



West Harvey-Dixmoor School District 147

2024 - 2025

THREAT ASSESSMENT PLAN

**STUDENT THREAT
ASSESSMENT HANDBOOK**



West Harvey-Dixmoor School District 147

191 West 155th Place

Harvey, Illinois 60426

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THREAT ASSESSMENT PLAN

Purpose

The School District Student Threat Assessment and Safety Management Plan constitutes a comprehensive and systematic approach to investigating and assessing students who are engaged in or exhibiting behaviors implying aggression or violence directed at other people. It is not designed for use with students who are suicidal, acting out sexually, or setting fires, unless they are doing so as an act of violence intended to cause serious or lethal injury to others.

This plan combines the use of investigative information gathering strategies with “targeted violence” related questions. The purpose is to collect data to help make an informed judgment about a student’s level of safety towards others and to identify risk factors surrounding a student’s behavior. The data collected guides the development and implementation of a Student Safety Management Plan.

Goals

1. To provide a protocol to assess threats of potentially harmful behaviors, risk factors, and action required to support school safety.
2. To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans.
3. To develop and maintain a sense of safety among students, teachers, staff, and parents/guardians.

WEST HARVEY-DIXMOOR SCHOOL DISTRICT 147 STUDENT THREAT ASSESSMENT TEAM (STAT)

Chief Lionel Smith, Dixmoor Police Department
Chief Pete McCain, Fire Liaison South Suburbans
Lt. Donna Scanlon, Posen Fire Department
Deputy Chief Derrick Charles, Harvey Police Department
Deputy Chief Henry Boyd, Harvey Fire Department
Dr. Jerry Jordan, Interim Superintendent
Dr. Creg E Williams, Interim Superintendent
Ms. Camille Robinson, Assistant Superintendent
Mrs. R.J. Neal, School Safety Coordinator
Dr. Jacqanai Gipson, Principal Rosa L. Parks Middle School
Dr. Ayana Hartzol, Principal, Dr. Martin L.King Elementary School
Dr. Sarah Midlock, Principal, Lincoln Early Learning Center
Ms. Diana Maybank, Social Worker (Parks)
Mrs. Sylvia Burnley, Social Worker (King)
Ms. Jerrilyn Parker, Social Worker(Lincoln)
Ms. Nicole Young, School Nurse (Lincoln)

NOTE: *Each school has a school-based Student Threat Assessment Team (STAT) consisting of a School Administrator, Teacher, Police officer, Fire Chief, School Psychologist, and School Social Worker who will be responsible for case management, safety plan, and review.*

THREAT ASSESSMENT PLAN OVERVIEW

IMMINENT DANGER RESPONSE:

The STAT system is not designed to provide an immediate safety crisis or threat response. If there is imminent danger, call law enforcement and follow school emergency procedures. After containment, if further information is needed to help assess threat potential, proceed with this plan.

The plan consists of the following levels:

Inquiry: A school administrator, with consultation from another member of the school-based STAT team, determines the need for Level 1/Level 2 assessment.

PRIORITY LEVELS FOR THREAT CASES

Level 1 (High Risk)

The person/situation appears to pose a clear and immediate threat of serious violence toward self or others and requires containment. The Team should immediately notify law enforcement to pursue containment options, and/or take actions to protect identified target(s). Once such emergency action has been taken, the Team shall then develop and implement a management plan in anticipation of the person's release or return to campus. The person/situation appears to pose a threat of self-harm or physical violence, usually to an identifiable target, but currently lacks immediate and/or a specific plan -- or a specified plan of violence does exist but currently lacks a specific target.

Level 2 (Low/Moderate Risk) *Safety Plan/Case Management Required.

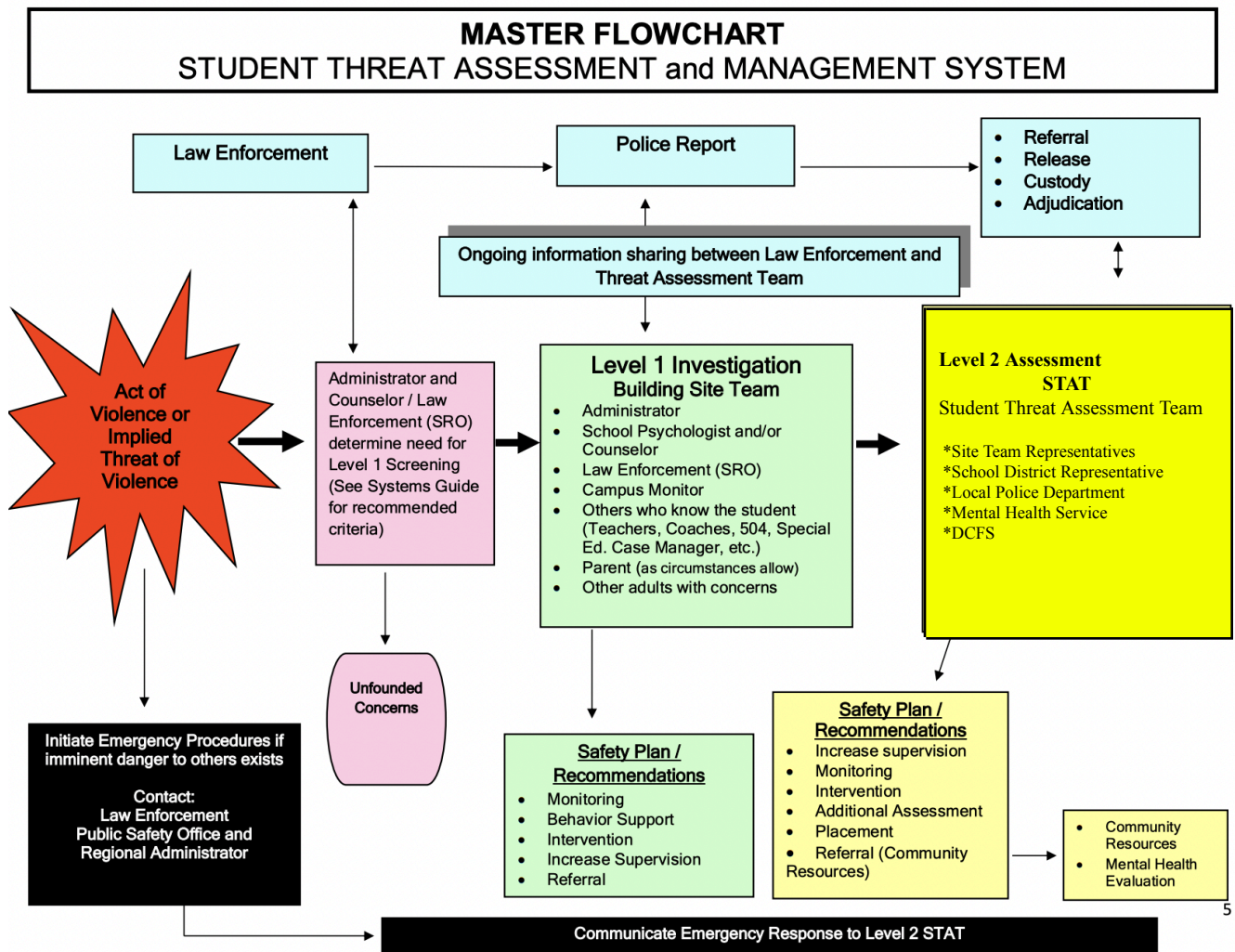
The person/situation does not appear to pose a threat of violence or self-harm to me, nor is there evidence of significant disruption to the community. This case may warrant some intervention, referral, and monitoring to minimize the risk of escalation in threat. The Team should develop a monitoring plan. This requires the Team to develop and implement a management plan. The person/situation does not appear to pose a threat of violence or self-harm but does exhibit behaviors/circumstances that are likely to be disruptive to the community. This case warrants some intervention, referral, and monitoring to minimize the risk of significant disruption to the community or escalation in threat. The Team should develop a referral and/or active monitoring plan.

