

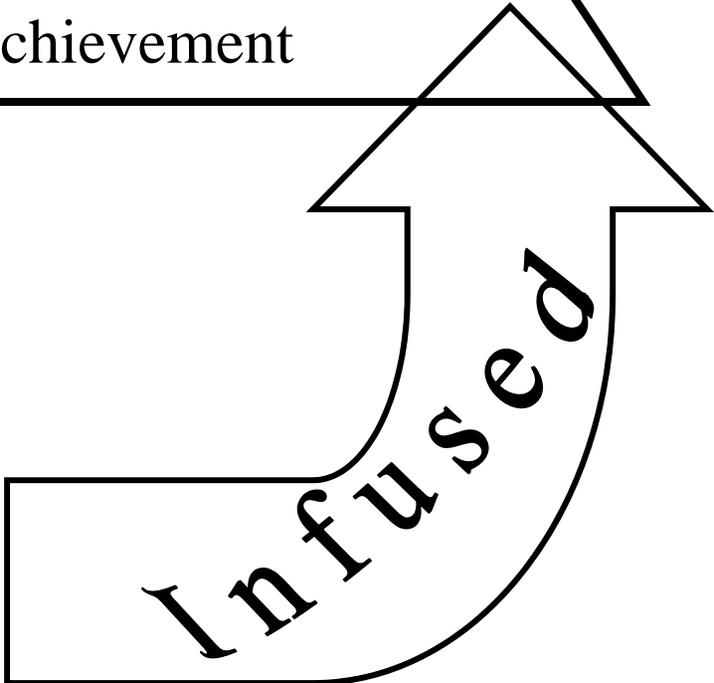
# California Threat Prevention and Intervention Strategies<sup>1</sup>

## Universal

(All Students & Families)

School-wide Preventative Activities in the  
Context of Academic Achievement

- Anti-harassment training
- Anti-bullying programs
- Cultural/ethnic/racial sensitivity training
- Character development curriculum
- Clear behavioral expectations & instruction specific to every school environment
- Campus wide adult supervision & monitoring
- Confidential reporting system for peers
- Collaboration activities: agencies, law enforcement, staff, parents, district, community
- School wide, class wide, individual reinforcement available



Infused

<sup>1</sup>Correlated with the Three-Tiered Model of School-Wide Discipline Strategies from:  
Sprague, J. and Walker, H. (1999) Institute on Violence and Destructive Behavior

# California Threat Prevention and Intervention Strategies<sup>1</sup>

## Selected

(Increased attention warranted)

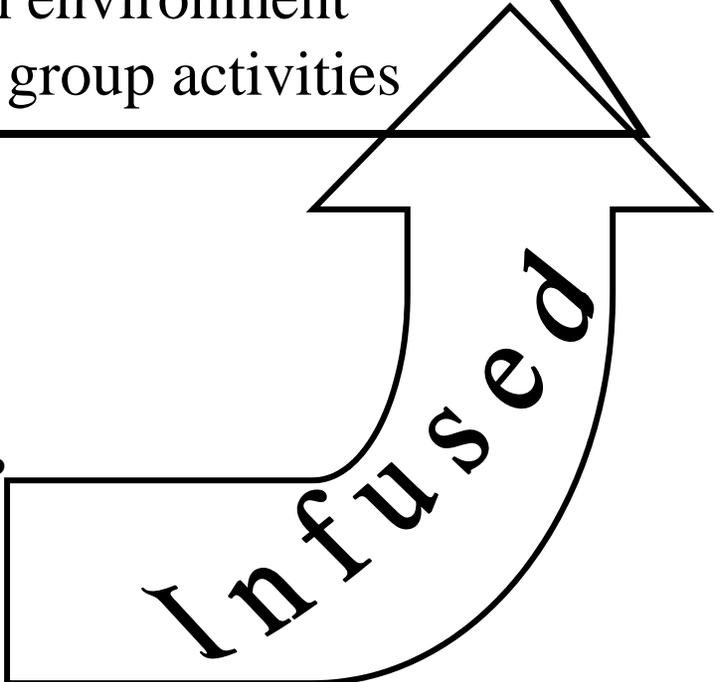
Primarily through classroom environment changes and on-campus small group activities

### Student with NO disabilities:

- Use team effort to specify increased services (e.g., social skills group, mentoring, tutoring, support) can be specified on Behavior Support Plan (BSP)
- If being considered for special education referral: BSP for specifying “pre-referral interventions” may be considered

