft Auto*. Another student points a finger gun at a teacher after being corrected. A student with an individualized education program (IEP) repeats violent language during a difficult transition. These situations require attention, but they do not necessarily warrant the same response. The challenge is to gather enough information to distinguish an expression of frustration, imitation, or distress from a continuing intention to hurt someone.

The workload makes this more than a matter of terminology. Requiring a lengthy assessment for every report can consume staff time, delay support, and create avoidable expense. Repeated exposure to low-concern incidents can also encourage premature reassurance when a new report arrives. A workable system needs a consistent initial process, clear escalation criteria, and enough information to justify the decision in the current case.

A Proportionate Approach to School Threats

Evidence supports a proportionate approach. In an early field test involving 188 threat assessments across 35 schools, approximately 70% of cases were resolved as transient threats. That finding supports the observation that many school threats can be addressed without an extensive assessment. It does not establish a universal percentage for every school, age group, or referral population. More fundamentally, these were cases evaluated through a threat assessment process; the findings do not justify dismissing reports before that process begins ([Cornell et al., 2004](#)).

A Proportionate Approach



Distinguishing Transient and Substantive Threats

Cornell's Comprehensive School Threat Assessment Guidelines (CSTAG) distinguish transient threats, which can be resolved without a continuing serious intent to harm, from substantive threats requiring protective action and further assessment. Transient statements may arise from joking, frustration, or a conflict that can be resolved. Substantive cases include credible intentions to fight or assault someone as well as more severe threats. CSTAG distinguishes serious substantive threats from very serious substantive threats involving killing, rape, or weapons used to inflict severe injury ([Cornell, 2024](#)).

Transient is a finding supported by the assessment. A student's age, apology, diagnosis, or statement that they were joking may help explain an incident, but none independently settles the question. Under CSTAG, a threat that cannot be clearly identified and resolved as transient is treated as substantive. This establishes a direction for further assessment and protective action; it does not establish that an attack will occur ([University of Virginia, n.d.](#)).

The distinction also requires care with the words *impulsive*, *actionable*, and *lethal*. An impulsive statement can accompany an immediate intention to strike another child. A threat can be substantive without a sophisticated plan, a firearm, or likely fatal consequences. Conversely, alarming language can have a transient explanation. Teams should therefore examine intent, behavior, access to means, and the surrounding circumstances separately. Ongoing aggression requires a safety response even when there is no evidence of a planned attack. The absence of elaborate preparation cannot resolve every question about violence.

Continuum of Pre-Attack Communications

Training spectrum from lower-clarity concerning statements to high-urgency attack communications



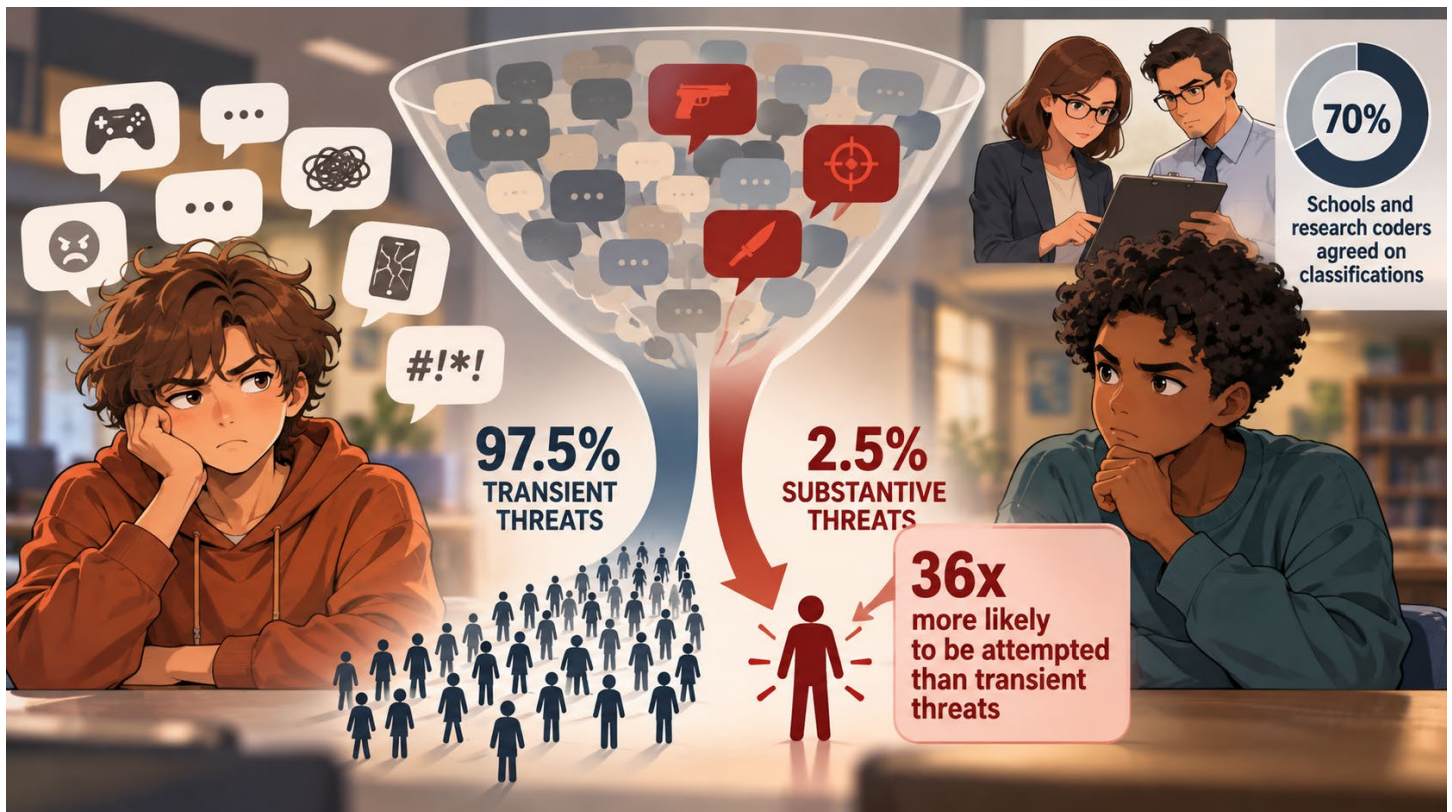
Key assessment questions

- 1 How specific is the language?
- 2 Is there a grievance or identifiable target?
- 3 Is there planning, preparation, access, or movement toward action?
- 4 Is the communication part of a changing pattern over time?

Illustrative cases discussed in training may include Buffalo, Arapahoe, Parkland, Oxford, Uvalde, Sutherland Springs, Highland Park, Lewiston, and Pittsburgh.

Research Findings and Classification Limits

Burnette, Datta, and Cornell (2018) illustrate both the value and the limits of classification. Their retrospective study examined 844 threat cases from 339 Virginia public schools. Although only 2.5% of threats were attempted, substantive threats were reported as 36 times more likely to be attempted than transient threats. That comparison concerns attempted threats within a particular study, not a school-shooting probability or an individual prediction. Research coders and schools agreed on classifications in 70% of a subsample, indicating a continuing need for training and consistent application. Outcomes observed after assessment and intervention also cannot establish what would have happened without those interventions ([Burnette et al., 2018](#)).



Professional Judgment and Warning Behaviors

Van Brunt's *Harm to Others* provides a complementary foundation through structured professional judgment. This approach organizes information, evaluates the relevance of risk factors, considers plausible scenarios, and connects the assessment to a management plan. Applied to this problem, it supports a focused inquiry into what could happen, under what circumstances, and what would reduce the risk. The practical implication is that assessment depth should follow the case's concerns and unanswered questions. Completing a lengthy report has limited value if it does not improve the school's understanding or response ([Van Brunt, 2015](#)).

Meloy and colleagues' work highlights changing patterns of behavior. Warning behaviors such as preparation for an attack, escalating fixation, communicating violent intent to others, and viewing violence as a last resort can direct the team toward information that deserves closer examination. A video-game reference alone does not

establish these patterns. A developing connection between a grievance, an intended victim, and steps toward harm warrants a different level of inquiry ([Meloy et al., 2012](#)).