Level 1: A school-based Student Threat Assessment Team (STAT) consisting of a District Administrator, School Administrator, Teacher, Police officer, Fire Chief, School Psychologist, and School Social Worker. The team may involve other participants in the Level 1 process and/or request a consultation from the District Student Services Director or designee.

Level 2: If the Level 1 team determines there is a need for further assessment and there are concerns that cannot be addressed at Level 1, the case is referred to the Level 2 (school) team.

DISCIPLINE AND SAFETY:

Due to safety and rule violations, behaviors that are associated with potential or actual violence may lead to a disciplinary action involving either suspension or expulsion. Discipline and assessment are parallel processes with different, but equally important purposes. Discipline is designed to support the order and stability of the school and to provide the opportunity to teach prosocial behavioral skills. The School District Student Threat Assessment Plan constitutes a comprehensive and systematic approach to investigating and assessing students who are engaged in or exhibiting behaviors implying aggression or violence directed at other people. Threat assessment identifies the level of intervention and supervision necessary to mitigate safety/risk factors. It also allows teams to collect information to make decisions regarding student safety and assists teams in implementing interventions with the purpose of reducing risk.



WEST HARVEY-DIXMOOR SCHOOL DISTRICT 147
STUDENT THREAT ASSESSMENT

THE INCIDENT

A. Implied threat or act of aggression occurs (student(s) engaged in or considering aggression directed at other people.) NOTE: *This plan is NOT to be used for students who are suicidal, acting out sexually, or setting fires, unless they are doing so as an act of aggression intending to severe or lethal injury to others (violence).*

B. If imminent danger exists, notify Law Enforcement, Fire Department, District Office, and Student Services Department. Initiate a protective response using district guidelines.

NEED FOR LEVEL 1

The Level 1 Assessment is initiated by the school administrator with consultation from another member of the STAT Team. The STAT Team is composed of district administrator(s), teacher, police officer, fire chief, school psychologist, and school social worker. (*See Flow Chart.*)

- A. If after consultation between an administrator and either the school social worker or school police officer, it is determined that a Level 1 assessment is not necessary, this decision is documented using the *Inquiry Protocol*. This protocol should be maintained in the school administrator's working file.
- B. The *Level 1 Assessment Protocol* is recommended for investigation and documentation of concerns about school threats of violence, dangerous student activities, behaviors, ideation, and/or statements. A direct threat (expressed or acted out) does not have to be clearly indicated in order to proceed with a Level 1 Assessment. School Teams are encouraged to use the Level 1 Assessment Protocol to address concerns and document their review of potential danger or safety issues, even if dismissed as minor or unlikely. (The Level 1 Protocol can be used as a reasonably short (20-30 minutes) review or a more extensive and lengthy assessment, depending upon the circumstances.)
- C. Consider completing an interview with the student of concern using the *Student Interview* form as a guide. Other students who were witnesses to the incident or who have pertinent information may be interviewed using the *Student Witness Interview* form as a guide.
- D. The following are our guidelines for considering a level 1:
 - a. Threat or aggression is specific to identified target(s) with motive and plan.
 - b. Weapon at school or attempt to bring a weapon to school
 - c. Threat or aggression is causing considerable fear or disruption to activity.
 - d. There is continued intent to carry out the threat.
 - e. There is a history of threats or extreme aggression (violence).
 - f. Staff, parent, or student perceives threatening circumstances.
 - g. If in any doubt if a situation poses a risk to school personnel or the community, seek the assistance of an Administrator or the STAT Team.

LEVEL 1

Use the following process to complete the Level 1 Assessment protocol:

1. Schedule assessment as soon as the STAT team can assemble. Make sure all students/staff are safe. If necessary take appropriate precautions such as detaining the student and restricting access to coats, backpacks, lockers, etc. If imminent exists, call law enforcement, or the district office and follow district guidelines. STAT team members interview the student or students of concern regarding the threat, behavior related to the threat, motives, accelerating factors, and protective supports.
2. Include teachers who know the student well and the case manager if the student is on IEP or 504 Plan.
3. The *Teacher Questionnaire* is available for educational staff to complete if unable to attend meetings.
4. Include community agency case managers, if a student is adjudicated or a Ward of the Court.
5. The parent/guardian should be notified that the assessment will be taking place and invited to participate in the Administrator determines that parents/guardians will be constructive to the assessment process. The site Team may elect to complete the assessment without notification and/or inclusion of the parent if it is determined that the participation of the parent would compromise the process. Documentation for parental notification is on the Level 1 Assessment. The *Parent Interview* is available to complete by phone if the parent does not attend the meeting.
6. Through team discussion and information gathering (including interview information from the student/s of concern and information transferred from the *Student Interview, Student Witness Interview, Teacher Questionnaires, and Parent Interview* (if completed), conduct the Level 1 assessment using *Level 1 Protocol*. The Level 1 Protocol includes demographics, assessment questions, supervision strategies to address risk factors, and management needs and has recommended criteria for considering further assessment through the Level 2 process.
7. Use the *Companion to Level 1 Protocol* as a reference to assist the completion of the Level 1 assessment. (The Companion is an in-depth explanation of each question and risk factor noted in Step 3.)
8. Use the supervision strategies suggested in Step 4, to address the concerns and aggravating factors identified in Step 3. If the STAT Team determines that more assessment is necessary (see step 5-Level 1 Protocol) contact the Student Services Director or Designee. STAT will then schedule the Level 2 Investigation Team.
 - a. **Use the following process to finish the Level 1 process:**
 - i. 1. Note the presence of a confidential file for this student in the Family section under the Alerts tab in PowerSchool.
 - ii. If other students have been identified as possible targeted victims, notify the parents/guardians using the Notification Log and the Notification Letter (notification call is to be done within 12 hours; notification letter within 24 hours. Then consider completing a plan to protect the targeted or victimized student taking into consideration information from the targeted student and his or her parents/guardians.

- iii. Maintain two copies of the Level 1 Protocol. One in a letter-size manila envelope market, a confidential record placed in the student's regular academic or cumulative file, and a second copy in the administrator's working file (available to the school psychologist, social worker, and dean, if applicable). The case is tracked and managed by the school administrator. Schedule follow-up dates for review of supervision plan and risk factors as needed.

