BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT

Addressing a Common Misconception: The Behavioral Threat Assessment process is not a step toward removing a student on a permanent basis from the school, that rarely, if ever, happens and it is not the intended purpose of the process. Identifying the clear extent of the threat and what supports need to be put in place for this student to safely attend school. THREAT ASSESSMENT IS AN INCLUSIONARY PRACTICE THAT PROVIDES A TIMEOUT TO IDENTIFY AND MEET THE NEEDS OF THIS STUDENT AND IDENTIFY, **"WHAT DO WE DO NEXT?"**

one

ASSESS/INVESTIGATE

Do what is necessary to establish safety then begin to assess and investigate. If circumstances lead you to believe that a Threat Assessment **MIGHT** be needed then use the level 1 Threat Assessment forms to guide your investigation.

- **Student Background:** Academic, Attendance, Discipline, Family Dynamics, Peer Relationships
- **Behavioral Patterns:** Specific Behavior Concerns, Context and Frequency
- **Environmental Factors:** Community Influences, School Climate, Access to Resources
- **Threat Indicators:** Verbal/Written/Drawn - Where and how was it expressed?
- **Expression:** Intent or Grievance
- **Evidence of Planning:** Access to Weapons, Peers Support (Gang Involvement)
- **Protective Factors:** Positive Influences? School or Community involvement, Strengths and Talents?

two

TARGET

- **Gang Related Behavior:** Wearing gang-affiliated clothing, participation in tagging, graffiti and or vandalism. Recruitment of peers for intimidation, bullying and fighting
- **Threatening Behavior:** Verbal or physical threats, acts of bullying, harassment and coercion, Possession of contraband (e.g. Weapons, drugs)
- **Disengagement Indicators:** Chronic absenteeism, withdrawal from school activities or academic decline, signs of alienation or lack of belonging.

three

INTERVENE - Develop targeted and tiered intervention plans using the MTSS/PBIS Framework. Students with gang involvement

- MTSS Level II or III (and applicable Level I on Culture, Climate and problem solving)
- Individual Accountability Plan
- Mentorship
- Restorative Assignments
- Provide leadership opportunities in areas of strengths
- Mediation (when applicable)

four

MEASURE - Evaluate the effectiveness of interventions using the following metrics:

- **Behavioral Improvements:** Reduction in gang-related incidents and threats. Decrease in disciplinary referrals and suspensions. Improved Attendance and Academic Performance

one
ASSESS

BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT: Key Investigation Information to Gather

To effectively address gang-related behaviors and threats, collect the following information:

1. **Student Background:**
   - Academic history, attendance records, and disciplinary referrals.
   - Family dynamics and support systems. (Family capacity to address this?)
   - Peer relationships and social networks.
2. **Behavioral Patterns:**
   - Specific behaviors raising concerns (e.g., threats, physical altercations, graffiti, gang symbols).
   - Context of the behaviors (time, location, peers involved).
   - Frequency, duration, and escalation trends.
3. **Environmental Factors:**
   - Community influences (e.g., gang presence, socio-economic challenges).
   - School climate and culture.
   - Access to resources or lack thereof (e.g., mentorship, extracurricular activities).
4. **Threat Indicators:**
   - Is the Threatening Behavior "Targeted" or "Reactive?"
   - Verbal or written threats, drawings, or symbols.
   - Expressions of intent or grievances.
   - Evidence of planning or access to weapons.
   - What is the perceived level of Threatening Behavior? (Low, Moderate, Extreme)
5. **Protective Factors:**
   - Positive influences (mentors, supportive peers, family members).
   - Involvement in school or community programs.
   - Strengths and talents.

two
TARGET

Focus on addressing BEHAVIORS that indicate gang involvement, are disruptive and a safety risk, such as:

1. **Gang-Related Behaviors:**
   - Wearing gang-affiliated clothing or displaying symbols.
   - Participation in tagging, graffiti, or vandalism.
   - Recruitment of peers or intimidation tactics.
2. **Threatening Behaviors:**
   - Verbal or physical threats to peers, staff, or others.
   - Bullying or coercion.
   - Possession of contraband (e.g., weapons, drugs).
3. **Disengagement Indicators:**
   - Chronic absenteeism or truancy.
   - Withdrawal from school activities or academic decline.
   - Signs of alienation or lack of belonging.

three
INTERVENTION PLANS

Develop targeted and tiered intervention plans using the MTSS/PBIS framework:

1. Universal (Tier 1):
- Implement school-wide positive behavior expectations.
- Promote social-emotional learning (SEL) and conflict resolution skills.
- Create a safe, inclusive school environment with anti-gang messaging.

2. Targeted (Tier 2):
- Conduct small group sessions focused on decision-making and coping skills.
- Pair students with mentors or positive role models.
- Engage families in workshops to build awareness and support.

3. Intensive (Tier 3):
- Provide individual counseling or therapy to address trauma or underlying issues.
- Develop a re-entry plan for students returning from suspension or alternative programs.
- Collaborate with community organizations for wraparound services (e.g., job training, after-school programs).

4. Targeted Interventions (Gang Specific)
- Individual Mentorship - Build Rapport, Address affiliation and conflicts, address topics sensitive to the student.
- Build Educational Plan that includes student capacity and expectations
- Engage family and address needs (SDOH) and available resources

5. Restorative Practices: (Message - Conflict is normal and does not need to be resolved with violence, intimidation, harassment and threats).
- Use restorative circles or conferences to address harm and rebuild trust.
- Foster accountability by involving students in the resolution process.
- Facilitate peer mediation to resolve conflicts constructively.

four
Measure of Success

Evaluate the effectiveness of interventions using the following metrics:

1. Behavioral Improvements:
- Reduction in gang-related incidents and threats.
- Decrease in disciplinary referrals and suspensions.
- Improved attendance and academic performance.

2. Student Engagement:
- Increased participation in school or community activities.
- Strengthened relationships with peers and staff.
- Reports of feeling safer and more connected to the school environment.

3. Restorative Outcomes:
- Successful resolution of conflicts through restorative practices.
- Feedback from students, families, and staff on the effectiveness of interventions.
- Evidence of improved school climate (e.g., surveys, focus groups).

4. Long-Term Impact:
- Sustained positive behavior changes.
- Reduction in gang recruitment and involvement over time.
- Enhanced collaboration between schools, families, and community resources.