### Student WITH disabilities:

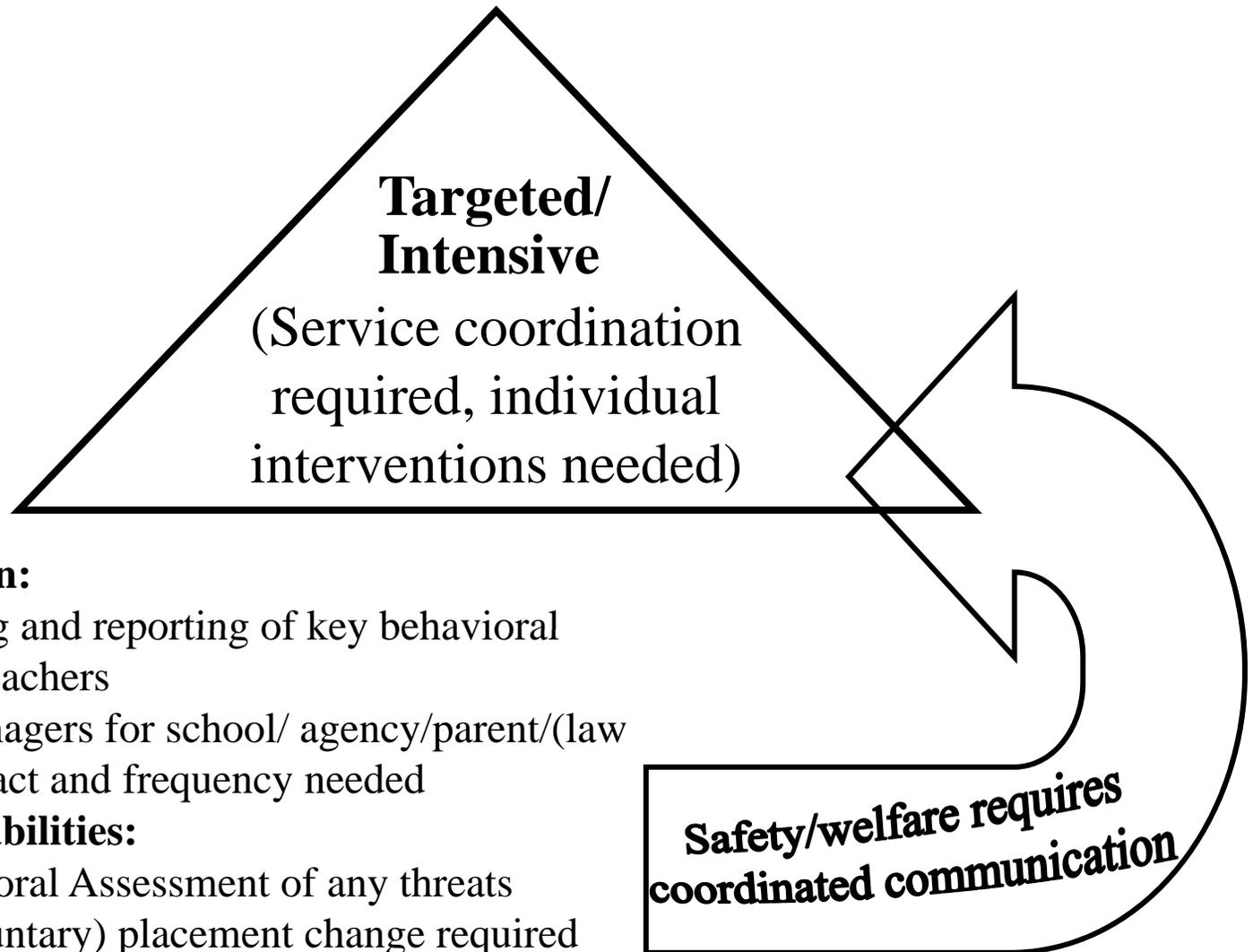
- Functional Behavioral Assessment of any threats resulting in (involuntary) placement change required
- Behavior plan would become a part of the IEP/504
- IEP/504 team must request FAA if BSP is unsuccessful



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## **Individual plans can:**

- Specify monitoring and reporting of key behavioral indicators for all teachers
- Establish case managers for school/ agency/parent/(law enforcement) contact and frequency needed

## **Student WITH disabilities:**

- Functional Behavioral Assessment of any threats resulting in (involuntary) placement change required
- Behavior plan would become a part of the IEP/504
- IEP/504 team must request FAA if BSP is unsuccessful

<sup>1</sup>Correlated with the Three-Tiered Model of School-Wide Discipline Strategies from: Sprague, J. and Walker, H. (1999) Institute on Violence and Destructive Behavior