LEVEL 2

1. A Level 2 assessment is conducted primarily at the school site by an investigative team of a School Administrator, Psychologist, Mental Health Worker, Law Enforcement Threat Assessment Specialist, and other Case Workers, as appropriate.
2. After the assessment is conducted and management strategies are determined, the student's case will be scheduled for further Level 2 review and advice with the entire Student Threat Assessment Team noted above. (SEE Level 2 Flow Chart.) A member of the school team (the administrator in most cases) will also attend the STAT staffing. STAT consultation will further advise on risk, management and intervention strategies, and community resources and will support the school and other agency professionals in the management of dangerous situations.
3. Once a student is staffed, case management will be done from the school site by the building administrator and reviewed on a schedule determined at the time of the assessment or as needed if the situation escalates. Members of the STAT team will provide follow-up and consultation as circumstances change and/or supervision needs increase. The student may be reviewed and re-assessed at any time upon the request of the school Team.
4. A Level 2 Assessment Summary documenting the risk factors and supervision strategies will be written and provided to the STAT Team. Place copies of the Level 2 Assessment Summary in the Confidential Record of the student.

COMMUNICATION WITH STAFF AND FAMILIES

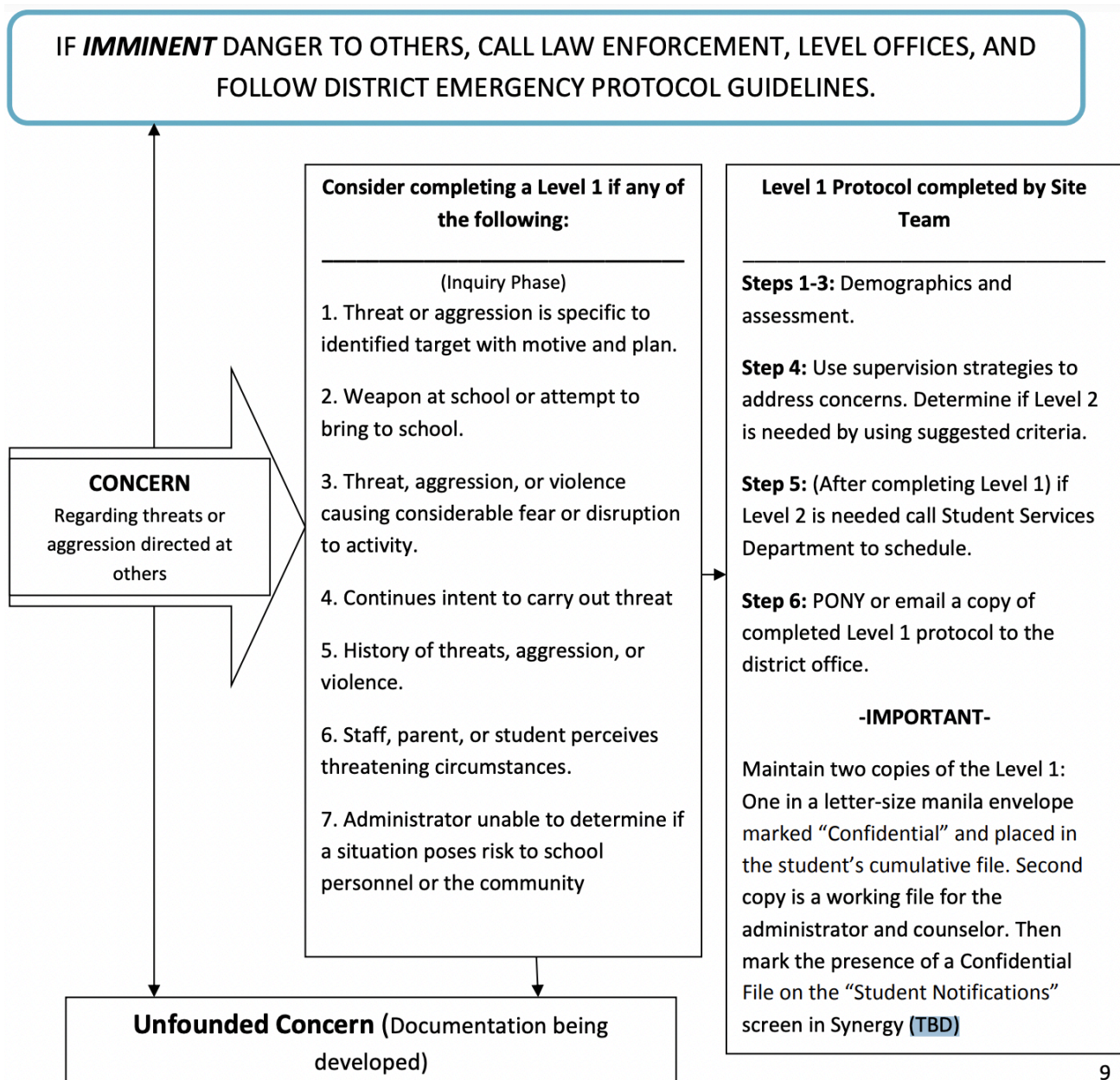
1. After both a Level 1 and Level 2 Assessment, determine which school staff need to know that a threat assessment has been completed. Consider staff such as classroom teachers, administrators, transportation staff, secretarial staff, Special Education case managers, coaches, or others interacting regularly with the student. The parent(s)/guardian(s) of the assessed student, as well as the targeted student's parent(s)/guardian(s) (if applicable), should also be notified at the conclusion of the Level 1 or Level 2 assessment. Provide information regarding the severity of the threat and the supervision/management plan. Provide only the minimum amount of information that is necessary to ensure safety. Make sure that the staff responsible for monitoring the plan understands and can fulfill their responsibilities.
2. Provide staff and parents with the risk factors brochure and direct them to inform a member of the investigation team (administrator, SRO, etc.) should new concerns arise.

West Harvey-Dixmoor School District 147

STUDENT THREAT ASSESSMENT & CRISIS MANAGEMENT PLAN

LEVEL 1 ASSESSMENT PROTOCOL

This system is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually, or who are setting fires unless they are doing so as an act of aggression intending to severe or lethal injury to others. Consult the flow chart below in determining the course investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached protocol and step-by-step instructions.



Outline of Behavior Possibilities

RED FLAGS, WARNING SIGNS, AND INDICATORS

- Violent Fantasy Content
 - Writings (Stories, essays, compositions)
 - Drawings (Artwork depicting violence)
 - Reading and viewing materials (Preference for books, magazines, television, video games, movies, music, websites, and chat rooms with violent themes and degrading subject matter), and role-playing acts of violence and degradation.

- Anger Problems
 - Difficulty controlling anger, loss of temper, impulsivity
 - Making threats

- Fascination with Weapons and Accouterments
 - Especially those designed and most often used to kill people (such as machine guns, semi-automatic pistols, snub nose revolvers, bayonets, daggers, brass knuckles, special ammunition, and explosives).

