

PATHWAYS K12 INTERVENTIONS

Behavior	Pathway One	Pathway Two	Pathway Three
Appearance	<ul style="list-style-type: none"> • Direct support for clothes; laundry access, showers • Conversation with parents about rising concerns • Identify teasing and address with community 	<ul style="list-style-type: none"> • Intensify efforts with parents; overcome obstacles • Meet with parents/guidance about counseling • Creative problem solving; harm reduction strategies 	<ul style="list-style-type: none"> • Involve parents; consider referral to social services • Meet with parents, explore IEP, action plan • Set clear limits, boundaries and follow up process
Eating/Sleeping	<ul style="list-style-type: none"> • Discussion of healthy eating/sleeping habits • Identify triggers and obstacles to change • Consultation with guidance/psychology 	<ul style="list-style-type: none"> • Connection to group support, counseling • Conversation with parents about rising concerns • Check in with nurse and medical staff in care meetings 	<ul style="list-style-type: none"> • Involve parents; consider referral to social services • Consider options for hospital treatment • Explore leave of absence, 504/ADA, IEP options
Home Life	<ul style="list-style-type: none"> • Meet with parents/guidance about counseling • Normalize and offer support and care • Identify other supports and protective factors 	<ul style="list-style-type: none"> • Consider need for social service involvement • Intensify efforts with parents; overcome obstacles • Ensure counseling/guidance connection made 	<ul style="list-style-type: none"> • Consider referral to police or social services • Refer to off-site counseling and/or therapy • Look for social supports; offer advice/guidance
Social Problems	<ul style="list-style-type: none"> • Normalize and offer support and care • Identify triggers and comforts/reducers • Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> • Meet with parents/guidance about counseling • Discuss interruption of academic, social and life skills • Connect to peer and social supports, inspire hope 	<ul style="list-style-type: none"> • Clearly outline discipline and behavioral expectations • Meet with parents to require counseling services • Develop an action plan and/or IEP
Inattentive/Off Task	<ul style="list-style-type: none"> • Redirect student; offer ways to regain focus • Praise appropriate behavior and good attitudes • Teach active listening, innovative notetaking 	<ul style="list-style-type: none"> • Send daily notes home, involve parents in solution • Change seating arrangement, refer to discipline • Provide breaks, consider alternative teaching methods 	<ul style="list-style-type: none"> • Clearly outline discipline and behavioral expectations • Meet with parents, explore IEP, action plan • Implement detention and/or loss of privileges
Academic/Work Trouble	<ul style="list-style-type: none"> • Offer support, normalization, and advice/guidance • Refer to tutoring or extra help • Explore goals and strategies for improvement 	<ul style="list-style-type: none"> • Meet with parents/guidance about counseling • Offer support, identify, manage concerning behavior • Develop goals to reduce triggers and increase support 	<ul style="list-style-type: none"> • Identify/manage disruptive behaviors • Develop an action plan and/or IEP • Meet with parents to require counseling services
Depression	<ul style="list-style-type: none"> • Meet with parents/guidance about counseling • Explore stressors and identify source of depression • Encourage healthy eating, exercise and social acts 	<ul style="list-style-type: none"> • Meet with parents to require counseling services • Connect to peer and social supports, inspire hope • Explore suicidal thoughts and refer if escalating 	<ul style="list-style-type: none"> • Call parents and 911 f or immediate screening • Carefully document behaviors and comments • Limit access to lethal means around school and home
Suicide	<ul style="list-style-type: none"> • Meet with parents/guidance about counseling • Explore stressors and identify escalation triggers • Connect to peer and social supports, inspire hope 	<ul style="list-style-type: none"> • Meet with parents to require counseling services • Gather information on the nature of threats and plan • Encourage and follow up, offering hope and connection 	<ul style="list-style-type: none"> • Call parents and 911 for immediate screening • Detail nature of threats and plan (notes, social media) • Limit access to lethal means around school and home
Self-Injury	<ul style="list-style-type: none"> • Meet with parents/guidance about counseling • Determine if suicidal or non-suicidal self-injury • Identify stressors, connect to supports/resources 	<ul style="list-style-type: none"> • Meet with parents to require counseling services • Consider discipline to address disruptive behavior • Identify escalation around suicidal self-injury risk 	<ul style="list-style-type: none"> • Meet with parents to require counseling services • Consider options for hospital treatment • Limit access to lethal means around school and home
Manic Thought/Action	<ul style="list-style-type: none"> • Discuss symptoms, triggers, and behaviors • Identify areas of difficulty (social, academic, etc.) • Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> • Identify high risk behaviors and apply harm reduction • Discuss how behavior disrupts academics, social, work • Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> • Meet with parents to require counseling services • Identify immediate safety risks or conduct violations • Develop an action plan and/or IEP
