



Level Two Violence Threat Risk Assessment (VTRA) Overview and Course Outline

This two-day training is for those professionals who have already obtained their Level I status. Building on the theory and practice of threat/risk assessment is the more comprehensive process of data analysis and strategic interviewing. In all threat assessment cases the practice is broken down into two simplistic categories: assessing the threat and assessing the threat maker. In most cases we can do both but in some cases we can only assess the threat because the threat maker has not been identified, such as in our many unauthored threat assessment cases across Canada during the 2007-2008 school year. Therefore, being able to assess the level of commitment from the language of the threat is a focus. This also includes assessing the language of known authors and threat makers as well.

“Not everyone is meant to do threat assessment interviewing.” Some professionals are not good interviewers or have chosen to not take the time to prepare before conducting “the interview” and have contaminated the formal practice of multidisciplinary threat/risk assessment sometimes resulting in false positive and false negative assessments. As such the training also identifies and fine tunes key elements of good strategic interviewing. This requires a deeper understanding of the four typologies of high risk for violence youth and the related strategies for interviewing such. It also includes how and why to ask particular questions at particular times. Student actors are utilized for part of day two to assist participants in the practice of multidisciplinary collaboration in planning interview questions and in the follow through of managing and interviewing the student of concern and others related to the process. This includes interviewing and assessment of the “reporter”, “collaterals”, “target(s)”, “parents(caregivers)”, “threat maker”, and others.



Level Two VTRA Training Outline

- 1. Clarification of Crisis Response, Emergency Response and Threat Assessment**
- 2. Multidisciplinary Teams: Primary and Secondary Purpose**
- 3. Assessment: Emotionally Driven Versus Data Driven** *Case Studies*
- 4. Assessing the Threat vs. Assessing the Threat Maker**
- 5. Threat Analysis**
- 6. Language of Commitment**
 - a. General Knowledge vs. Inordinate Knowledge
 - b. Hard vs. Soft Language
- 7. Issues to be Considered: DSM IV TR Diagnoses, Child Abuse, Psychopathy, Others**
- 8. Understanding Functional Domains: Affective, Cognitive, Behavioural, Physiological, and Systems** *Case Studies*
- 9. Emotional Maturity**
- 10. Family Assessment**
- 11. Interviewing Techniques** *Case Studies*
- 12. Pre-Interview Team Questions**
- 13. The Strategic Interview**
- 14. The Interviewer**
- 15. The Interviewed**