A subsequent study found several warning behaviors more frequently among nine German school shooters than among 31 other students of concern. Its small, retrospective sample limits generalization, especially to elementary-age children. The findings support attention to behavioral patterns, but do not establish a stand-alone checklist that predicts which child will attack. Applying these concepts requires developmental context and professional judgment ([Meloy et al., 2014](#)).

Disability Considerations and Student Rights

Disability introduces another important distinction. An IEP identifies educational needs and services; a manifestation determination addresses disciplinary decisions. Under IDEA, a manifestation determination must occur within 10 school days of a decision to change a child's placement because of a code-of-conduct violation. It examines whether the conduct was caused by, or directly and substantially related to, the disability, or directly resulted from failure to implement the IEP. That inquiry does not determine whether a threat is transient or substantive. Conduct can be related to a disability and still present a safety concern ([34 C.F.R. § 300.530\(e\)](#)).

The U.S. Department of Education's 2022 guidance states that IDEA neither requires nor prohibits a threat or risk assessment. It also states that a child's procedural protections and right to a free appropriate public education must be maintained throughout the process. The guidance specifically encourages coordination with the IEP team, whose knowledge can improve interpretation of the behavior and identify effective supports. A threat assessment cannot be used to bypass disability protections, and a manifestation finding does not resolve the safety inquiry ([U.S. Department of Education, 2022, Questions E-4 and E-5](#)).

For example, a functional behavioral assessment might establish that a child's threatening language often occurs when an overwhelming task is presented and functions to escape that task. That information should shape the response. The team still needs to determine whether the current incident fits the documented pattern or introduces a new concern. A new grievance directed toward a particular person, preparatory behavior, changed access to a weapon, or increasing persistence requires attention even when the language sounds familiar. Likewise, communication differences or difficulty expressing remorse should prompt appropriate accommodations rather than assumptions about dangerousness.

A Practical Workflow for Schools

The steps below translate these sources into a proposed workflow for schools to apply within their adopted threat assessment model and applicable requirements. The aim is to make initial assessment efficient, establish clear reasons to continue, and connect every disposition to appropriate support.

1. **Begin with immediate safety and a consistent initial inquiry.**

If violence is occurring or an attack appears imminent, activate emergency procedures immediately. For other reports, use a brief, documented inquiry by trained personnel. Establish the exact words or gestures, what happened before and afterward, the intended recipient, the student's explanation, and any evidence of continuing intent or action. Obtain the reporting person's account and relevant collateral information sufficient to evaluate the explanation. Ask about access to the proposed means of harm and verify consequential claims when indicated. Promptness matters, but a fixed time limit should never force a case closed while important questions remain.

Safety First



Address Immediate Danger

2. **Require an evidence-based reason to close the threat inquiry.**

A transient disposition should explain why the available information supports no continuing serious intent, how the immediate conflict was resolved, and why no material safety concern remains unresolved. An apology can contribute to that conclusion; it cannot substitute for examining the facts. Record the sources consulted, the reasoning, the response, and who will follow up. A short record may be sufficient when the evidence is straightforward. Closing the threat inquiry can still leave counseling, behavioral support, accountability, or attention to the affected teacher or student to complete.

3. **Expand assessment when concerns remain unresolved.**

Persistent intent to hurt someone, credible preparations, weapon access connected to the threat, escalating behavior toward a target, or suicidal intent linked to harming others should lead to deeper assessment and appropriate protective measures. Clarify contradictory accounts and missing information relevant to safety. If the threat cannot be resolved as transient, proceed through the substantive branch of the adopted model. The scope should match the concern: an anticipated fight and a potentially lethal attack require different inquiries and interventions. Very serious or complex cases may require specialist assessment and law enforcement involvement under the model and applicable law. Neither a named person nor a violent phrase, considered alone, establishes a planned attack.

