

BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT:

Resource Mapping: Interventions & Monitoring

Directions:

1. Place an **"X"** in the box next to the interventions and/or monitoring supports that are currently being used to actively manage BTAM cases.
2. Place a **✓** to the right of the intervention and/or monitoring supports that could be used to actively manage BTAM cases (but are not currently being used).

DISCIPLINE

<input type="checkbox"/> Letter of Apology <input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Confrontation/warning <input type="checkbox"/> Restorative Practice <input type="checkbox"/> Removing privileges <input type="checkbox"/> Identify triggers and (self) initiate time-out <input type="checkbox"/> Behavior Contract <input type="checkbox"/> No-contact order <input type="checkbox"/> Parent Meeting	<input type="checkbox"/> Ticketed by law enforcement <input type="checkbox"/> Charges filed by law enforcement <input type="checkbox"/> Law Enforcement Diversion Program <input type="checkbox"/> Court issues protective orders <input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____	<input type="checkbox"/> Detention <input type="checkbox"/> Suspension <input type="checkbox"/> Alternative to Suspension <input type="checkbox"/> Habitually Disruptive Plan <input type="checkbox"/> Alternative placement <input type="checkbox"/> Expulsion <input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
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MONITORING

<input type="checkbox"/> Check-in, checkout <input type="checkbox"/> Searches <input type="checkbox"/> Safety contract <input type="checkbox"/> Adult/increased monitoring <input type="checkbox"/> Late arrival/early dismissal <input type="checkbox"/> Adult escorts from class-to-class, etc. <input type="checkbox"/> Modify daily schedule (reduce free, unsupervised time; travel card) <input type="checkbox"/> Restrictions	<input type="checkbox"/> On-going progress monitoring <input type="checkbox"/> Track attendance <input type="checkbox"/> No contact agreement <input type="checkbox"/> Ongoing collaboration between school and parent/guardian <input type="checkbox"/> Parent/guardian will provide increased supervision <input type="checkbox"/> Monitor for precipitating events (i.e. anniversaries, losses, perceived injustice, etc.)	<input type="checkbox"/> Home visits (check for weapons, etc.) <input type="checkbox"/> Parents increase supervision <input type="checkbox"/> Ankle monitor <input type="checkbox"/> Ongoing collaboration with \ agency supports, probation/juvenile diversion, mental health professionals <input type="checkbox"/> Detained, incarcerated, or placed under intensive supervision <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
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RELATIONSHIP BUILDING

<input type="checkbox"/> Establish system for student to seek support proactively from an adult <input type="checkbox"/> Peer mentor <input type="checkbox"/> Adult mentor <input type="checkbox"/> Provide feedback and mentoring <input type="checkbox"/> Peer supports	<input type="checkbox"/> Increase engagement in school activities <input type="checkbox"/> Increase engagement in community activities <input type="checkbox"/> Engage in leadership activities <input type="checkbox"/> : _____ <input type="checkbox"/> : _____	<input type="checkbox"/> De-escalation training for staff <input type="checkbox"/> Decrease isolation <input type="checkbox"/> Monitor reactions to grievances, precipitating events and provide supports <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
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SKILL DEVELOPMENT/RESILENCY BUILDING

<input type="checkbox"/> Academic supports <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Anger management <input type="checkbox"/> Social skills group <input type="checkbox"/> Social-emotional learning Curriculum <input type="checkbox"/> Participation in school activities/clubs	<input type="checkbox"/> Supports from behavior specialist <input type="checkbox"/> Counseling – in school <input type="checkbox"/> Counseling – outside of school <input type="checkbox"/> Conduct functional behavioral assessment (FBA) <input type="checkbox"/> Develop behavioral intervention plan (BIP) <input type="checkbox"/> Family supports/resources	<input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
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ADDITIONAL INTERVENTIONS

<input type="checkbox"/> Revise IEP/504 Plan <input type="checkbox"/> Intervention team referral <input type="checkbox"/> Change in transportation <input type="checkbox"/> Evaluation – psychiatric/psychological <input type="checkbox"/> Special education assessment <input type="checkbox"/> Drug/alcohol intervention	<input type="checkbox"/> Change in class schedule <input type="checkbox"/> Change in school day schedule (e.g. delayed start, reduced day) <input type="checkbox"/> Change of placement to access more intensive services <input type="checkbox"/> McKinney-Vento/foster care referral <input type="checkbox"/> Social service referral	<input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
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It is also important to address school climate and culture. Thus, the following also need to be considered:

ENVIRONMENT

<input type="checkbox"/> Address systemic, procedural, or policy problems that may serve as precipitating events <input type="checkbox"/> Build a caring and supportive climate and culture <input type="checkbox"/> Implement effective threat and suicide assessment procedures	<input type="checkbox"/> Enhance social-emotional learning to include: <input type="checkbox"/> Bullying prevention <input type="checkbox"/> Violence prevention <input type="checkbox"/> Suicide prevention <input type="checkbox"/> Emotional regulation <input type="checkbox"/> Conflict management <input type="checkbox"/> Ensure positive dynamics among staff (serves as modeling for students)	<input type="checkbox"/> Early intervention with emerging problems <input type="checkbox"/> Explicitly teach about confidential reporting procedures <input type="checkbox"/> Give permission to “Break the Code of Silence” and get help for a peer who is struggling <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
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Other strategies that can be utilized in case management: