

SAMPLE DANGER ASSESSMENT AND INTERVENTION PLAN (DAIP)

The objective of this screening is to determine if a student poses a threat to the safety of others or to the school. The school danger assessment team should initiate a Danger Assessment and Intervention Plan when a student makes a threat, uses threatening behavior, or if there is concern that the student's behavior indicates an escalation in the potential for violence. These concerns may include (check those that apply):

Student directly or indirectly threatens to harm person, group, and/or entire school

- ☐ Artistic, written, or symbolic expression with disturbing and/or violent content is presented
- ☐ Belief or evidence that someone may possess a weapon on campus
- ☐ The student is demonstrating any imminent warning signs or a cluster of early warning signs
- ☐ Student makes threat to harm or kill self (along with indicators of harm to others)
- ☐ Student has escalating pattern of behavior that has been resistive to intervention at school
- ☐ Other reason for assessment: _____

The school must secure the school's safety by appropriately detaining the student and not allowing the student(s) access to coats, backpacks, lockers, or cars. If there is concern for imminent danger, contact the Building Administrator, School Resource Officer, or call 911 immediately.

Student _____ School: _____

DOB: _____ Student ID#: _____ Grade: _____ Age: _____

Gender (circle): M F

Ethnicity: American Indian _____ Asian (includes Pacific & Alaskan) _____ Black _____

White _____ Hispanic _____

Date of incident: _____ Special Education: Y N Disability: _____

For best practice, review and complete ALL of the following seven steps:

1. Assemble the school danger assessment team and determine facts. If there is risk of imminent danger, contact the SRO or local police immediately.

Check those school team members involved in this screening:

- | | | |
|--|---|--|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Counselor | <input type="checkbox"/> SRO |
| <input type="checkbox"/> Dean | <input type="checkbox"/> Nurse | <input type="checkbox"/> Classroom Teacher |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Special Education
representative, if needed | <input type="checkbox"/> Other relevant
adults: _____ |

2. Describe the incident or behavior of concern. Who/what was your source(s) of information? What happened, who was present, where and when did the incident occur, who was the target of the threat?

3. Information gathering (consider all of the following & check sources of information used in this assessment):

- ☐ Current school academic and discipline records
 - ☐ Previous school academic and discipline records
 - ☐ Law Enforcement records of student Agency checked: _____
 - ☐ Search of student, locker, car (if applicable) on school property, according to district policy
 - ☐ Initiate search (or search warrant) of room/home/vehicle with law enforcement, if appropriate.
 - ☐ Interview with student of concern
 - ☐ Parent/guardian interview
 - ☐ Parent/guardian has not been notified because: _____
 - ☐ Interview with school staff and/or classroom teacher
 - ☐ Interview with target individual(s) of threat
 - ☐ Interview with other student (s)
 - ☐ Internet histories, written and artistic material, etc.
 - ☐ Contact with: ☐ Probation ☐ Diversion ☐ Human Services ☐ other involved agencies
 - ☐ Other contact(s): _____
-
-

4. Evaluate information. Mark the level of risk that best describes the situation. Consider both risk and protective factors.

THREATENING RISK FACTORS TO CONSIDER :

- ☐ Type of threat: ☐ no threat ☐ threat was vague ☐ threat was indirect but possible
☐ threat was direct, specific/plausible
- ☐ Target: ☐ target not identified ☐ target is identified but not accessible ☐ target is identified and accessible
- ☐ Threat was: ☐ impulsive ☐ somewhat planned ☐ extensively planned
- ☐ Student has communicated ideas or intent to attack. Details: _____.
- ☐ Student has: ☐ no access to weapons ☐ possible access to weapons ☐ definite access to weapons
- ☐ Student has: ☐ no ability ☐ some ability ☐ considerable ability to carry out plan
- ☐ The plan itself: ☐ no plan ☐ plan is vague ☐ has some details ☐ has great amount of details

- ☐ Student has: ☐ no violent history ☐ one or two episodes of violence ☐ extensive violent history
- ☐ Motive: ☐ no known reason for student to act on plan at this time ☐ possible reasons due to recent circumstances ☐ definite triggers or events that would make student likely to act now