Expand Assessment



Concerns Remain Unresolved

4. **Use a shared record for repeated incidents and examine what has changed.**

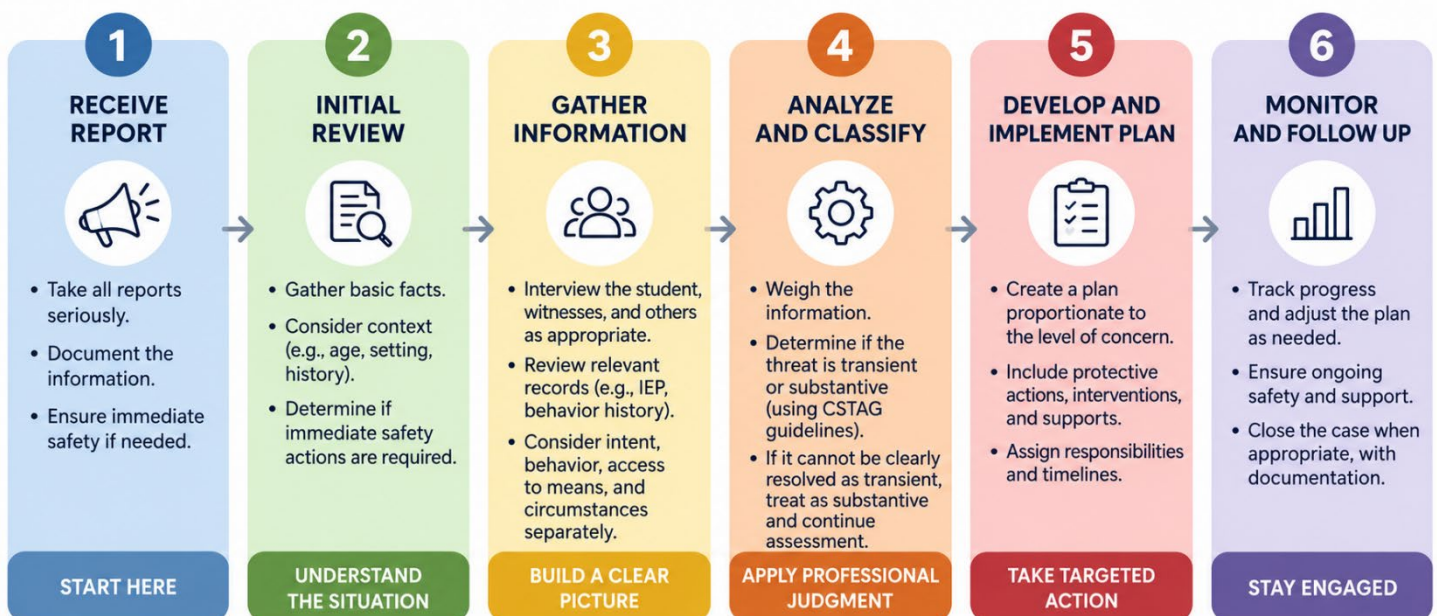
For a student with recurring threats, maintain a concise history of previously assessed incidents, known triggers, communication needs, effective responses, and agreed escalation criteria. Document each new report

and compare it with that history. Consider changes in persistence, severity, target focus, behavior, means, and circumstances. A familiar pattern may support a shorter update after a current review; it should not create an exemption from assessment. Repeated incidents also warrant review of whether existing supports are working, even when each threat resolves as transient. Involve special education professionals and caregivers in interpreting the pattern and planning the response.

5. **Connect the assessment to a coordinated support and safety plan.** Identify the needs of the student who made the threat and of those affected by it. Assign responsibility for relevant actions, which may include conflict resolution, responding to bullying, checking supervision, addressing access to means, strengthening communication skills, or modifying supports through the appropriate IEP process. The 2025 joint guidance from the National Threat Assessment Center and the Center on PBIS supports aligning behavioral threat assessment with existing systems of student support. This coordination can reduce duplication and help information reach the people responsible for action ([National Threat Assessment Center & Center on PBIS, 2025](#)).
6. **Review decision quality alongside workload.** Track time to initial review, staff hours, service delivery, repeat incidents, escalation after a transient disposition, and exclusion from instruction. Periodically review a sample of closed cases and practice classifying shared examples. Examine differences by disability, race, and grade level as signals for further review. Establish follow-up dates and explicit reasons to reopen an inquiry. A low rate of full assessments should not become a performance target. The useful question is whether the school gathered enough information, reached a supportable decision, and completed the actions that decision required.