- Boasting and Practicing of Fighting and Combat Proficiency
 - Military and sharpshooter training, martial arts, use of garrotes, and knife fighting.

- Loner
 - Isolated and socially withdrawn, misfit, prefers one's own company to the company of others.

- Suicidal Ideation
 - Depressed and expresses hopelessness and despair
 - Reveals suicidal preparatory behavior

- Homicidal Ideation
 - Expresses contempt for other(s)
 - Makes comments and/or gestures indicating violent aggression

- Stalking
 - Follows, harasses, surveils, attempts to contact regardless of the victim's expressed annoyance and demands to cease and desist.

- Non-Compliance and Disciplinary Problems
 - Refusal to abide by written and/or verbal rules

- Imitation of Other Murderers
 - Appearance, dress, grooming, possessions like those of violent shooters in past episodes (e.g. long black trench coats)

- Interest in Previous Shooting Situations
 - Drawn toward media, books, entertainment, conversations dealing with past murders.

- Victim/Martyr Self-Concept
 - Fantasy that someday he/she will present the oppressed and wreak vengeance on the oppressors.
- Strangeness and Aberrant Behavior
 - Actions and words that cause people around him to become fearful and suspicious.
- Paranoia
 - Belief that he/she is being singled out for unfair treatment and/or abuse; feeling persecuted.
- Violence and Cruelty
 - A history of using violence to solve problems (fighting, hanging, etc), abusing animals or weaker individuals.
- Inappropriate Affect
 - Enjoying cruel behavior and/or being able to view cruelty without being disturbed.
- Acting Out
 - Expressing disproportionate anger or humor in situations that do not warrant it.
- Police Contact
 - A history of contact with police for anger, stalking, and disorderly conduct.
 - Past temporary restraining orders (or similar court orders).
 - A jail/prison record for aggressive crimes.
- Mental Health History Related to Dangerousness
 - A history of referral or commitments to mental health facilities for aggressive/destructive behavior.
- Expressionless Face/Anhedonia
 - An inability to express and/or experience joy and pleasure.
- Unusual Interest in Police, Military, Terrorist Activities, and Materials
 - Vehicles resembling police cars, military vehicles, surveillance equipment, handcuffs, weapons, clothing (camouflage, ski masks, etc.)
- Use of Alcohol/Drugs
 - Alcohol/drugs are used to reduce inhibitions so that aggressive behaviors are more easily expressed.

LEVEL 1 ASSESSMENT PROCESS

This protocol does not predict future violence nor is it a foolproof method of assessing an individual's or group's risk of harm to others. This survey is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential danger (identify circumstances and risk factors that may increase the risk for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does risk potential; therefore, if you are reviewing this survey on a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

Complete the following survey thorough investigation conducted by the building Level 1 Site Team (a multidisciplinary team consisting of an administrator, a school psychologist/counselor, and a School Resource Officer). The administrator and the case manager should lead the discussion using the noted step-by-step instruction and accompanying questions as a guide. The following people should be considered for participation in Level 1 meetings as sources of additional information:

- Teachers, coaches, case managers, and other educators. (If education staff are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- Campus Monitors, Instructional Assistants, transportation staff, or other people who have contact with the student(s).
- Parents/Guardians, if time and circumstances allow. (If parents/guardians are unable to attend, complete the Parent Interview form.)
- Case managers, Probation Officers if adjudicated, or a ward of the Court.
- Students should NOT attend this meeting. (Students' information can be gathered through Student Interview and Student Witness Interview forms.)

Many cases can be managed through a Level 1 Assessment with appropriate interventions. The assessment usually takes from 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level 2 Assessment by staff who specialize in Threat Assessment (Step 4). If consultation is needed regarding this process, please contact the Student Services Director or designee.

ASSESSMENT PROCEDURES

STEP 1: ENSURE STUDENT AND STAFF SAFETY

IF IMMINENT DANGER EXISTS CALL LAW ENFORCEMENT, THE DISTRICT OFFICE, AND FOLLOW THE DISTRICT SAFETY GUIDELINES.

- If necessary, take appropriate precautions such as building-wide security measures or detaining the student(s) of concern, restricting access to personal belongings.
- Provide Notification (phone call within 12 hours and letter within 24 hours) to guardians of any student(s) identified as a target of violence (where the outcome could be severe or lethal injury). Is law enforcement involved in the investigation?
- If so, provide the name of the investigating officer(s) _____
Case Number _____

What were the results (i.e. student arrested, charged, detained, search of belongings, parent/student interviews, etc.)?

STEP 2: COMPLETE THE FOLLOWING INFORMATION

- The parent / guardian has been notified that assessment is being done.
- The parent / guardian has not been notified of meeting because:

- Parent Interview completed if parent cannot attend (see Student Threat Assessment System Guide).
- A copy of the District Incident Report is attached.

SCHOOL: _____ SCHOOL PHONE #: _____

TODAY'S DATE: _____

ADMINISTRATOR/CASE MANAGER: _____

DATE OF INCIDENT: _____ STUDENT NAME: _____

SIS # _____ DOB: _____ AGE: _____ GRADE: _____

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

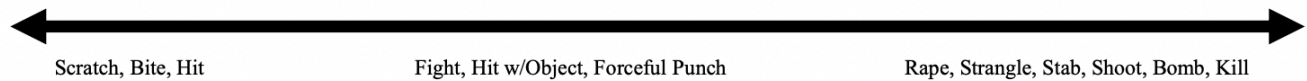
Prior to completing this protocol consider reviewing the following sources of information: district records, student interviews, student witness interviews, parent interviews, teacher questionnaires, a search of belongings, a search of social media activity, etc. Each question is a prompt for the investigation of circumstances that may involve the escalation of aggression by one or more students. The question is noted in bold followed by a short clarifying explanation (further explanation can be found within the Level 1 companion). Review the questions as an outline for guided conversation investigating situational factors or concerns that suggest an increase in the risk of acted-out aggression.

Note responses at each item or under “Other Concerns: (item #20).

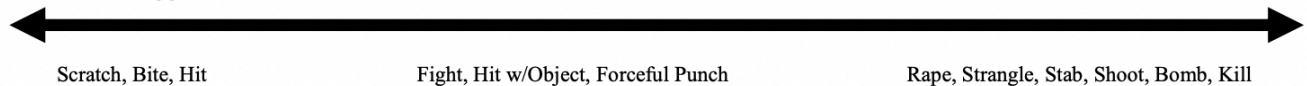
1. Note the location of the threat, and behavior of dangerous situations on the following continuum: Identify the location of the threat and/or acted-out behavior in reference to the following continuum and describe details of your concerns. (The behaviors listed within the continuum are examples and not necessarily locked into their position). Note that there is a change within the continuum from aggression (non-severe or non-lethal injury) to extreme aggression (severe or lethal injury). Extreme aggression is also referred to as violence.