Anxiety	<ul style="list-style-type: none"> • Normalize and offer support and care • Identify triggers and comforts/reducers • Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> • Meet with parents to require counseling services • Discuss interruption of academic, social and life skills • Connect to peer and social supports, inspire hope 	<ul style="list-style-type: none"> • Meet with parents to require counseling services • Develop an action plan and/or IEP • Identify triggers and develop new approaches
Hallucinations/Delusions	<ul style="list-style-type: none"> • Meet with parents/guidance about counseling • Talk about impact of behavior on others • Explore how symptoms impact academic/social life 	<ul style="list-style-type: none"> • Meet with parents to require counseling services • Explore if symptoms cause academic/social disruption • Offer support; referral to tutoring/ADA/504 	<ul style="list-style-type: none"> • Call parents and 911 for immediate screening • Explore medical leave policy, medication support • Identify triggers and develop new approaches
Adjusting to Change	<ul style="list-style-type: none"> • Normalize and offer support and care • Identify triggers and comforts/reducers • Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> • Meet with parents/guidance about counseling • Discuss interruption of academic, social and life skills • Connect to peer and social supports, inspire hope 	<ul style="list-style-type: none"> • Clearly outline discipline and behavioral expectations • Meet with parents to require counseling services • Explore goals and strategies for improvement
Transient Threats	<ul style="list-style-type: none"> • Explore stressors and identify escalation triggers • Meet with parents/guidance about counseling • Consider discipline to address disruptive behavior 	<ul style="list-style-type: none"> • Gather information on the nature of threats and plan • Set clear limits, boundaries and follow up process • Parental/guardian notification 	<ul style="list-style-type: none"> • Threat assessment to develop risk and management plan • Facilitate a meeting with parents and police • Use progressive discipline policy; consider suspension
Substantive Threats	<ul style="list-style-type: none"> • Explore stressors and identify escalation triggers • Meet with parents/guidance about counseling • Consider discipline to address disruptive behavior 	<ul style="list-style-type: none"> • Threat assessment meeting with parents and police • Use progressive discipline policy; consider suspension • Consider notification of threatened party 	<ul style="list-style-type: none"> • Immediate involvement of law enforcement and parents • Threat assessment to develop risk and management plan • Progressive discipline with suspension and/or limits

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Social Media	<ul style="list-style-type: none"> Educational conversation around limiting use Set limits and boundaries Brainstorm ideas to cut back; identify triggers 	<ul style="list-style-type: none"> Conversation with parents about rising concerns Use harm reduction; computer restricting software Set clear expectations on limiting use 	<ul style="list-style-type: none"> Consider referral to police or social services Move forward to suspension, disciplinary options Meet with parents/guidance about counseling
Drawings	<ul style="list-style-type: none"> Discuss alternative ways to cope in public Look for ways to direct art more therapeutically Set boundaries and limits on art/drawing 	<ul style="list-style-type: none"> Set clear limits and explore alternative behaviors Meet with parents/guidance about counseling Identify triggers and develop new approaches 	<ul style="list-style-type: none"> Set clear limits, boundaries and follow up process Threat assessment to develop risk and management plan Immediate involvement of law enforcement and parents
Trolling Actions	<ul style="list-style-type: none"> Identify areas of difficulty (social, academic, etc.) Discuss social and discipline implications Explore alternative behaviors, supports 	<ul style="list-style-type: none"> Discuss motivation, history, and goals of behavior Address disciplinary possibilities Consider discipline to address disruptive behavior 	<ul style="list-style-type: none"> Progressive discipline with suspension and/or limits Facilitate a meeting with parents and police Set clear limits, boundaries and follow up process
Affective Violence	<ul style="list-style-type: none"> Explore stressors and identify escalation triggers Consider discipline to address disruptive behavior Offer support, normalization, and advice/guidance 	<ul style="list-style-type: none"> Set clear limits, boundaries and follow up process Assess need for discipline, stay-away orders, and limits Parental/guardian notification 	<ul style="list-style-type: none"> Identify immediate safety risks or conduct violations Facilitate a meeting with parents and police Move forward to suspension, disciplinary options
Outburst/Tantrum	<ul style="list-style-type: none"> Give clear and concise directions Praise appropriate behavior and good attitudes Provide small, attainable goals 	<ul style="list-style-type: none"> Send daily notes home, involve parents in solution Provide structured breaks; anticipate problems Clearly outline discipline and behavioral expectations 	<ul style="list-style-type: none"> Teach alternate methods to receive attention Meet with parents, explore IEP, action plan Require restitution (financial or written apology)