Maintaining a Consistent and Supportive Response

Schools can save time and attention by making the initial inquiry consistent, recording why a case is resolved, and promptly bringing unresolved concerns forward. This approach gives educators a defensible way to respond to the many transient threats they encounter while remaining alert to changes that matter. It also keeps the response tied to its purpose: protecting people, understanding the student's needs, and taking concrete steps to reduce the likelihood of harm.



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Appendix A: From Transient to Substantive

Ask yourself “What evidence allows us to conclude that there is no continuing serious intent to harm, the immediate conflict has been resolved, and no material safety concern remains unresolved?”

Common threat	Initial Transient Threat	Escalation to Substantive	Questions to explore
Angry verbal threat	After losing a game, a student yells, “I’m going to kill you!” They calm down immediately, acknowledge they were angry, have no continuing intent, and resume interacting normally with the peer.	The student repeats the threat after calming down, identifies the peer as someone they want to hurt, and describes what they intend to do after school.	What triggered the statement? What did the student mean by it? Does the desire to hurt the person continue? What happened after the statement? Is the conflict resolved?
Video game or media reference	A fifth grader says they are going to “take someone out like in GTA” while joking with friends and can explain that they were imitating the game rather than expressing an actual intention to harm.	The student uses the game reference while discussing a real grievance, identifies a specific target, and begins connecting game tactics to how they could hurt that person.	Was this imitation, humor, fantasy, or an expression of actual intent? Is there a real-world target? Has the student connected fictional violence to an actual plan or grievance?
Finger gun or simulated weapon gesture	After being corrected by a teacher, a student briefly makes a finger-gun gesture, immediately stops, and explains it as an impulsive expression of frustration with no continuing threat.	The student repeatedly aims the gesture at the same teacher, references shooting them, discusses firearms they could access, or shows increasing hostility toward the teacher.	Was the gesture directed at someone? What did the student intend to communicate? Has it happened before? Is there a developing grievance? Is there access to an actual weapon?
“I’ll beat you up” peer conflict	Two students argue over a seat and one says, “I’ll beat you up.” They separate, calm down, resolve the conflict, and neither intends to continue it.	One student continues seeking the other out, recruits friends, selects a time or location for a fight, or takes steps to approach the student later.	Is there continuing intent to fight? Have arrangements been made? Are others involved? Has either student attempted to locate or approach the other?
Conditional threat	“If he takes my backpack again, I’m going to punch him.” The statement reflects frustration, and the student accepts another way to	The student describes the situation as inevitable and says they are waiting for the opportunity to attack.	Does the student see violence as one possibility or the only solution? Can the triggering situation be resolved?

Common threat	Initial Transient Threat	Escalation to Substantive	Questions to explore
	address the problem and no longer intends violence.		What does the student expect to happen next?
Threat following discipline or correction	A student sent out of class mutters, "You'll regret this," but later explains they were embarrassed and angry and has no intention of retaliating.	The student later researches the teacher, monitors their movements, discusses revenge, or begins making increasingly specific statements about retaliation.	What does "regret this" mean to the student? Is there continuing resentment or revenge thinking? Has behavior toward the staff member changed since the incident?
Repeated threatening language associated with disability or developmental needs	A student with a documented pattern of saying "I'll kill you" when overwhelmed uses the phrase during a familiar trigger, responds to established supports, and shows no new target, intent, preparation, or behavioral change.	The familiar language is now accompanied by a specific grievance, repeated focus on one person, weapon access, preparation, or behavior outside the student's established pattern.	Does this incident match the student's documented behavioral pattern? What is different this time? Is there a new target, grievance, means, persistence, or preparation? What do the IEP team and caregivers know about the pattern?
Social media statement	A student posts "I'm going to destroy everyone at school tomorrow" as exaggerated commentary about an upcoming video game tournament and the surrounding posts clearly establish that context.	The post accompanies photographs of weapons, discussion of a grievance, references to a target, countdown language, or other communications suggesting preparation or violent intent.	What is the context of the post? Who was expected to see it? Are there related posts or messages? Is there leakage of actual violent intent? Is there preparation or access to means?
Violent drawing or writing	A student draws an exaggerated battle scene connected to a comic, game, or class project, with no identifiable real-world target or accompanying behavioral concern.	The drawing depicts a recognizable teacher or student, includes names, locations, dates, weapon details, or appears alongside escalating grievance or threatening communications.	Is the content fictional or connected to real people? Why was it created? Is anyone identifiable? Are there tactical or preparatory details? Does it correspond with other concerning behavior?
Humorous or sarcastic threat	A student laughs and says, "If we get another homework assignment, somebody's dying," and the broader interaction consistently supports an	The same student repeatedly uses humor to communicate hostility toward a specific teacher and later makes less	Is humor being used as exaggeration or as a way to disguise a genuine grievance? Has the content become more specific or persistent?