MILD AGGRESSION > **MODERATE AGGRESSION** > **EXTREME AGGRESSION (VIOLENCE)**
(Frequent, Low Impact) (Less Frequent, Moderate Impact) (Infrequent, High Impact)

Suggested or Threatened Aggressive Behavior:



Acted-Out Aggressive Behavior:



Describe details of threat or dangerous situation and/or acted out behavior:

2. Have there been communications suggesting a potential attack or act of aggression (i.e. direct threats, specific references, veiled threats, or vague warning)? Threats can be direct, through verbal communication, art, email, Internet use, social media, written language exercises, and other modes of communication. Threats can be indirect (such as ominous warnings) or veiled, even causal references to possible harmful events or previously occurring violent events (such as school shootings).

- No
- Yes, Describe:

3. Are there indications of a plan, feasible process, or clear intention to harm others? Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called “attack-related behavior”). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack-related behavior may be, but is not limited to, the following:

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group, or student body. The plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon. Rehearsal (practice and simulation) of the event or similar event.
- Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, first-person shooter video games, etc. However, participating in these activities does not lead students to act out violently. Their use is only considered attack-related behavior when used as a rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence as a solution.

- No
- Yes, Describe:

4. Are there indications of suicidal ideation? Is there a history of suicidal ideas, attempts, gestures, references, and/or intent? The wish to die, be killed or commit suicide combined with a threat to harm others increases risk, especially if the self-destructive behavior is the last part of a plan to harm others and carry out revenge or justice.

- No
- Yes, Describe:

5. Are there indications of a specific, ongoing target or a focus of aggressive or violent ideation? Is there ongoing consideration or focus on a particular person, group, or student body? If the situation is absent an ongoing target, it is likely a situation revolving around reactive aggression, where the individual involved perceives themselves to be under immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interest and wants.

- No
- Yes, Describe:

6. Are there indications of a weapon(s) choice/availability? If weapons are being considered but not immediately available within the home, are they available through relatives, friends or other means? Note your level of confidence in the source of your information. Be sure to ask both student and parent directly about weapons availability and document their responses.

- No
- Yes, Describe (how confident are you in your information?):

7. Are there indications of a focused or unusual interest in acts of violence, previous school/community attacks or attackers, weaponry, law enforcement or military paraphernalia or appearance, anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)? Are there indications of violent revenge fantasies, or a desire to be an agent or martyr of a particular cause or belief system? What may be inappropriate to some may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to #3. It examines whether interest is a curiosity, a fascination, or if interest is an admiration for antisocial characters as role models and examples of how to justify violence as problem-solving

- No
- Yes, Describe:

8. Are there indications of a motive, goal, or justification for aggressive behavior or a lethal attack? If the focus is on a specific target(s) (see question #5), then there is very likely a motive. Motives tend to revolve around a need to establish or reestablish control. A few common motives are revenge for lost love or humiliation, and the desire to prove bravery after making a threat or taking a dare. If the situation lacks motive, then it may be a situation revolving around reactive aggression. Reactive aggressive talk often has triggers that agitate the situation rapidly. Such triggers are usually not motives but should be identified to avoid or eliminate them in the future.

- No
- Yes, Describe:

9. Are there indications of hopeless, stressfully overwhelming, or desperate situations (real or perceived)? As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage in desperate solutions and last-ditch efforts to take control. It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily what has been observed by others (staff, parents, other students, or the community).

- No
- Yes, Describe:

10. Are there indications of a capacity or ability to plan and carry out an act of targeted violence? Based upon the cognitive or adaptive capacity of the person or party of concern, what is the likelihood of a successfully organized and executed planned attack? If someone is making fairly exaggerated or complex threats but is unable to organize and execute them due to supervision, cognitive ability, or overall functioning, then feasibility drops.

- No
- Yes, Describe:

11. Are beliefs or ideas irrational, or a feature of a mental health disorder (paranoid, obsessive, a feature of a disability), or are values, beliefs, or ideas socially maladjusted (sees aggression as an acceptable and justifiable method of problem-solving)? Are beliefs or ideas a feature of a mental health disorder?

Threatening talk as a feature of mental illness such as Psychosis, Tourette's Syndrome, or Autism is often grandiose or implausible and usually disconnected from attack-related behavior (see question #3), specific targeting (see question #5), and clear motive (see question #8).

Typically, threats that are made and are features of disabilities are less concerning than those that are made or implied with thoughtful and sober consideration that follows a process of reason and justification. However, if the threat is accompanied by attack-related behavior and targeting, the risk increases just as it would with threats that are not features of mental health issues.

- No
- Yes, Describe:

12. Are actions and behaviors consistent with communications? (Review questions 1-11) If threats are made but lack attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. *Many threats that lack attack-related behavior are a likely means of communicating dissatisfaction or anger, attention seeking, releasing stress, or an affectation of strength or power.*

- No
- Yes, Describe:

13. Do the responses indicate that this is a reactive threat? If so, do the responses identify either of the following:

a: Aggressive talk or behavior that is highly emotional, is unplanned, and is a reaction to a perceived insult, affront, or threat or a means of defending personal interest or self?

- No
- Yes, If so, the risk of targeted aggression is indicated. Please proceed with the assessment by moving to item number 13.

If yes to either question, the threat is likely a reactive or an affective gesture. If the potential outcome of aggression is severe or lethal injury, proceed with the assessment by moving to item #13. If the potential outcome of the aggression is mild to moderate injury, you may stop the assessment at this point and move to Step 4, using the answers from questions 1-12 to identify situation(s), setting(s), and trigger(s) that increase the likelihood of the behavior and then develop strategies that will decrease that behavior.

b: Do the responses indicate that the situation does not pose a threat?

- No
- Yes, If so, you may stop the assessment at this point and move to Step 4, noting the absence of the threat under School Options: Other. Then continue to monitor the situation for behavior, ideas, or circumstances that may indicate the presence of risk.

14.. Are caregivers, peers, and/or campus staff concerned about the potential for acting out aggressively? Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. *If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.*

- No
- Yes, Describe:

15. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community? *The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc, the less chance of wanting to disappoint or hurt them and the greater opportunity for fostering positive values, community connections, and prosocial choices. A situation that lacks connection to adults increases risk since there is less to lose by acting out. If a student (or group of students) lacks connection to prosocial adults and is also marginalized within the student population, then intervention and connection are strongly indicated!*

- No
- Yes, Describe:

16. What circumstances, events, or triggers **increase** or agitate the likelihood of a violent or aggressive attack? What situations agitate or trigger aggressive thinking, threats, and behavior? Is there an indication that the student(s) of concern are awaiting an event or action before making their final decision regarding violent behavior?

Describe:

17. What circumstances, events, or inhibitors **decrease** the likelihood of a violent or aggressive attack? Identify all positive influences (activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable prosocial behavior. *The situation that lacks inhibitors is one of greater risk since there is less to lose by acting out and little motivation toward healthy solutions.*

Describe:

18. Are there indications that peer group **reinforces** delinquent thinking? Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking that support the use of violence as a solution? *Risk increases if a situation lacks positive social connection, accountability, and inhibitors but is filled with antisocial thinking about entitlement, revenge, and the use of violence as an acceptable means of solving problems.*

- No
- Yes, Describe (include role within peer group):

19. Is there a history of behavioral, drug/alcohol, or developmental issues? Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk increases considerably when coping strategies are limited.

