ANNA-JONESBORO CHSD #81

THREAT ASSESSMENT PROGRAM PLAN

2022-2023

SECTION 1 - Threat Assessment Team (TAT)

This procedure implements Threat Assessment Teams (TATs). TAT members are professional educators, mental health professionals, law enforcement professionals, and professionals from other disciplines as necessary who are trained in behavioral threat assessment. See p. 3 of 4:190-AP1, *Targeted School Violence Prevention Program*, for authority encouraging the establishment of TATs.

TATs function at the Building level, taking direction from the District-level School Violence Prevention Team. They address potential or developing threatening behavior exhibited not only by students, but from a broad range of individuals affecting the District environment, including:

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents/guardians of students
- Persons who are (or have been) in relationships with staff or students
- Contractors, vendors or other visitors
- Unaffiliated persons

Customize this procedure to each TAT's building-specific needs, and use it in conjunction with 4:190-AP1, *Targeted School Violence Prevention Program*; 4:190-AP2, E1, *Principles of Threat Assessment*; 4:190-AP2, E2, *Threat Assessment Documentation*; 4:190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*; 4:190-AP2, E4, *Responding to Types of Threats*; and 4:190-AP2, E5, *Threat Assessment Case Management Strategies*. This procedure contains five sections as follows:

1. Glossary of Terms
2. TAT Formation, Development, and Responsibilities
3. Assessing and Classifying Threats
4. Responding to and Managing Threats
5. Reporting Threats to Outside Agencies

Glossary of Terms

Subject of Concern (Subject) – an individual who has been identified to pose a threat of violence or serious harm to self/others.

Target – an individual who is the intended target of the threat posed by the subject of concern.

Threat Assessment – A fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent individuals/situations, to assess them, and to manage/address them.

Threat Assessment Team (TAT) – A multidisciplinary Building-level team lead by the Building Principal to perform specific threat assessments that, if available to serve, must include the following members: an administrator, a teacher, a school counselor, a school psychologist, a school social worker, and at least one law enforcement official.

TAT Triage Team – Consists of at least two members of the TAT designated by the Building Principal to triage reported cases of threatening behavior. Screens cases to determine if sufficient resources exist to address concerns or if review and/or action by the full TAT is appropriate.

Types of Threats –

Low-Risk Threat: Subject/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

Moderate-Risk Threat: Subject/situation does not appear to pose a threat of violence or serious harm to self/others at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others, and/or exhibits other concerning behaviors that require intervention.

High-Risk Threat: Subject/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan, and may also exhibit other concerning behaviors that require intervention.

Imminent Threat: Subject/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect the District's environment and/or identified or identifiable target(s), and may also exhibit other concerning behaviors that require intervention.

SECTION 2 - Principles of Threat Assessment

This exhibit is a resource to educate Building-level Threat Assessment Team (TAT) members about the assumptions and principles underlying behavioral threat assessment.

Assumptions

The following assumptions are informed by findings of the U.S. Secret Service and U.S. Dept. of Education's *Safe School Initiative*, as well as other research about targeted violence occurring in or related to educational settings. Key assumptions include:

1. Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts.

2. In addition to students, others also engage in targeted violence in schools, including administrators, teachers, other staff, parent(s)/guardian(s) of students, contractors, people in relationships with staff or students, and even people with no connection with the school.

3. Prior to most incidents of targeted violence, other people knew about the individual's idea and/or plan to attack.

4. Most individuals who perpetrated violence engaged in some behavior, prior to the incident, which caused others to have serious concerns about their behavior and/or well-being.

5. Many individuals who perpetrated violence had significant difficulties with losses or failures. Many were suicidal.

6. Many individuals who perpetrated violence felt bullied, persecuted, or injured by others prior to engaging in violence.

7. In many cases, others, e.g., staff, students, peers, family members, etc., were involved in some way, such as helping with plans or preparation for violence, encouraging violence, or failing to report (or take other steps) to prevent violence.

8. Most individuals who perpetrated violence did not threaten their targets directly prior to engaging in violence.

9. Violence is a dynamic process. No one is either always dangerous or never dangerous. Rather, the risk for violence is an interaction between the individual, the situation, circumstances, provocations, and inhibitory factors that are present.