List of Triggering Event(s): _____

☐ Other _____

BEHAVIOR RISK FACTORS TO CONSIDER:

- ☐ Student is identified Special Education. Disability: _____ Case Manager: _____
- ☐ Student has been disciplined by school: ☐ truancy ☐ suspensions ☐ expulsion(s).
Details: _____
- ☐ Student has expressed suicidal ideation/attempt (date/nature of incident(s): _____
- ☐ Legal concerns: ☐ prior assault charges ☐ other charges ☐ probation _____
Details: _____
- ☐ Student has conflict or grievances with: ☐ other student(s) ☐ parent ☐ sibling ☐ school.
Details: _____
- ☐ Family concerns: _____
- ☐ Student has experienced: ☐ a recent loss ☐ emotional trauma ☐ symptoms of depression, hopelessness or despair
- ☐ Student has shown inappropriate interest in: ☐ weapons ☐ school attacks (attackers)
☐ incidents of mass violence, terrorism, or murder
- ☐ Student has been victim of bullying/harassment: ☐ mild ☐ moderate ☐ severe
- ☐ Student has engaged in bullying/harassment of other students: ☐ mild ☐ moderate ☐ severe
- ☐ Student sees violence as acceptable or desirable way to solve problems
- ☐ Practicing behavior: ☐ no known practicing behavior ☐ some practicing but no apparent escalation ☐ a definite escalation of practicing behavior. Chronological list of practicing behavior(s): _____

- ☐ Other people are concerned about the student's potential for violence.
Details: _____
- ☐ Student's behavior appears motivated by: _____
- ☐ Student uses illegal substances (kind of substance/frequency): _____
- ☐ Student has been known to associate with peers of concern. Name(s) of peers (s): _____
- ☐ Other _____

PROTECTIVE FACTORS TO CONSIDER:

- ☐ When distressed student: ☐ does not seek help ☐ sometimes seeks help ☐ often seeks help
If yes, name(s) of resource: _____
- ☐ Peers or adults are: ☐ not monitoring ☐ sometimes monitor ☐ constantly monitor the student's actions. If yes, name(s) of peers/adults who monitor _____
- ☐ Supportive agencies: ☐ are not involved ☐ may soon be involved ☐ are currently involved
If yes, name of agency: _____
- ☐ Student has a trusting relationship with at least one responsible adult _____
- ☐ Student has shown ability to self-monitor or self-restrain
- ☐ Previous measures have been effective inhibiting the student from acting violently:
☐ never ☐ sometimes ☐ often.
- List the effective interventions: _____

5. Based on the factors listed in #4 and after consideration of the Secret Service questions, determine the level of concern. If team is unable to determine level of risk, call for consultation (Intervention Coordinator, (XXX-XXXX) or Mental Health Coordinator, XXX-XXXX, Director of Safety, XXX-XXXX). Check the determination of threat/danger level.

- ☐ **LOW LEVEL: Risk to target(s), students, staff, and school safety is minimal.**
- Threat is vague and indirect.
 - Information contained within the threat is inconsistent, implausible, lacks detail, or realism.
 - Available information suggests that the person is unlikely to carry out the threat or become violent.
 - Identify appropriate interventions and document intervention plan.
- ☐ **MEDIUM LEVEL: The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.**
- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat would be carried out (e.g. possible place and time).
 - No clear indication that the student has taken preparatory steps (e.g. weapon seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty (e.g. "I'm serious").
 - Moderate or lingering concerns about a student's potential to act violently.
 - **Building administrator should be notified.** Create intervention plan and document referrals to resources. Include active case management.
- ☐ **HIGH LEVEL: The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.**
- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.

- Information suggests concrete steps have been taken to act on the threat. (e.g. acquired or practiced with weapon has victim under surveillance)
- Information suggests a strong concern about a student's potential to act violently.
- Threats at this level almost always require immediate law enforcement intervention or hospitalization.
- **If High Level of concern, notify Building Principal, Executive Director and Director of Safety. SRO notifies supervisor.**

6. Develop an Action and Supervision Plan (Use the following suggested intervention areas to help address all concerns identified during the danger assessment screening and consider the use of a Functional Behavioral Assessment, if needed).

