Tip Sheet for Threat Assessment Management Supports and Interventions

Providing appropriate supports and intervention is a critical component of threat assessment management. Threat assessment is not a means to remove students from school, but ratheris a way to initiative a continuum of services to intervene with individuals of concern.

Intervention strategies range from low-level monitoring to very intensive, incorporating activities within the school, home, mental health, and law enforcement systems as needed.

When crafting a plan of supports and interventions for an individual of concern, here are some important considerations to keep in mind:

1. **Implement a systemic approach that focuses on student behaviors**. If your school has not already done so, investigate school-wide programs, such as Positive Behavioral Intervention and Supports (PBIS), restorative justice, or Response to Intervention (RTI). Successful school-wide behavior-based initiatives benefit all students, whether they have been referred for threat assessment or not, and provide a built-in mechanism for intervention as part of a threat assessment disposition.
2. **Tailor the intervention strategies and supports to the specific needs and issues of the student** who has been identified as part of the threat assessment process. A student who is disengaged and isolated at school would benefit from teacher and peer mentor relationships, not being banned from the cafeteria.
3. **Focus on relationships and interactions over punitive measures**. Students of concern need positive, sustained relationships with adults in the school. While counseling may be appropriate, equally valuable interactions are informal, frequent, and conversational. A daily check in or chat about an area of shared interest can begin to develop a sense of connectedness to the school community.
4. **Hold the individual accountable for the consequences of their actions**. If a student has violated school rules, codes of conduct, or local laws, disciplinary or legal consequences need to occur. These punitive measures, however, need to be coupled with supports to reintegrate the student into the school community.
5. **Ensure the management plan is comprehensive, consistent, and flexible**. In addition to incorporating both supports and interventions/consequences, the management plan for an individual of concern must be consistently implemented in an on-going fashion, and periodically updated or adapted as the individual's needs and circumstances change. Crafting an intervention plan that is not fully implemented, or becomes outdated, irrelevant, or inappropriate, is the same as doing nothing at all.

Some ideas for specific interventions and supports include:
- **Conflict resolutions session**s where the person causing harm, the harmed student, and a group of peers or adults meet to craft a solution. Staff and students participating in these initiatives should receive appropriate conflict resolution training.
- **Restorative circles** where students of concern are presented with the experiences, views, and perspectives of those impacted by their behavior. Conversely, individuals of concern may also participate in these circles to air their grievances in a positive fashion. Staff and students participating I these initiatives should receive appropriate restorative justice training.

- **Daily check ins** are scheduled short visits where the individual must "check in" with a designated mentor. These checks provide a means to hold the student accountable for fulfilling his responsibilities, as well as an opportunity for positive interactions and relationship-building with a trusted adult.
- **Peer and adult mentorships** match students of concern with peers and/or adults in the building who provide friendship, support, and a sense of belonging. This may involve coaches, extracurricular advisors, support staff, or other school-related stakeholders.
- **Assigned duties or responsibilities** may be effective to provide the student with a sense of belonging and being needed within the school, especially if the duties are not punitive or forced, but rather seen as an opportunity to contribute to the collective good.
- **Lunch strategies** can be employed to integrate the student into the social life of the school. Numerous programs for "mix it up lunches" and other initiatives are available to help ease the isolation of students who typically would eat alone.
- **Academic tutoring and supports** can be used to help the student improve their academic performance and experience improvement and success in the academic domain.

Other interventions may be designed to provide consequences or quickly "short-circuit" potential concerns. These might include:
- **No contact agreements** where the individual is re-assigned, removed, or otherwise out of contact with a problematic situation, circumstance, or individual
- **Restitution agreements** where the individual engages in activities related to the consequences of their actions or statements to "make it right".
- **Strategic schedule changes** where the individual's schedule is modified to remove them from situations and interactions that may be detrimental.