

# Central Alberta Regional Consortium

## Working Together: Making a Difference



Promoting student achievement and school improvement through professional development.

## Threat Assessment Level II

with Kevin Cameron

Date: **Mon & Tues, October 3 & 4, 2011**

Venue: **Holiday Inn on 67th**

Time: **9:00 am to 3:30 pm**

Address: **6500 67 St. , Red Deer**

Cost: **\$350 for both days**

Lunch: **Lunch is included**

*\*\*This session is made possible through a grant from Alberta Education\*\**

### *Who should attend?*

School administrators, counsellors, police officers & other related partners (community mental health, social services, probation, etc.) **who have already obtained their Level I status.**

### *About the session:*

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 un-authored 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.

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. 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.

### *About the facilitator:*

Trained as a marital and family therapist and a play-based child therapist, Mr. Kevin Cameron has worked with the inner-city housing projects, working with street kids and in a variety of roles in child welfare and young offender systems throughout Alberta. During the tragic 1999 school shooting in Taber, Alberta, Mr. Cameron led the Taber Crisis Response Team and was seconded by the Alberta government to the Taber response project. He began the development of the **Traumatic Event Systems (TES) model** that helped to explain significant aspects of the traumatic aftermath from the school shooting. This model included a basis for differentiating between crises vs. traumatic events; and a process for individual and systems recovery.

**Register Online at: <http://www.carcpd.ab.ca>**

**Central Alberta Regional Consortium**

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