

### Operational Services

#### Exhibit - Threat Assessment Case Management Strategies

Case management is a critical component of Building-level Threat Assessment Team (TAT) work. TATs use this exhibit to examine four types of research-based case management strategies when developing a case management plan in response to a threat. Types include: subject-based, target-based, environmental/system, and monitoring for the impact of precipitating events. See subhead **Responding to and Managing Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*.

Case management integrates interventions, as appropriate, across the following relevant domains:

- S** De-escalate, contain, or control the **subject** who may take violent action;
- T** Decrease vulnerabilities of the **target**;
- E** Modify physical and cultural **environment** and systems to discourage escalation; and,
- P** Prepare for and mitigate against **precipitating events** that may trigger adverse reactions.

#### Subject-Based Case Management Strategies

Schools regularly use many of the following examples of interventions or strategies to address inappropriate behavior including, but not limited to, threatening behavior. TATs focus on interventions that de-escalate, contain, control, and redirect the subject away from plans and preparation for violence; and toward engaging with others, problem solving, adapting, and improving their coping skills and well-being. Examples include, but are not limited to:

1. Maintain channel of communication and engagement (with subject) to:
  - a. Gather information
  - b. Build rapport and relationship
  - c. Decrease isolation
  - d. De-escalate volatile reactions
  - e. Provide feedback and mentoring
  - f. Monitor reactions to grievances, interventions, and precipitating events
2. Problem-solving about legitimate grievances
3. Referral for assistance or support services, such as:
  - a. Academic assistance or accommodations
  - b. Social skills training
  - c. Behavioral contracting
  - d. Modification of student classroom assignment or schedule
  - e. Modification of work schedule or assignments
  - f. Alternative schooling/home schooling
  - g. Involvement in extra-curricular activities
  - h. Performance improvement plans
  - i. Peer coaching/mentoring
4. Counseling/mental health services, such as:

- a. Check-in/check-out with school counseling staff
- b. Outpatient counseling/mental health care
- c. Emergency psychiatric evaluation
- 5. Disciplinary measures, such as:
  - a. Subject confrontation or warning
  - b. Administrative orders for no contact or communication
  - c. Detention
  - d. Suspension
  - e. Termination/expulsion
  - f. Law enforcement involvement
  - g. Court-issued protective orders
  - h. Diversion programs

TATs select intervention strategies with the greatest potential for addressing short-term crises as well as longer-term preventive power. While holding students and staff accountable for their actions, school administrators will be fair and reasonable in disciplinary responses. Disciplinary responses may be combined with other actions such as parent/guardian conferences, modifications of student classroom assignment or schedule, and referrals to in-school and community-based programs.

TATs recognize that even fair and reasonable discipline can be perceived by the subject as punitive discipline, which may lead to escalating threatening behavior. Suspension, expulsion or termination may risk triggering an immediate or delayed violent response unless they are coupled with containment and support. Suspension, expulsion, or termination options that focus solely on accountability and controlling the subject do not address the ongoing challenges of:

1. Moving the subject away from thoughts and plans of, and capacity for, violence and/or disruption;
2. Connecting the subject to resources (when needed);
3. Mitigating organizational/systemic factors; and
4. Monitoring the subject when he/she is no longer connected to the District.

In addition, a student who is suspended or expelled is often under less supervision than if he/she were to remain in a school setting. A student who is expelled may conclude: "I have lost everything. I have only a short time to act. I will give them what they deserve." TATs consider and plan for those responses by using separation strategies intentionally, being aware of their limitations, and anticipating their consequences.

### **Target-Based Case Management Strategies**

TATs attempt to minimize risk and negative impact on targets and seek to maintain contact with targets (where appropriate) to help monitor the actions and impact of the subject. Examples of target-based case management strategies include, but are not limited to:

1. Coaching regarding personal safety approaches in dealing with the subject:
  - a. Clear statements to the subject, e.g., "relationship/contact is unwanted" or "stop all contact and/or communication"
  - b. Avoid subsequent contact/response
  - c. Document all further contacts
  - d. Do not engage emotionally, monitor "buttons" getting pushed
2. Minimize publicly available information, e.g., by scrubbing internet information, checking privacy settings on social media applications

3. Maintain awareness of surroundings
4. Vary routine
5. Develop contingency plans for escape, shelter, and support
6. Encourage use of support systems, e.g., counseling/mental services and victim assistance programs

### **Environmental/System Case Management Strategies**

TATs take a holistic view of the situation, monitoring for underlying systemic causes that may be contributing not just to a given case, but perhaps to a range of cases over time. This level of intervention focuses on group and subgroup behavior, not just that of the subject or target. Strategies include, but are not limited to:

1. Address systemic, policy, or procedural problems that may serve as precipitating events across cases
2. Bullying prevention/intervention programs
3. Enhance school/workplace climate – build and support a caring community
4. Intervene with associates that support or encourage violent behavior
5. Enhance conflict management skills of subgroups
6. Identify and address gaps in awareness of reporting and intervention options
7. Identify and address gaps in the threat assessment and management process

### **Monitoring for the Impact of Precipitating Events on Case Management**

TATs recognize that cases do not occur in a vacuum and that life continues while they are assessing and intervening with a given case. TATs maintains an ongoing, long-term approach to anticipating, monitoring for, and (to the extent possible) managing the impact of potential precipitating events such as:

1. Loss impacting the subject, e.g., job or income, status, relationship, health, rejection/ostracization
2. Injustice
3. Implementation of administrative notices/court orders
4. Violation of administrative notices/court orders
5. Anniversary events, e.g., date of beginning of relationship, date of end of relationship, date served with court orders/separation documents, birthdays, holidays
6. Contagion effect of other high-profile or locally significant acts of violence.

**Adopted: May 20, 2019**