

## Violence Threat Risk Assessment (VTRA) Level 1

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| <b>Facilitator(s):</b> | Bonnie Randall   |
| <b>Date(s):</b>        | <i>This is a multi-day event.</i> <ul style="list-style-type: none"> <li>• Day 1: May 01, 2024 (9:00 am to 4:00 pm)</li> <li>• Day 2: May 02, 2024 (9:00 am to 4:00 pm)</li> </ul> |
| <b>Cost:</b>           | (Includes Lunch which is not prepared in a nut/gluten free environment and workshop Manual)  |
| <b>Location:</b>       | Edmonton (Fantasyland Hotel)<br>17700 - 87 Avenue  |
| <b>Session Code:</b>   | 24-IE-576  |

### Target Audience

School Administrators, Law Enforcement Officers, Social Workers, Youth Workers

### About this Learning Opportunity

#### Level 1 VTRA - Theory and Practice

The primary purpose of this two day training is to teach school administrators, counsellors, police officers, and other related partners (community mental health, social services, probation, etc.) the multidisciplinary process of determining if a threat maker actually poses a risk to a target or targets they have threatened.

The primary purpose of this two day training is to teach school administrators, counsellors, police officers, and other related partners (community mental health, social services, probation, etc.) the multidisciplinary process of determining if a threat maker actually poses a risk to a target or targets they have threatened. Teams also assess students who already have histories of violence and are concerned about further and/or more serious violence potential. Serious violence is an evolutionary process and most students leave (intentionally or unintentionally) signs and indicators. Teams are trained to become local experts at collecting data that helps to paint a clear picture of how high risk a student may be to carry out an act of violence towards themselves or others and what the appropriate intervention should be based on that data. Teams are also trained to address the newer issue of "unauthored threats" that have plagued schools across Canada for the past few years. The level I training is best implemented when the local school districts (divisions) across the country take the lead to organize their partners to be trained together. From the schools and school districts there should be principals and vice-principals, counsellors, social workers, psychologists, and others represented from every school as well as district level personnel including the superintendent(s) and director(s). From our community partners there should be representatives from police, mental

### About the Facilitator(s)

#### Bonnie Randall

Bonnie-Lee Randall, BSW, RSW, has practiced social work in her home Province of Alberta for over 25 years. Her early career began in Southern Alberta where she worked for Horizon School Division as a Family School Liaison Counsellor in the years leading up to the 1999 school shootings in Taber, Alberta. Following an eleven-year tenure with Child Protection as an investigator and case manager for high-risk teens, Bonnie moved into an addictions counselling role for what was formerly the Alberta Alcohol & Drug Abuse Commission, and what is now Alberta Health Services Addictions & Mental Health.

Over her fourteen years with Addictions, Bonnie became a member of the Palix Foundation's Alberta Family Wellness Initiative where, as an already passionate and lifelong student of Systems Theory, Bonnie wholly embraced AFWI's model of the Core Story of Brain Development, and Kaiser-Permanente's Adverse Childhood Experiences Scale (ACEs). The concepts of toxic stress, ACEs, and the power of resiliency have become such cornerstones in Bonnie's clinical practice that she has, in addition to being a proud contract presenter for the North American Center for Threat Assessment & Trauma Response, pioneered a specialized workshop on Adverse Childhood Experiences, covering the effects of both adversity and resiliency upon the mind/body/spirit of a human being across the scope of a lifetime.

Bonnie, the mother of two outstanding daughters, lives in the Greater Edmonton Area with her husband who has been an educator and school principal for over 25 years. When she is

health, child protection (social services), youth probation, local hospital staff who conduct emergency violence and suicide risk assessments, and others as determined by the unique characteristics of your communities.

not out on the road teaching, or in her counseling room educating, Bonnie is also the fiction novelist of three currently available titles: *Divinity & The Python*, *Within The Summit's Shadow*, and the novella *No Vacancy*. Her vast clinical experience and insights combined with her ability to tell stories well enhances the VTRA learning of all professional disciplines.

## **Level One VTRA Training Outline**

### **DAY ONE**

- Introduction
- Training Overview
- Traumatic Event Systems (TES) Model Crisis vs. Traumatic Events Ground Zero and Impact Zones
  - Traumatic Aftermath and High Risk Student Behavior
  - Critical Periods
  - Targeted vs. Non-Targeted Violence
  - Human Target Selection
  - Site Selection
- Unidimensional Assessments
- Safe Schools Initiative: U.S. Secret Service and U.S. Department of Education
- FBI: Four-Pronged Assessment Model
- High Risk Students: Traditional vs. Non-Traditional Fluidity between Homicidal and Suicidal Domains
  - Threat Makers in the Aftermath
  - Identification with the Aggressor
  - Girl Violence
- Responding to threats in the aftermath: The effects of Over-reacting and Under-reacting.

### **DAY TWO**

- School Dynamics
- Multidisciplinary Violence Threat/Risk Assessment Teams: Acts of Legislation and Legal Issues
- Threat/Risk Assessment Process
  - Stage I Assessment
  - Stage II Assessment
  - Stage III Implementation
- Assessing Violence Potential: Protocol for Dealing with High Risk Student Behavior (Ninth Edition)
- Case Studies

*This session is being offered on a cost recovery basis.*