Common threat	Initial Transient Threat	Escalation to Substantive	Questions to explore
	exaggerated joke rather than intent.	ambiguous statements about wanting that teacher dead.	How do others who know the student interpret the change?
Threat during emotional escalation or tantrum	During an acute outburst, a student screams threats at several people but, once regulated, shows no continuing intent, target fixation, or movement toward violence.	After the emotional episode ends, the student remains focused on harming one person, begins planning retaliation, or makes efforts to access the target.	Does the intent disappear when the student regulates? Is there a specific target? What behavior followed the outburst? Was there movement from emotion toward action?
Repeated "low-level" threats	A student periodically uses threatening language in predictable circumstances, and each reviewed incident continues to show the same triggers, rapid resolution, and absence of developing intent or preparation.	Frequency, persistence, severity, target focus, access to means, or behavior changes over time, even though the wording sounds similar to previous incidents.	What has changed from prior incidents? Is the frequency increasing? Is the target becoming narrower? Are existing supports still working? Have access, circumstances, or behavior changed?

Appendix B: Example Threat Cases

These cases should not be interpreted as evidence that threatening language reliably predicts mass violence; rather, they illustrate the importance of examining whether a threat is accompanied by grievance, persistence, target selection, preparation, weapon access, leakage, or movement toward action. That aligns closely with your paper's recommendation to expand assessment when continuing intent, preparation, weapon access, escalating target behavior, or suicide connected with harming others remains unresolved

Case	Pre-attack threat or leakage	Threat assessment significance
Marjory Stoneman Douglas High School, Parkland, Florida, 2018	In September 2017, a YouTube account using the attacker's name posted: "Im going to be a professional school shooter." The FBI received the report but could not identify the poster. In January 2018, another caller reported that he had threatened his mother with a rifle, purchased weapons, wanted to kill people, and might shoot up a school (Federal Bureau of Investigation [FBI], 2018).	This goes beyond generalized angry language. The communication explicitly identified school shooting as the contemplated form of violence, while later collateral information added weapon acquisition, threats, and homicidal concerns.
Arapahoe High School, Colorado, 2013	After being removed from a leadership position on the speech and debate team, Karl Pierson left a meeting with his coach and was overheard yelling, "I'm going to kill that guy [Murphy]." A school threat assessment followed, and Pierson was classified as low risk (Kanan et al., 2016).	This case is particularly important because the threat involved an identifiable target and grievance, yet the initial assessment did not uncover the complete behavioral picture. The subsequent attack underscores the importance of reassessment when new behavior, boundary crossing, weapons interest, or other information emerges.
Robb Elementary School, Uvalde, Texas, 2022	Immediately before the attack, the perpetrator communicated online that he was going to shoot his grandmother, subsequently indicated that he had shot her, and then communicated that he was going to shoot an elementary school shortly before entering Robb Elementary (U.S. Department of Justice, 2024).	This represents imminent leakage rather than an ambiguous or transient threat. The convergence of an accomplished violent act, stated intention to commit additional violence, firearm possession, and an immediate timeframe calls for emergency intervention rather than routine assessment.
Isla Vista, California, 2014	In a video uploaded immediately before his attack, Elliot Rodger stated: "Tomorrow is the day of retribution. The day in which I will have my revenge against humanity."The FBI uses this example specifically when explaining leakage as a warning behavior (Federal Bureau of Investigation [FBI], 2019).	The language contains several concerning elements in combination: revenge, grievance, anticipation of violence, a timeframe, and communication of what is about to occur. The FBI presents the communication as an example of leakage rather than merely provocative speech.
Tops Friendly Markets,	In a high-school assignment asking about his future or retirement plans, Payton Gendron responded with "murder/suicide." The statement	This is especially useful for teaching about transient versus substantive threats. The original statement was