The fact that most individuals engaged in pre-incident planning and preparation, and frequently shared their intentions, plans and preparations with others, suggests that the information about targeted violence is likely to be uncovered through a sound threat assessment process.

Targeted violence is the end result of a process of thinking and behavior that begins with an **idea**, e.g., to use violence to address a real or perceived grievance. The process of thinking and behavior progresses to the development of a **plan** and moves on to **preparation** and acquiring the means, e.g., weapons, training, capacity, access, to carry out the plan. The culmination, regrettably, can be in **violence**. A graphic representation of this process, the *Pathway to Violence*, is shown in Figure 1.
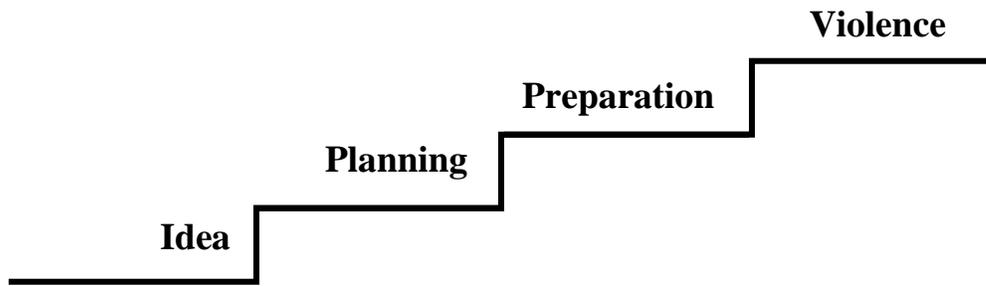
Figure 1: the *Pathway to Violence*

This process indicates opportunities to observe, identify, and intervene with threatening and/or aberrant behaviors that cause concern for violence by, or for the well-being of, the individual. Frequently, information about an individual's ideas, plans, and preparations for violence can be observed before violence occurs. However, information is likely to be scattered and fragmented. For example, a teacher may see a certain set of behaviors of an individual in her class, a coach observes other behaviors or expressed thoughts by the individual, a school resource officer has other concerns, and a school administrator is aware of certain conduct violations. The challenge, and the key, is to act quickly upon initial reports of concern, gather other pieces of the puzzle, and assemble them to determine what picture emerges.

Principles

To determine the risk of a threat, the TAT focuses on actions/behaviors, communications, and specific circumstances that might suggest that an individual intends to engage in violence and is planning or preparing for that event. The threat assessment process is centered upon an analysis of the known (or reasonably knowable) behavior(s) in a given situation.

TATs train to focus on the following core principles of threat assessment:

1. **The central question in a threat assessment inquiry is whether an individual *poses* a threat (i.e., is building the capability to cause harm), not just whether the person has made a threat (directly expressed intent to harm).** Research on targeted violence in schools and workplaces has found that fewer than 20 percent of violent perpetrators communicated a direct or conditional threat to their target before the violence. In the majority of incidents, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third party communication of intent to cause harm is often referred to as *leakage*. The absence of a direct threat should not, by itself, cause a team to conclude that a subject does not pose a threat to others.

2. **Targeted violence is the end result of an understandable, and often discernable, process of thinking and behavior, often referred to as the *Pathway to Violence*, noted above in Figure 1.** Individuals who committed targeted violence did not "just snap," but engaged in a process of thought and escalation of action over days, weeks, months, and even years.

3. **Targeted violence stems from an interaction among the <u>S</u>ubject(s), <u>T</u>arget(s), <u>E</u>nvironment, and <u>P</u>recipitating Events (STEP).** Identifying, preventing, and intervening with acts of violence requires a focus on these four components and their interaction. A focus on the *Subject* of concern should provide insight into how the individual perceives and deals with conditions, often stressful, in his or her life and the intensity of effort they direct toward planning and preparation for violence. A focus on the *Target* examines choices and coping strategies they are using or responding with that may increase or decrease their risk for harm. A focus on the *Environment* examines the school/workplace climate and systemic issues that contribute to the risk of violence,

or do not discourage it. A focus on *Precipitating* events examines critical stressors or events such as bullying, personal losses, enforcement actions, or even TAT interventions that may increase or decrease the risk for violence.