- No
- Yes, Describe:

20. Are there issues that indicate a low reserve of coping strategies and lack of emotional resiliency?

- No
- Yes, Describe:

21. Other Concerns: Level 1 is not a quantifiable questionnaire or fixed checklist. It is intended as a set of pertinent questions that encourage discussion and examination of concerns and potential risk. Are there other concerns not noted elsewhere in this survey? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

Describe:

STOP AND REVIEW THE PREVIOUS QUESTIONS AND YOUR RESPONSES:

Do the responses identify a threat of aggression (actions, circumstances, communication) with a specific motive focused on a specific target (individual or group) with an indication of attack-related behavior?

- No
- Yes, If so, the risk of targeted aggression is indicated. Please proceed with the assessment by moving to the next item number.

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

1. Review all previous questions and highlight/identify responses that indicate concern or risk.
2. Identify your impressions and sense of urgency.
3. Is the potential aggression likely to cause severe or lethal injury?
4. Do the responses identify threats (actions, specific circumstances, and/or communications) that are focused on a specific target (individual or group) for a specific reason or motive and involve planning and preparation with the capacity to carry out the event? If so, the risk of targeted aggression is clearly indicated and must be addressed immediately.
5. Is there an indication an attack has been scheduled or an identified date when an attack may happen?

TAKE IMMEDIATE PRECAUTIONARY STEPS TO PROTECT POTENTIAL VICTIMS AND ASSURE SUPERVISION FOR THE STUDENT(S) OF CONCERN IF:

1. Targeted aggression is indicated.
2. Potential victims are identified.
3. The potential outcome of the aggression may cause severe or lethal injury.

PRECAUTIONARY STEPS... may include but are not limited to

1. If Risk is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Administrators, Student Services Director, or designee.
3. Contact STAT (see Step 5) for further assessment, consultation, and support.
4. Notify the guardians of the potential target(s) Document all communication using the *Notification Log and Notification Letter*. (See Student Threat Assessment System Guide or consult with STAT Director.) Outline and document a safety plan for the targeted student(s) (use the Plan to Protect Victimized of Targeted Student form).
5. Consider all options available to inhibit or decrease the chances of violence. Proceed to Step 4 for a partial list of options that are available within the District. Options may also include restricting access to target(s) or campus; however, it is important to remember that removing student(s) who pose a threat does not necessarily decrease that threat if they are not supervised when away from campus. Therefore, since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

STEP 4: DEVELOP A SUPERVISION PLAN TO ADDRESS CONCERNS
(Including aggravating factors) IDENTIFIED THROUGH STEP 3.

RECOMMENDED INTERVENTIONS: (CHECK IF IMPLEMENTED):

If Target(s) are identified:

- The intended victim was warned – parent/guardian notified by a notification letter within 24 hours. Use the *Notification Log* and *Notification Letter* to document.
- Protective Response was initiated by the Safety and Risk Management Department.
- Design and implement a safety plan (using the form Plan to Protect Targeted or Victimized Student) for the identified target(s).
- Consider both the physical and psychological safety needs of the targeted student.
- Other: _____

Individual Options:

- Individual Accountability Plan
- Suicide Assessment initiated on _____ (use District Suicide Protocol)
(date)
- Student will self-manage (journal, check-in, check out with a staff member, etc.)
Describe: _____
- Other: _____

School Options:

(If a student is on an IEP/504 plan, any change in placement or Special Ed services must be done through the Specialized Services Team).

- Consider making the following firearms admonition to guardians: “Firearms are the responsibility of the owner. Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time, and guardian’s response.
- Inform the guardian of mandatory reporting laws. Note that the school will contact the guardian when the child is in a dangerous situation or causing considerable disruption. If the guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform DCF regarding a potential neglectful situation. Document the date, time, and guardian’s response.
- Review educational plan
- Review transportation options
- Monitor Social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Specialized class
- Social skill building programs
- Increase supervision in the following settings: _____

- Modifications of daily schedule:
 - Late arrival/early dismissal
- Alert staff and teachers on a need-to-know basis
- Decrease or eliminate pass time or unsupervised time
- Intermittent/Random Check of backpack, locker, pocket, purse, etc. by
 - Administrator/ Counselor
 - SRO
 - Office staff
- Assign identified staff to build a trusting relationship through check-in or mentorship:
 - Administrator
 - Mentor
 - Counselor
 - School Resource Officer
 - Teacher
 - Other:
- Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
- Other interventions or supervision strategies that directly address triggers and agitators are identified in Step 3
- Identify and further develop activities, relationships, or experiences of value that inhibit the possibility of acting out.
- School Counselor or Behavior Specialist intervention
- Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.
- Other: _____
- Referral to appropriate school team to consider alternative placement
- Increased supervision in the following settings: _____
- Referral to Specialized Services Team to consider Evaluation

Community Options:

- Referral to Youth Services Team
- Explore mental health evaluation options
- Anger management program/mediation program
- Alcohol/Drug evaluation
- Parenting program
- Mentoring program
- Faith community program
- Foster positive community activities/interests

Other Options: _____

Review:

Administrator will review the status of this plan (recommend weekly or bi-weekly and decrease as supervision/intervention decreases risk) and revise as needed on: _____
(date)

CONSIDER REQUESTING A LEVEL 1 THREAT ASSESSMENT IF:

- You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol.
- You have confidently answered the questions on this protocol and have safety concerns regarding impulsive or reactive behavior that will likely result in serious or lethal injury to another.
- You have confidently answered the questions on this protocol and have concerns regarding threats of targeted aggression that indicate motive, plan, preparation, scheduling, and/or other behavior that suggests the serious consideration of an act of targeted aggression.
- You have exhausted your building resources and would like to explore community support to assist you with supervision.

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- If a student (s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearms-related offenses in the community.

Is the Level 1 team requesting a Level 2 Threat Assessment at this time?

- No*
- Yes*

If yes, see Step 5 for the Level 2 Threat Assessment referral process.

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

- 1. To begin the process, immediately contact the Student Services Director or Designee.**
- 2. Provide Student Services Director or Designee with the information requested below so a complete Level 2 team can be assembled in a timely manner.**

If a Level 2 Assessment is not requested, move ahead to Step 6 to complete the protocol.

INFORMATION NEEDED FOR INITIATING A LEVEL 2



1. Is student adjudicated? Yes No

If yes – Name of Probation Officer _____ Phone #: _____

2. A Ward of the Court or other supervision? Yes No

If yes – Name of Caseworker _____ Phone#: _____

3. Other agencies or individuals involved with the student (therapists, doctors, etc.) that should be included with the parent's permission? Yes No

If yes, is there signed consent for exchange of information? Yes No

If yes, please list agencies and individuals:

_____ Phone: _____

_____ Phone: _____

4. Special Ed. or 504 plan, disability codes and current placement? Yes No

If yes, details: _____

5. Is student in self-contained classroom? Yes No

6. Was guardian present at Level 1 assessment? Yes No

7. Are guardians supportive, constructive and available to attend Level 2? Yes No

If yes, what is their contact information: Home Phone: _____ Cell Phone: _____

8. Other information needed for Level 2 assessment: _____

STEP 6: SIGN, SEND, FILE, AND BEGIN SUPERVISION AS PLANNED:

Sign the Protocol.