- ☐ For **MEDIUM/HIGH LEVEL** concern. Principal was notified on: _____
- ☐ For **HIGH LEVEL** concern: Executive Director was notified on: _____
- ☐ For **HIGH LEVEL** of concern: Director of Safety (XXX-XXXX) was notified on: _____
- ☐ Action and Supervision Plan was communicated to student and parent/guardian on: _____

DISCIPLINE MEASURES:

- ☐ Student will be suspended for ____ days for violation of _____
- ☐ Student will be ticketed by _____ police for charge(s) of _____
- ☐ Student will be apprehended and detained by _____ police for charge(s) of _____
- ☐ Student will be placed on Habitually Disruptive Student Plan. Level: _____ Date: _____
- ☐ Student will be reviewed for expulsion for violation of _____
- ☐ Student will write a letter of apology to _____ as part of discipline plan
- ☐ Other: _____

MONITORING MEASURES:

- ☐ Student will check in every _____ with _____
- ☐ Student will check out every _____ with _____
- ☐ Student will maintain a safety contract with _____ and promise to contact _____ and/or _____ if (s) he feels close to hurting self or others.
- ☐ Student's attendance and whereabouts on campus will be monitored by _____
- ☐ Student will have a "no contact agreement" with _____
- ☐ Student's daily schedule will be modified by: _____
- ☐ Parent(s) or guardian(s) will be contacted every _____ by the school to maintain ongoing communication between school and home.
- ☐ Parents will provide the following intervention/supervision: _____
- ☐ Agency _____ will be contacted every _____ by the school to maintain ongoing communication between school and community setting.

- ☐ Probation/Juvenile Diversion will be contacted regularly by school. Name of contact(s): _____
- ☐ Mental Health professional (s) will be contacted regularly by school. Name of contact(s): _____
- ☐ Other agencies to be contacted regularly: _____
- ☐ Permission to exchange/obtain information was obtained. _____
- ☐ Student will be detained, incarcerated, or placed at/by: _____
- ☐ Other: _____

SKILL DEVELOPMENT MEASURES:

- ☐ Student will begin: ☐ conflict resolution ☐ anger management ☐ social skills group
☐ other: _____ Contact person: _____
- ☐ Student will work with (name of community professional or agency) _____
to focus on the development of _____
- ☐ Student will be considered for special education assessment by (date): _____
- ☐ A behavior intervention plan (BIP) will be developed for the student using a Functional Behavioral Assessment (FBA), if needed
- ☐ Student will be considered for a change in placement in order to _____
- ☐ Other: _____

RELATIONSHIP BUILDING MEASURES:

- ☐ Student will seek support from: ☐ counselor ☐ mental health ☐ dean ☐ mentor
☐ other: _____
- ☐ Individual will participate in one or more school activities: _____
- ☐ Individual will participate in the _____ program
☐ Contact: _____
- ☐ Individual will participate in the community-based program to develop support. Name of program: _____ Agency involved: _____
- ☐ Other: _____

7. Documentation and review. File original School Danger Assessment Screening and Intervention Plan form in discipline file at building level and keep copy in confidential central file. Fax copy to district Student Achievement Services Office, Intervention Coordinator, XXX-XXXX.

- ☐ Plan will be reviewed on _____
- ☐ Confidential building location and contact for document and plan: _____
- ☐ District location and contact for document: Student Achievement Services, Intervention Office.

Administrator

Date

Mental Health

Counselor

Dean

School Resource Officer

Other

Other

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and supervision plan.

This screening form was developed by Linda Kanan, Ph.D. and Ronald Lee, Psy.D. with information adapted from the U.S. Department of Secret Service, Federal Bureau of Investigation, U.S. Department of Education, John Nicoletti, Ph.D., Nicoletti – Flater Associates and Christopher Saiz, Ph.D., Denver Public Schools.