4. **An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.** Those who carry out threat assessment must strive to be both accurate and fair, continuing throughout the assessment process both to gather pieces of information and to fit the pieces into a larger picture to gain understanding of the context and situation.

5. **Effective assessment is based upon facts and observations of behavior, rather than on characteristics, traits, or profiles. Perpetrator profiles do not provide a reliable basis for making judgments of the threat posed by a particular individual.**

6. **An integrated systems approach, coordinating between local agencies and service systems within the school and community, should guide the threat assessment and management process.** Relationships with agencies and service systems within the school (e.g., school psychologist, school social worker, school counselor, school-based mental health clinicians, administrators, disciplinary officers, human resources, etc.) and community (e.g., mental health providers, juvenile justice system, child welfare agencies, law enforcement, etc.) are critical to identifying, assessing, and managing individuals who are on the *Pathway to Violence*.

SECTION 3 - Threat Assessment Key Areas and Questions; Examples

This exhibit provides examples for Building-level Threat Assessment Team (TAT) members to use when assessing reports of threats to the District's environment. TAT members use this exhibit to assess a threat while following 4:190-AP2, *Threat Assessment Team (TAT)*.

Key Areas of Assessment

Review and use the following **key areas** of assessment. This is not intended as an exhaustive or complete list of areas of inquiry. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the circumstances.

Before conducting an interview with a subject of concern (subject): (1) learn the facts that brought the subject to the attention of school administrators and others; and (2) review information about the subject's background, interests, and behaviors.

Key Area: Interview with person(s) who reported the threat, threat recipient(s)/target(s), and other witness(es): Interview, when possible, all persons who witnessed the reported and/or concerning behavior, including the subject and all recipients/targets. Inform the subject that the primary purpose of the interview is to gather information about a possible situation of concern and, when possible, prevent harm to staff members and/or students.

Ask potential targets of the threat about their relationship to the subject and any recent interactions with him or her. Gather information about grievances and grudges that may exist in these relationships. Conduct interviews of potential targets with special sensitivity and gather information without alarming them. If you believe a risk of violence to a potential target exists, offer him/her any available assistance and support for their safety.

Because the process provides a revised understanding of the situation in real time, always review new incoming information and re-evaluate the threat. Maintain contact with the targets to obtain information about any more concerning behaviors, improvements to the situation, or other developments.

Key Area: Review records and consult with staff who know the subject: Background information may assist with the approach to and questioning of the subject. It may also help determine whether the subject poses a threat to particular targets. Knowing background information before the interview may help determine whether the subject is honest. Areas that may contain helpful background information include:

Recent or historical work or school performance history
Disciplinary or personnel actions
Prior TAT contacts
Law enforcement or security contacts at school and/or in the community
Any involvement with mental health or social services
Presence of problems in the subject's life
Current or historical grievances that may be related to the behavior of concern
Electronic searches: Internet, social media, email, etc.

Key Area: Interview with the subject: Directly ask a subject who is a staff member or student about his/her reported actions and/or intentions. Many subjects will respond truthfully to direct questions when they are asked in a non-judgmental manner. This interview could elicit important information to understand a subject's situation and identify possible targets, which can assist the assessment of the risk of violence. More leads for further assessment may also arise.

Interviews send the message to the subject that the District noticed his/her behavior, and it caused concern. They also provide the subject an opportunity to: (1) tell his/her perspective, background, and intent; (2) be heard and experience support; and (3) reassess and redirect his/her behavior away from concerning activities. To a subject who has mixed feelings about attacking, an interview may suggest people are interested in his/her welfare, and that there are better, more effective, ways to deal with challenges or with specific people.

While interviewing a subject might provide valuable information, relying solely on that interview to make judgments about whether the subject poses a threat likely presents problems. Information offered during the interview may be incomplete, misleading, or inaccurate; and seeking corroboration and verifying information learned during the interview is very important.

Key Questions to Ask

Thoughtful consideration of the answers to the following key questions will produce a foundation for the TAT's response to the main question in its assessment: Does the subject pose a threat of targeted violence toward the District's environment?