- 1. Maintain two copies of the Level 1:**
- 2. *One* in a letter-size manila envelope marked “Confidential” placed in the student’s cumulative file and a *second* copy in a working file for the administrator and counselor.**
- 3. Update the Student Notifications screen in Synergy to indicate the presence of a confidential file.**

***Note: The Level 1 system is a school site-managed process. Level 1 protocols are not reviewed by any department staff unless a review is requested through an email by the Specialized Services Director or Designee.**

Team Signatures:

Administrator, Plan Supervisor Date

Counselor Date

School Resource Officer Date

Other Date

Other Date

Other Date

NOTES:



West Harvey-Dixmoor School District 147 Student Threat Assessment Plan Signatures

Administrator, Plan Supervisor/Date

Counselor /Date

Social Worker / Date

School Resource Officer/Date

Other / Date

Other / Date

NOTES:

Review:

**Administrator will review the status of this plan (weekly or bi-weekly) and decrease supervision/intervention as risk decreases and revise as needed on: _____
(date)**



**West Harvey-Dixmoor School District 147
Student Threat Assessment Interview Forms**

Student Interview Form

Victim/Witness Interview Form

Teacher Interview Form

Parent Interview Form



Student (Making Threat) Interview

Interview to be completed immediately.

Name of Student: _____

Date: _____

Date of Incident: _____

Grade: _____

Gender: _____

Ethnicity: _____

Please use Student's exact words.

1. Do you know why I want to talk with you?
2. What happened today when you were (place or incident?)
3. What exactly did you say?
4. What exactly did you do?
5. What did you mean when you said or did that?
6. How do you think (the person who was threatened) feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)
7. What was the reason you said or did that? (Find out if there is a prior conflict or history to this threat.)
8. What are you going to do now that you made this threat? (Ask if the student intends to carry out the threat.)
9. Do you have or have access to any weapons?
What type and where are they located?
10. Other information?

Interviewer Name: _____



Victim/Witness of the Incident
Interview to be completed - Immediately

Name of Witness: _____
Date: _____ Date of Incident: _____
Grade: _____ Gender: _____ Ethnicity: _____

Please use the Student's exact words - (Suggestion: tape the conversation to your phone to get the student's exact words. Type up script following interview.)

1. What exactly happened today when you were (*place or incident?*)
2. What exactly did (the student who made the threat) say or do? (*Write the witness's exact words.*)
3. What do you think _____ meant when saying or doing that?
4. How did you feel about what _____ said or did? Are you concerned that he/she might actually do it?
5. Why did _____ say or do that?
6. Has there been any prior conflict with _____ concerning this situation?
7. Do you know if _____ has access to any weapons? What kind and where are they?
8. Other information?

Interviewer Name: _____



Teacher Interview

Name of Teacher: _____ Date: _____

Date of Incident: _____

Student Name: _____ Grade: _____

1. What do you know about the behavior of concern or threat?
2. Have you heard this student talk about or write about things like this before? If yes, what did you see or hear?
3. Is there another teacher or staff member who might know additional information about this student and the situation? (If yes take time to interview the teacher mentioned)
4. Are there students who do not get along with this student? (If yes, decide if student should be interviewed as it pertains to this situation)
5. Have there been other conflicts or difficulties with peers?
6. Has this student ever complained of being bullied, teased, harassed, or treated unfairly by others?
7. Has this student ever bullied, teased, harassed, or treated others unfairly?
8. Does this student seem to hold a grudge or seem resentful? Have they expressed resentment against any specific person or the school?
9. Has this student done anything that expresses anger or aggressions, or has the student expressed an aggressive theme in written assignments, drawings, class projects?
10. Do you have additional concerns regarding this student or information about the situation?

Interviewer Name: _____



Parent/Guardian Interview

Must be legal Parent/Guardian

Name of Parent/Guardian: _____ Date: _____

Date of Incident: _____

Student Name: _____ Grade: _____

Use these questions as a guide for the interview. Modify or add to them as appropriate to the situation. Take time to build rapport with parent/guardian and listen intently.

1. Do you know why we need to talk with you today? If yes: What do you know about what your child said or did?
2. Your child has: _____. Why do you think they did that? What do you think they might be planning to do? When or Why?
3. Have you ever been called to your child's school because of behavior? Has your child ever been suspended or expelled? (If so please explain the situation).
4. Does your child have access to any firearms or weapons? Are there firearms in the home? Are they secure? If your child was looking to gain access to a firearm where would they go?
5. Are you concerned about his/her potential for violence? If yes: why?
6. Does your child see violence as an acceptable or desirable way to solve problems? Is there ever a situation where violence is OK?
7. Has your child ever been teased or harassed? At school? If so, please explain the situation?
8. Has your child been a victim of previous threats? If so, please explain the situation?
9. Have you noticed any other changes over the past few weeks, months? (In behavior, attitude, interests, etc.)
10. Gang Affiliation: Does your child have any gang affiliation that you know of? Have they ever talked about wanting to be part of a gang?

Interviewer Name: _____



West Harvey-Dixmoor School District 147

Student Threat Assessment

Notification Letters

&

Intervention Plan

District Threat Letter

(English & Spanish)

District Swatting Letter

(English & Spanish)

Student Behavior Intervention Plan

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West Harvey-Dixmoor School District 147
191 West 155th Place
Harvey, IL 60426
Phone: (708) 339-9500

DISTRICT ADMINISTRATION

Interim Superintendents

Dr. Jerry Jordan

Dr. Creg E Williams

Assistant Superintendent

Ms. Camille Robinson

CSBO

Mrs. Cynthia Edwards-Jackson

Director of Specialized Services

Mrs. Iliana El-Khailani

Director of Human Resources

Ms. Cicely Calhoun

Date

Dear WHD 147 Parents and Guardians

Today, our administration was made aware of a threat to (School Name). Law enforcement was immediately involved to ensure all safety protocols were put into action. Based on these assessments, there is no imminent threat to our school. The school will remain open and follow a normal schedule. Furthermore, the person that had created this threat was identified and appropriate action has been taken.

Note: All threats to our schools or students and false 911 calls are taken very seriously and are thoroughly investigated. In the Student/Parent Handbook, page 50, the threats are considered, Prohibited Conduct: Endangering safety, security or order. Penalties can range from detention to out-of-school suspension, including the possibility of a call to the local police department.

We are sending this letter home to inform you of the situation and to ask for your help. We are requesting that you speak to your child(ren) about 1) how to communicate in an appropriate manner; 2) making the right choices; and 3) the potential consequences of their actions. We urge all students and families to refrain from reposting threats and rumors online. According to the police, reposting a threat is as good as making the threat and contributes to prolonging the event.