Case	Pre-attack threat or leakage	Threat assessment significance
Buffalo, New York, 2022	resulted in police involvement and a mental-health evaluation. He reportedly characterized the statement as a joke, but later online writings indicated that he had actually been contemplating violence (Office of the New York State Attorney General [OAG], 2022).	vague and lacked a named target or detailed plan, but later behavior materially changed the assessment picture through radicalization, planning, target selection, reconnaissance, and preparations for the attack.
Columbine High School, Colorado, 1999	Approximately a year before the attack, the parents of Brooks Brown reported that Eric Harris had made threats toward their son and provided authorities with material from Harris's website. The Columbine Review Commission reported that Harris had written that he wanted to kill or injure people "like Brooks Brown," while other material concerned bomb making and violent intentions (Colorado Governor's Columbine Review Commission, 2001).	The significance lies in aggregation. A specific interpersonal threat looks different when considered alongside bomb construction, violent writings, grievance, prior offending, and other preparatory behavior. The case illustrates why threat assessment should integrate information across sources rather than evaluate each incident in isolation.
Highland Park Fourth of July Parade, Illinois, 2022	In September 2019, a family member contacted police after Robert Crimo III reportedly said he was going to "kill everyone." Police responded and removed 16 knives, a dagger, and a sword. Illinois State Police subsequently received a Clear and Present Danger report concerning threats directed toward the family (De Mar, 2022; Illinois State Police, 2022).	Particularly useful for examining the danger of dismissing violent language as an isolated emotional outburst. The threat occurred years before the eventual attack and was not directed toward the parade victims, but it existed alongside suicidality and access or interest in weapons.
Lewiston, Maine, 2023	Before the mass shootings, Robert Card's fellow Army reservists reported significant concerns about him, including that he had threatened to "shoot up the Saco Armory" and harm others. The Maine Independent Commission later concluded that law enforcement had sufficient information in September 2023 to initiate Maine's Yellow Flag process (Independent Commission to Investigate the Facts of the Tragedy in Lewiston, 2024).	This case demonstrates convergence: a reported mass-violence threat, deteriorating behavior, assaultive behavior, firearm possession, concern from people who knew him, and an identifiable potential location. Importantly, the Commission's wording summarizes the reported threat, so it should not be presented as a verified verbatim quotation from Card.
Oxford High School, Michigan, 2021	On the morning of the attack, a teacher discovered a drawing that included a handgun and bullet along with "the thoughts won't stop help me" and "blood everywhere." School administrators met with the student and his parents that morning; the shooting began later that day (Oakland County Prosecutor's Office, 2025).	This is not a conventional direct threat, which is precisely why it is valuable for training. The communication combined violent imagery, distress, firearm imagery, and language suggesting deteriorating control. It illustrates why threat assessment should consider the total behavioral picture rather than asking only, "Did the student threaten someone?"