Examine information gathered for evidence of behavior and conditions that suggest the subject is planning and preparing for an act of violence and/or to cause harm to him/herself or others in the District environment. Based on a review of the totality of the information available, try to answer the following questions:

1. **What are the subject's motive(s) and goal(s)? What first brought him/her to someone's attention?**

   Does the subject have a major grievance or grudge? If so, against whom?
   Does the situation or circumstance that led to these statements or actions still exist?
   What efforts have been made to resolve the problem and what was the result?
   Does the subject feel that any part of the problem is resolved or see any alternatives?
   Has the subject previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

2. **Have there been any communications suggesting ideas, intent, planning, or preparation for violence?**

   What, if anything, has the subject communicated to someone else (targets, friends, co-workers, others) or written in a diary, journal, email, or website concerning his/her grievances, ideas and/or intentions?
   Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc.?
   Has anyone been alerted or *warned away*?

3. **Has the subject shown any inappropriate interest in, fascination, and/or identification with other perpetrators and/or incidents of mass or targeted violence, e.g., terrorism, school/workplace shootings, mass murderers:**

    Previous perpetrators of targeted violence?
    Grievances of perpetrators?
    Weapons/tactics of perpetrators?
    Effect or notoriety of perpetrators?

4. **Does the subject have, or is he/she developing, the capacity to carry out an act of targeted violence?**

    How organized is the subject's thinking and behavior?
    Does the subject have the means, e.g., access to a weapon, to carry out an attack?
    Is he/she trying to get the means to carry out an attack?
    Has he/she developed the will and ability to cause harm?
    Has he/she practiced or rehearsed for the violence?
    What is the *intensity of effort* expended in attempting to develop the capability?

5. **Is the subject experiencing hopelessness and/or desperation?**

    Is there information to suggest that the subject is feeling hopeless or desperate?
    Has the subject experienced a recent failure, loss, and/or loss of status?
    Is the subject having significant difficulty coping with a stressful event?
    Has the subject engaged in behavior that suggests that he/she has considered suicide?

6. **Does the subject have a positive, trusting, sustained relationship with at least one responsible person?**

    Does the subject have at least one friend, colleague, family member, or other person that he/she trusts and can rely upon for support, guidance or assistance?
    Is that trusted person someone that would work collaboratively with the TAT for the well-being of the subject?
    Is the subject emotionally connected to other people or becoming more socially isolated?

7. **Does the subject see violence as an acceptable, desirable – or the only – way to solve a problem?**

    Does the subject still perceive alternatives to violence to address his/her grievances?
    Does the setting around the subject (friends, colleagues, family members, others) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
    Has the subject been "dared" by others to engage in an act of violence?
    Has the subject expressed sentiments of finality or desperation to address grievances?

8. **Are the subject's conversation and *story* consistent with his/her actions?**

    Does information from other interviews and the subject's own behavior confirm or dispute what the subject says is happening and how he/she is dealing with it?
    Is there corroboration across sources or are the subject's statements at odds with his/her actions?

9. **Are other people concerned about the subject's potential for violence?**

    Are those who know the subject concerned about him/her: (a) taking action based on violent ideas or plans; (b) targeting a specific person; or (c) engaging in protective actions, e.g., distancing, avoiding, minimizing conflict, etc.?

10. **What circumstances might affect the likelihood of an escalation to violent behavior?**

    What events or situations in the subject's life, now or in the near future, may increase or decrease the likelihood that the subject will engage in violent behavior?
    Are TAT interventions escalating, de-escalating, or having no effect on movement toward violence?

What is the response of others who know about the subject's ideas or plans? Do others: (a) actively discourage the subject from acting violently; (b) encourage the subject to attack; (c) deny the possibility of violence; or (d) passively collude with an attack, etc.?

SECTION 4 - Responding to Types of Threats

After a threat is assessed, use this exhibit with subhead **Responding to and Managing Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*. Each threat level listed provides research-based appropriate responses for TATs.

Imminent Threat Responses

Imminent threats require immediate: containment and action to protect the target, referral to law enforcement, and consultation with school security. Following containment and action to protect the target, the TAT becomes involved and follows the procedures set forth in High-Risk Threat Responses.

Low-Risk Threat Responses

Resolve a low-risk threat case with any of the following, as appropriate:

1. No further action;
2. Have involved individuals issue a clarification, explanation, retraction and/or an apology;
3. Refer the subject for disciplinary action in accordance with Board policy; and/or
4. Refer the subject and/or target to school and/or community-based resources.

