MENTAL & BEHAVIORAL HEALTH, “THE D-SCALE”

DYSREGULATION/MEDICALLY DISABLED*
- Suicidal
- Para-suicidal (extreme cutting, eating disordered)
- Individuals engaging in risk taking behaviors (e.g. substance abusing)
- Hostile, aggressive, relationally abusive
- Individuals deficient in skills that regulate emotion, cognition, self, behavior and relationships

DISTURBANCE
- Behaviorally disruptive, unusual and/or bizarre acting
- Destructive, apparently harmful to others
- Substance abusing

DISTRESS
- Emotionally troubled
- Individuals impacted by situational stressors and traumatic events
- May be psychiatrically symptomatic

*Medically Disabled is a clinical term, as in a psychotic break. It is not the same as “disabled” under federal law.

GENERALIZED RISK

EXTREME
- Individuals engaging in risk taking behaviors (e.g. substance abusing)
- Hostile, aggressive, relationally abusive
- Individuals deficient in skills that regulate emotion, cognition, self, behavior and relationships

SEVERE
- Behaviorally disruptive, unusual and/or bizarre acting
- Destructive, apparently harmful to others
- Substance abusing

ELEVATED
- Behaviorally disruptive, unusual and/or bizarre acting
- Destructive, apparently harmful to others
- Substance abusing

MILD
- Emotionally troubled
- Individuals impacted by situational stressors and traumatic events
- May be psychiatrically symptomatic

NINE LEVELS OF AGGRESSION

CRISIS PHASE
9. LOSE/LOSE ATTACK
8. WIN/LOSE ATTACK
7. LIMITED DESTRUCTIVE BLOWS

ESCALATION PHASE
6. THREAT STRATEGIES
5. FORCED LOSS OF FACE IMAGE DESTRUCTION
4. ACTIONS VS. WORDS HARMFUL DEBATE
3. HARDENING
2. HARMFUL DEBATE
1. HARDENING

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NaBITA THREAT ASSESSMENT TOOL

NaBITA.org
# Classifying Risk

<table>
<thead>
<tr>
<th>Mild Risk</th>
<th>Moderate Risk</th>
<th>Elevated Risk</th>
<th>Severe Risk</th>
<th>Extreme Risk</th>
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</thead>
</table>
| - Disruptive or concerning behavior.  
- Student may or may not show signs of distress.  
- No threat made or present. | - More involved or repeated disruption. Behavior more concerning. Likely distressed or low-level disturbance.  
- Possible threat made or present  
- Threat is vague and indirect  
- Information about threat or threat itself is inconsistent, implausible or lacks detail  
- Threat lacks realism  
- Content of threat suggests threatener is unlikely to carry it out. | - Seriously disruptive incident(s)  
- Exhibiting clear distress, more likely disturbance  
- Threat made or present  
- Threat is vague and indirect, but may be repeated or shared with multiple reporters  
- Information about threat or threat itself is inconsistent, implausible or lacks detail  
- Threat lacks realism, or is repeated with variations  
- Content of threat suggests threatener is unlikely to carry it out. | - Disturbed or advancing to dysregulation  
- Threat made or present  
- Threat is vague, but direct, or specific but indirect  
- Likely to be repeated or shared with multiple reporters  
- Information about threat or threat itself is consistent, plausible or includes increasing detail of a plan (time, place, etc)  
- Threat likely to be repeated with consistency (may try to convince listener they are serious)  
- Content of threat suggests threatener may carry it out. | - Student is dysregulated (way off baseline) or medically disabled  
- Threat made or present  
- Threat is concrete (specific or direct)  
- Likely to be repeated or shared with multiple reporters  
- Information about threat or threat itself is consistent, plausible or includes specific detail of a plan (time, place, etc), often with steps already taken  
- Threat may be repeated with consistency  
- Content of threat suggests threatener will carry it out (reference to weapons, means, target).  
- Threatener may appear detached |

## Intervention Tools to Address Risk as Classified

<table>
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</table>
| - Confrontation by reporter  
- Behavioral contract or treatment plan with student  
- Student conduct response  
- Evaluate for disability services and/or medical referral  
- Conflict management, mediation, problem-solving | - Confrontation by reporter  
- Behavioral contract or treatment plan with student  
- Student conduct response  
- Evaluate for disability services and/or medical referral  
- Conflict management, mediation (not if physical/violent), problem-solving | - Possible confrontation by reporter  
- Evaluate parental/guardian notification  
- Evaluate need to request permission from student to receive medical/educational records  
- Consider interim suspension if applicable  
- Evaluate for disability services and/or medical referral  
- Consider referral or mandated assessment | - Possible confrontation by reporter  
- Parental/guardian notification obligatory unless contraindicated  
- Evaluate emergency notification to others (FERPA/HIPAA/Clery)  
- No behavioral contracts  
- Recommend interim suspension if applicable  
- Possible liaison with local police to compare red flags  
- Deploy mandated assessment  
- Evaluate for medical/psychological transport  
- Evaluate for custodial hold  
- Consider voluntary/involuntary medical withdrawal  
- Direct threat eligible  
- Law enforcement response  
- Consider eligibility for involuntary commitment | - Possible confrontation by reporter  
- Parental/guardian notification obligatory unless contraindicated  
- Evaluate emergency notification to others  
- No behavioral contracts  
- Interim suspension if applicable  
- Possible liaison with local police to compare red flags  
- Too serious for mandated assessment  
- Deploy mandated assessment  
- Evaluate for medical/psychological transport  
- Evaluate for custodial hold  
- Initiate voluntary/involuntary medical withdrawal  
- Direct threat eligible  
- Law enforcement response  
- Consider eligibility for involuntary commitment |