

NABITA K-12 RISK RUBRIC

D-SCALE: LIFE STRESS AND EMOTIONAL HEALTH

DECOMPENSATING

- ▲ Behavior is actively dangerous and potentially lethal
 - ▲ Specific and direct threat of potentially lethal violence
 - ▲ Suicidal ideation that is imminent or includes a lethal plan
 - ▲ Life-threatening suicide attempt or non-suicidal self-injury that is life-threatening
 - ▲ Unwelcome or repetitive communication/contact that presents an imminent safety risk to the recipient
 - ▲ Substance use, or other addictive/risky behaviors, that present an imminent risk to their safety or the safety of others
- ▲ Impaired ability to engage in age-appropriate school/daily tasks that present an imminent risk to their safety or the safety of others due to:
 - △ Episodic or ongoing life event or chronic condition, including adverse childhood experiences (ACEs)
 - △ Communications, thought patterns, and/or behaviors that are significantly outside expected developmental norms
 - ▲ Physical contact towards others that presents potentially lethal harm

DETERIORATING

- Vague, indirect, or non-lethal threat of impulsive violence
 - Suicidal ideation that is not imminent or lethal
 - Non-life-threatening, non-suicidal self-injury
 - Destructive or significantly disruptive actions/communications
 - Unwelcome or repetitive communications/contact that are disruptive and concerning to the recipient
 - Impaired ability to engage in age-appropriate school/daily tasks due to:
 - Episodic or ongoing life event or chronic condition, including ACEs
 - Developmentally atypical or concerning communication, thought patterns, or behaviors
- Substance use or other addictive/risky behaviors, that:
 - Create significant or frequent negative consequences, or
 - Present significant but non-life-threatening safety risk
 - Physical contact towards others that does not present potentially lethal harm
 - Significant impairment in mood, relationships, homelife, academic/work performance, etc.

DISTRESSED

- Limited ability to regulate emotions or actions in an age-appropriate way
 - Struggles to manage or cope with episodic or ongoing life event, including ACEs or chronic condition that moderately impact their ability to engage in age-appropriate school/daily tasks
- Moderate difficulties with mood, relationships, homelife, academic/work performance, etc.
 - Interpersonal relationship difficulties or difficulties interacting/communicating with others
 - If a threat to self or others is present, it is vague, indirect, implausible, and lacks detail/focus

DEVELOPING

- ◆ No threat to self or others present
 - ◆ Healthy, safe, and age-appropriate coping related to an episodic or ongoing life event or chronic condition
- ◆ Minimal to no difficulties with mood, relationships, academic/work performance, etc.
 - ◆ Has a need for resources or services to address a barrier or stressor

NONE

E-SCALE: HOSTILITY AND VIOLENCE TO OTHERS

EMERGENCE OF VIOLENCE

- ▲ Specific, direct, and potentially imminent lethal threat of violence to others
 - △ Threat to others as retaliation to resolve grievances or address rigid or hate-based beliefs
 - △ Individual, group, organization, or location identified as a target for the communicated threat
 - ▲ Behavior, writing, and/or communication indicates attack planning behaviors
- ▲ Unusual/concerning interest in violence/violent content with a clear, articulated plan to emulate/replicate violence
 - ▲ References past attacks/attackers that demonstrate a clear, articulated desire to emulate/idolize the past attack/attacker

ELABORATION OF THREAT

- Threat of physical harm to others that is either vague or non-lethal
 - Threat or ultimatum as retaliation to resolve grievances or address rigid or hate-based beliefs
 - Individual, group, organization, or location identified as a target, for the threat or ultimatum of physical harm
- Unusual/concerning interest in violence/violent content with a potential desire to emulate/replicate violence
 - References past attacks/attackers with a potential desire to emulate/idolize the past attack/attacker
 - Engages in aggressive or harmful behavior toward animals or individuals perceived as vulnerable

ESCALATING BEHAVIORS

- Clear non-violent ultimatums/consequences to resolve grievances concerning perceived/actual mistreatment and/or injustices
 - Grievances concerning perceived/actual mistreatment and/or injustices
 - Rigid or hate-based beliefs that create disruption/conflict by shaming, objectifying, or intimidating others
- Preoccupation with themes of revenge, justice, or punishment with no connection to violent action
 - Increased agitation, defiance, or oppositional behavior regarding grievances
 - Unusual/concerning interest in violence/violent content without a desire to replicate/emulate

EMPOWERING THOUGHTS

- ◆ No threat or ultimatum communicated or present
 - ◆ Rigid or hate-based beliefs or grievances that create conflict with others but do not disrupt, shame, objectify, or intimidate others
 - ◆ Difficulty taking the perspectives of others or demonstrating empathy
- ◆ Increased isolation and/or forming new connections centered around shared feelings of being mistreated, excluded, or misunderstood
 - ◆ Narrowing relationships and consumption of information (e.g., peers, social media) to only those that share the same perspective