If the subject and/or target is referred for resources or services, a member of the TAT is designated to monitor the subject's/target's reactions for a short period of time, to ensure the referral was effective.

When the target is a student the TAT may, at its discretion, notify the target and his/her parent(s)/guardian(s). If the parent(s)/guardian(s) are notified, contact them promptly and reassure them that the threat has been resolved. That TAT may also notify parent(s)/guardian(s) of the subject, so they are aware of the situation and that it has been resolved.

If new information comes to the attention of the TAT, reassess and update the case management plan.

Moderate-Risk Threat Responses

Resolve a moderate-risk threat case with any of the following, as appropriate:

1. Protect the target with the following precautions:
   a. Direct supervision to prevent the threat while at school, at school functions, or on the bus.
   b. Caution the subject about the consequences of carrying out the threat.
   c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
   d. When the subject is a student, contact the subject's parent(s)/guardian(s) to assume responsibility for supervising the subject and to enlist their support to prevent the subject from carrying out the threat.
2. Consult with the school resource officer to assist in monitoring and supervising the subject and determine the need, if any, for law enforcement action.
3. Refer the subject for disciplinary action in accordance with Board policy.
4. Refer the subject and/or target for counseling, conflict mediation, or other interventions to reduce the threat and to address the underlying conflict/issues that led to the threat. The Building Principal will involve school-based professionals and/or community-based professionals who can provide assistance and appropriate intervention.

5. Conduct a mental health risk assessment when the TAT reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. Follow parameters for the mental health risk assessment as outlined in High-Risk Threat Responses, below.

High-Risk Threat Responses

Resolve a high-risk threat with any of the following, as appropriate:

1. Notify law enforcement to contain the threat and to consult regarding school safety and security.

2. Immediately protect the target with the following precautions:
   a. Direct supervision to prevent the threat while at school, at school programs, or on the bus.
   b. Caution the subject about the consequences of carrying out the threat.
   c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
   d. When the subject is a student, contact the subject's parent(s)/guardian(s) to enlist their support to prevent the subject from carrying out the threat; have either law enforcement or the subject's parent(s)/guardian(s) assume responsibility for supervising the subject.

3. Refer the subject for disciplinary action in accordance with Board policy.

4. Conduct a mental health risk assessment when the TAT reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. The mental health risk assessment will be conducted by a qualified independent medical/psychological professional who does not have a treatment relationship with the subject. The professional will base his/her assessment on a review of all available information, including but not limited to an interview of the subject by the professional. The professional will prepare a written report that identifies the problem/conflict that prompted the threat and recommends strategies to address the problem/conflict and to reduce the risk of violence.
   a. The Building Principal will determine the conditions for the subject's readmission to school, which may include requiring the subject to cooperate in a mental health evaluation. If the subject is a student, the parent(s)/guardian(s) will be notified of all readmission requirements and of any failure to comply. A readmission meeting will be held prior to the subject's return to school.
   b. The TAT will attempt to obtain any required signed permission for release and exchange of information with mental health provider(s), if any, and where appropriate, LLEAs.
   c. After receiving the mental health risk assessment report, the TAT will convene to complete and implement a written safety plan that includes immediate steps to prevent the threat from being carried out and a plan for further action before the subject is permitted to return to school or an alternative educational environment. The safety plan will include:

   > Readmission conditions;
   > Interventions, such as counseling or medication, that are needed to reduce risk;
   > Scheduled follow-up contact with the subject (and parent(s)/guardian(s) if subject is a student) to assess changes in risk and update the safety plan over time, until the perceived threat is resolved; and
   > The identities of person(s) responsible for monitoring and verifying that the safety plan is being followed.

A student/staff member should only be removed if the threatening behaviors engaged in by the subject are a violation of the code of conduct/Board policy, and when all applicable disciplinary procedures are followed.

In the event that applicable disciplinary procedures are not available to school-based staff, and the school administration or TAT believes the subject poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of

auxiliary aids or services as provided in federal regulations implementing the Americans with Disabilities Act of 1990 (ADA) at 28 C.F.R. §35.139, the ADA's direct threat standard may be applied. Before applying the ADA's direct threat standard, the Building Principal will contact the District's Director of Special Education and Board Attorney (through the Superintendent, if not authorized to contact the Board Attorney directly).

SECTION 5 - 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