We appreciate your help as we work together to keep all of our students safe and help them make positive choices for themselves and our community. If you have any questions or concerns, contact our District Office at (708) 339-9500.

Sincerely,

Dr. Jerry Jordan, Interim Superintendent
Dr. Creg E Williams, Interim Superintendent

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Date

Estimados padres y tutores de WHD 147:

Hoy, nuestra administración fue informada de una amenaza a (nombre de la escuela).La policía intervino de inmediato para garantizar que se implementaran todos los protocolos de seguridad. Según estas evaluaciones, no existe una amenaza inminente para nuestra escuela. La escuela permanecerá abierta y seguirá un horario normal. Además, se identificó a la persona que había creado esta amenaza y se tomaron las medidas adecuadas.

Nota: Todas las amenazas a nuestras escuelas o estudiantes y las llamadas falsas al 911 se toman muy en serio y se investigan a fondo. En el Manual para estudiantes y padres, página 50, las amenazas se consideran conducta prohibida: poner en peligro la seguridad o el orden. Las sanciones pueden variar desde la detención hasta la suspensión fuera de la escuela, incluida la posibilidad de una llamada al departamento de policía local.

Estamos enviando esta carta a casa para informarle sobre la situación y solicitar su ayuda. Le solicitamos que hable con su(s) hijo(s) sobre 1) cómo comunicarse de manera adecuada; 2) tomar las decisiones correctas; y 3) las posibles consecuencias de sus acciones. Instamos a todos los estudiantes y familias a que se abstengan de volver a publicar amenazas y rumores en línea. Según la policía, volver a publicar una amenaza equivale a hacerla y contribuye a prolongar el evento.

Agradecemos su ayuda mientras trabajamos juntos para mantener seguros a todos nuestros estudiantes y ayudarlos a tomar decisiones positivas para ellos mismos y para nuestra comunidad. Si tiene alguna pregunta o inquietud, comuníquese con nuestra Oficina del Distrito al (708) 339-9500.

Atentamente,

Dr. Jerry Jordan / Dr. Creg E Williams

Dr. Jerry Jordan, Interim Superintendent

Dr. Creg E Williams, Interim Superintendent

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Mrs. Iliana El-Khailani

Director of Human Resources

Ms. Cicely Calhoun

Date

To Parents, Guardians and Staff:

Today, a number of schools in our area were affected by false reports of an active shooter at their school. From the information we received, schools received internet-based phone calls with these threats which turned out to be unsubstantiated. It appears to be part of a hoax know as “swatting” that is targeting schools across the state and country.

While WHD 147 schools did not experience this issue directly, we know many of our families may be understandably concerned about school safety. Please know the safety and well-being of all students and staff are our number one priority. We take all reports of potential threats seriously, and make every effort to ensure students and staff feel safe.

Swatting threat incidents are made to schools with the purpose of triggering a response by police and first responders. This creates fear and panic throughout the school communities and disrupts first responder agencies.

We encourage our students and school community to report anything that could constitute a threat to school safety. We also work closely with the local authorities to assist in these situations.

If you have any questions or concerns, contact our District Office at (708) 339-9500.

Sincerely,

Dr. Jerry Jordan, Interim Superintendent

Dr. Creg E Williams, Interim Superintendent

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Director of Human Resources

Ms. Cicely Calhoun

Date

Para Padres, Tutores y Personal:

Hoy, varias escuelas de nuestra zona se vieron afectadas por informes falsos de un tirador activo en su escuela. Según la información que recibimos, las escuelas recibieron llamadas telefónicas a través de Internet con estas amenazas que resultaron ser infundadas. Parece ser parte de un engaño conocido como “swatting”

que está afectando a escuelas de todo el estado y el país.

Si bien las escuelas de WHD 147 no experimentaron este problema directamente, sabemos que muchas de nuestras familias pueden estar comprensiblemente preocupadas por la seguridad escolar. Tenga en cuenta que la seguridad y el bienestar de todos los estudiantes y el personal son nuestra prioridad número uno. Tomamos en serio todos los informes de posibles amenazas y hacemos todo lo posible para garantizar que los estudiantes y el personal se sientan seguros.

Los incidentes de amenazas de swatting se realizan en las escuelas con el propósito de desencadenar una respuesta de la policía y los servicios de emergencia. Esto crea miedo y pánico en todas las comunidades escolares y perturba a las agencias de primeros auxilios.

Alentamos a nuestros estudiantes y a la comunidad escolar a que denuncien cualquier cosa que pueda constituir una amenaza para la seguridad escolar. También trabajamos en estrecha colaboración con las autoridades locales para ayudar en estas situaciones.

Si tiene alguna pregunta o inquietud, comuníquese con nuestra Oficina de Distrito al (708) 339-9500.

Atentamente,

Dr. Jerry Jordan, Interim Superintendent

Dr. Creg E Williams, Interim Superintendent



BEHAVIOR INTERVENTION PLAN
(BIP Plan)

For behavior interfering with the student's learning
or the learning of others.
Confidential-For Teacher/Staff Use Only

This BIP attaches to: __ IEP (Date) __ 504 Plan (Date) __ School Safety Plan/Threat Assessment (Date)

Student Name: _____ Date: _____ Review Date: _____

1. The behavior impeding learning is: (describe what it looks like)

2. It impedes learning of self or others because:

3. The need for a Behavior Intervention Plan:
 early stage intervention moderate serious extreme

4. Frequency or intensity or duration of the behavior:

Reported by: _____ and/or Observed by: _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior?
(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

6. What supports the student using the problem behavior?
(What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish?

Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. The team believes the behavior occurs because:
(Function of behavior in terms of obtaining, protesting, or avoiding something.)
9. What the team believes the student should do instead of the problem behavior?
(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)
10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom?

How frequent?

11. What are reinforcement procedures to use for establishing, maintaining and generalizing the new behaviors?
Selection a reinforcer based on: ___using replacement behavior or ___general increase in positive behavior.

By whom?

How frequent?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem occurs again?
(Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior.)

Who will monitor:

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goals:

The above behavioral goals are to:

___reduce frequency of behavior ___ increase use of replacement behavior
___develop new general skills that remove student's need to use the problem behavior

Conclusions

- Are curriculum accommodations or modifications also necessary? __Yes __ No
- Are environmental supports/changes? __Yes __ No
- Is reinforcement of alternative behavior alone enough? __Yes __ No
- Are both teaching of new alternative behavior and reinforcement needed? __Yes __ No
- This BIP to be coordinated with other agency's service plans? __Yes __ No
- Person responsible for contact between agencies: _____

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication of all participants:

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student: _____
- Parent/Guardian: _____
- Educator and Title: _____
- Educator and Title: _____
- Educator and Title: _____
- Administrator: _____
- Administrator: _____
- Other: _____
- Other: _____
- Other: _____



West Harvey-Dixmoor School District 147

STUDENT THREAT ASSESSMENT PLAN AND HANDBOOK