NONE

CRITICAL

ELEVATED

MODERATE

MILD

D–SCALE INTERVENTIONS

DECOMPENSATING

- ▲ Initiate an immediate welfare/safety check/suicide protocol
- ▲ Assign a trained staff/team member to encourage a meeting with the student and their parent/guardian and implement a support plan to:
 - △ Assist with any academic modifications or other measures/resources to improve academics
 - △ Address situational stressor/barrier or facilitate referral to resources
 - △ Engage in safety planning and/or skill building to promote harm reduction, impulse control, healthy coping skills, emotional regulation, protective factors, and/or distress tolerance

DETERIORATING

- Evaluate the need for a welfare/safety check/suicide prevention protocol
- Assign a trained staff/team member to encourage a meeting with the student and their parent/guardian and implement a support plan to:
 - Assist with any academic modifications or other measures/resources to improve academics
 - Address situational stressor/barrier or facilitate referral to resources
 - Engage in safety planning and/or skill building to promote harm reduction, impulse control, healthy coping skills, emotional regulation, protective factors, and/or distress tolerance

DISTRESSED

- Assign a trained staff/team member to encourage a meeting with the student and their parent/guardian and implement a support plan to:
 - Assist with any academic modifications or other measures/resources to improve academics
 - Address situational stressor/barrier or facilitate referral to resources
 - Engage in skill building to promote harm reduction, impulse control, healthy coping skills, emotional regulation, protective factors, and/or distress tolerance

DEVELOPING

- Assign a staff/team member to reach out to the student and their parent/guardian to offer assistance/resources to address situational stressor/barrier

GENERAL INTERVENTIONS

CRITICAL

- ▲ Notify parent/guardian, emergency contact, or other appropriate party
- ▲ Mandate an individualized risk assessment
 - △ Use results to determine and implement interventions to mitigate risk
- ▲ Coordinate with law enforcement/school safety and/or discipline to facilitate information sharing to implement safety/disciplinary measures or bullying protocol
- ▲ Coordinate with the Section 504/IEP team to facilitate information sharing to implement assessment/accommodations
- ▲ Engage in immediate safety planning or offer support to impacted parties

ELEVATED

- Notify parent/guardian, emergency contact, or other appropriate party
- Engage in safety planning and/or offer support to impacted parties
- Evaluate the need for a mandated individualized risk assessment
 - Use results to determine and implement interventions necessary to mitigate risk
- Coordinate with law enforcement/school safety and/or discipline to facilitate information sharing to implement safety/disciplinary measures or bullying protocol
- Coordinate with Section 504/IEP team to facilitate information sharing to implement assessments/accommodations
- Provide guidance to the referral source detailing how they can support or respond

MODERATE

- Evaluate the need for notification of parent/guardian for coordinated support
- Coordinate with discipline, Section 504/IEP team, or other departments to facilitate information sharing, assessment, accommodations, or other supports
- Provide guidance to the referral source detailing how they can support or respond
- Request that a school/community resource reach out and offer support/resources

MILD

- No formal intervention from a BTAM member
- Provide guidance to referral source detailing how they can support or respond
- Request that a school/community resource reach out and offer support/resources

E–SCALE INTERVENTIONS

EMERGENCE OF VIOLENCE

- ▲ Initiate an immediate BOLO/welfare/safety check
- ▲ Coordinate with appropriate parties to determine need for a school/community notification, lock-down, or other emergency response measures
- ▲ Assign a trained staff/team member to encourage a meeting with the student and their parent/guardian and implement a support plan to:
 - △ Assist with any academic modifications or other measures/resources to improve academic
 - △ Limit environmental triggers or provide supervised transitions
 - △ Encourage connection to non-violent solutions, outlets, or hobbies
 - △ Provide support in addressing grievance or difficulty in a non-violent manner
 - △ Facilitate referrals to school/community resources to address grievance or to provide support/resources
 - △ Engage in skill building to promote healthy coping skills, improve communication skills, reinforce protective factors, and increase impulse control, empathy, and/or perspective taking

ELABORATION OF THREAT

- Evaluate the need for a welfare/safety check
- Assign a trained staff/team member to encourage a meeting with the student and their parent/guardian and implement a support plan to:
 - Assist with any academic modifications or other measures/resources to improve academics
 - Encourage connection to non-violent solutions, outlets, or hobbies
 - Provide support in addressing grievance or difficulty in a non-violent manner
 - Facilitate referrals to school/community resources to address grievance or to provide support/resources in a non-violent manner
 - Engage in skill building to promote healthy coping skills, improve communication skills, reinforce protective factors, and increase impulse control, empathy, and/or perspective taking

ESCALATING BEHAVIORS

- Assign a trained staff/team member to encourage a meeting with the student and their parent/guardian and implement a support plan to:
 - Provide support in addressing grievance or difficulty in a non-violent manner
 - Facilitate referrals to school/community resources to address grievance or to provide support/resources in a non-violent manner
 - Engage in skill building to promote healthy coping skills, improve communication skills, reinforce protective factors, and increase impulse control, empathy, and/or perspective taking
 - Encourage connection to non-violent outlets or hobbies

EMPOWERING THOUGHTS

- Assign a staff/team member to reach out to student and their parent/guardian to offer assistance/resources to address communication skills and encourage empathy and perspective taking