Case	Pre-attack threat or leakage	Threat assessment significance
First Baptist Church, Sutherland Springs, Texas, 2017	Years before killing 26 people at the church, Devin Kelley had reportedly made several homicidal statements. His former wife told Air Force investigators that he said, "My work is so lucky I do not have a shotgun because I would go in there and shoot everyone." He also reportedly threatened her and discussed shooting police (U.S. Department of Defense, Office of Inspector General [DoD OIG], 2018).	This is a striking example of a mass-violence threat that did not identify the eventual attack location. It occurred within a broader pattern involving domestic violence, suicidal and homicidal concerns, firearm behavior, and threats toward multiple potential targets. The later attack therefore should not be interpreted as a simple progression from one specific threat to one specific target.
Tree of Life Synagogue, Pittsburgh, Pennsylvania, 2018	Shortly before entering the synagogue, Robert Bowers posted a message on Gab ending: "I can't sit by and watch my people get slaughtered. Screw your optics, I'm going in." The FBI identifies such pre-attack communications as examples of targeted-violence manifestos and leakage (Federal Bureau of Investigation [FBI], 2022).	This represents very late-stage leakage. By the time the communication appeared, grievance, target identification, violent ideology, weapon capability, and movement toward the target had effectively converged. Like Uvalde, it illustrates that some communications arise so close to an attack that the appropriate response is emergency intervention rather than routine assessment.

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Appendix C: Same Words. Different Meanings

Same Words. Different Meanings. Why context and a consistent process matter.

Threats can sound similar but mean very different things. A consistent, research-informed process helps schools tell the difference, respond appropriately, and keep students safe.

Case 1 Frustration in the Moment Elementary School



A fifth grader says this to a classmate after losing a game at recess. He quickly calms down, apologizes, and says he was just angry.

✓ Transient Threat

Related to immediate frustration. No ongoing intent. Conflict resolved with support.

Case 2 Imitation / Lack of Awareness Middle School



A student points a finger gun at a teacher after being corrected. He laughs and says he was joking and saw it in a video game.

✓ Transient Threat

Appears to be joking/imitative behavior. No evidence of continuing intent. Addressed with education and monitoring.

Case 3 Concerning and Unresolved High School

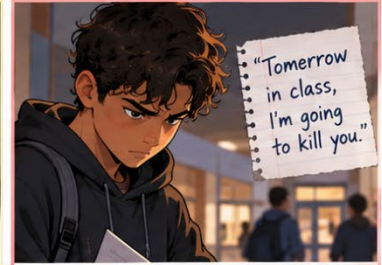


A student sends repeated messages about a classmate, including statements about payback. She has a history of conflict. It is unclear if she still intends to act on it.

! Needs Further Assessment

More information needed about intent, planning, and access to means. Not clearly transient. Increase supports and gather additional information.

Case 4 Clear Threat Leading to an Attack High School



A student becomes angry during a dispute, breaks a peer's property, and says, "Tomorrow in class, I'm going to kill you." The next day he brings a weapon to school and attacks the student, causing serious harm.

! Substantive Threat

Direct, targeted, and time-specific threat. Escalating behavior and property destruction indicated serious intent. A timely, consistent threat assessment process could have identified the risk and helped prevent the attack.

Same Words. Different Risks.

Context matters. A consistent assessment process helps distinguish transient from substantive threats.

Case 1: Frustration in Class Elementary School



Context

- Said after being corrected for not following directions
- No specific target or plan
- Calmed down quickly and apologized
- No history of violence

Assessed as Transient



Case 2: Online Game Comment Middle School



Context

- Said during an online game
- No identified plan, time, or target
- History of making similar statements when upset
- No evidence of preparation

Assessed as Transient



Case 3: Targeted Threat After Conflict High School



Context

- Specific target (named student)
- Threat followed a serious conflict
- Repeated similar statements
- No evidence of weapons or detailed plan
- School put in place supports and monitoring

Assessed as Substantive
(Serious – Threat to Assault)



Case 4: Planned Attack High School



Context

- Made direct threats to kill specific classmates
- Searched online for weapons and past attacks
- Created a detailed plan and timeline
- Showed concerning drawings and writings
- Threat was reported, but not fully assessed

Outcome: Carried Out Attack



TRANSIENT

Expression of frustration, joking, or distress with no continuing intent

CASES EXIST ON A CONTINUUM

SUBSTANTIVE

Continuing intent, specific targets, planning, or preparation



A consistent, research-informed assessment process helps identify which threats can be resolved and which require deeper assessment and protective action — before a tragedy occurs.