Derogatory Language	<ul style="list-style-type: none"> Clearly outline discipline & behavioral expectations Praise appropriate behavior and good attitudes Require written reflection; explore triggers 	<ul style="list-style-type: none"> Send daily notes home; teach alternatives when angry Teach substitute words and how to identify triggers Clearly outline discipline and behavioral expectations 	<ul style="list-style-type: none"> Meet with parents/guidance about counseling Require restitution (financial or written apology) Discuss next steps if behavior continues, action plan
Hazing/Intimidation	<ul style="list-style-type: none"> Identify the range of behaviors and parties involved Use progressive disciplinary policy, clear limits set Explore goals and strategies for improvement 	<ul style="list-style-type: none"> Threat assessment meeting with parents and police Progressive discipline; consider no-contact, suspension Facilitate a meeting with parents and police 	<ul style="list-style-type: none"> Threat assessment to develop risk and management plan Assess harm to group, interim measures applied Move forward to suspension, disciplinary options
Substance Use/Abuse	<ul style="list-style-type: none"> Discuss pros/cons of use, discuss harm reduction Clarify laws around underage use Offer contemplative/preparation steps to change 	<ul style="list-style-type: none"> Increase harm reduction and pro/con discussion Meet with parents/guidance about counseling Address disciplinary possibilities 	<ul style="list-style-type: none"> Meet with parents to require counseling services Address how behavior will lead to disciplinary action Hold clear limits on behavior signs of drinking/use
Vandalism	<ul style="list-style-type: none"> Explore stressors and identify escalation triggers Set limits and boundaries Consider discipline to address disruptive behavior 	<ul style="list-style-type: none"> Set clear limits, boundaries and follow up process Parental/guardian notification Identify high risk behaviors and apply harm reduction 	<ul style="list-style-type: none"> Clearly outline discipline and behavioral expectations Facilitate a meeting with parents and police Move forward to suspension, disciplinary options
Loss or Bereavement	<ul style="list-style-type: none"> Normalize and offer support and care Identify triggers and comforts/reducers Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> Meet with parents to require counseling services Discuss interruption of academic, social and life skills In break up, identify boundary and conduct risks 	<ul style="list-style-type: none"> Meet with parents to require counseling services Address suicide risk and/or threats to previous partner Develop an action plan and/or IEP
White Supremacy	<ul style="list-style-type: none"> Explore stressors and identify escalation triggers Look for social supports; offer advice/guidance Connect to peer and social supports, inspire hope 	<ul style="list-style-type: none"> Clearly address threatening and aggressive behavior Clearly outline discipline and behavioral expectations Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> Threat assessment to develop risk and management plan Facilitate a meeting with parents and police Progressive discipline with suspension and/or limits
Incel Behavior	<ul style="list-style-type: none"> Explore stressors and identify escalation triggers Offer support, normalization, and advice/guidance Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> Set clear limits, boundaries and follow up process Identify high risk behaviors and apply harm reduction Normalize fear and worry and offer hope and support 	<ul style="list-style-type: none"> Clearly outline discipline and behavioral expectations Threat assessment to develop risk and management plan Coordinated discipline, Title IX, law enforcement process
Stalking/Harassment	<ul style="list-style-type: none"> Identify range of behaviors; apply discipline process Set limits and boundaries Address both parties, referral to Title IX process 	<ul style="list-style-type: none"> Assess need for Title IX involvement, discipline process Set clear limits, boundaries and follow up process Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> Coordinated discipline, Title IX, law enforcement process Move forward to suspension, disciplinary options Meet with parents to require counseling services
Partner Violence	<ul style="list-style-type: none"> Identify the range of behaviors and parties involved Consider Title IX involvement, discipline process Meet with both sets of parents about counseling 	<ul style="list-style-type: none"> Assess need for discipline, stay-away orders, and limits Assess need for Title IX involvement, discipline process Meet with parents/guidance about counseling 	<ul style="list-style-type: none"> Coordinated discipline, Title IX, law enforcement process Set clear limits, boundaries and follow up process Move forward to suspension, disciplinary options
Sexual Assault	<ul style="list-style-type: none"> Identify range of behaviors; apply discipline process Meet with parents/guidance about counseling Address both parties, referral to Title IX process 	<ul style="list-style-type: none"> Assess need for Title IX involvement, discipline process Move to suspension and interim measures for safety Clearly address threatening and aggressive behavior 	<ul style="list-style-type: none"> Coordinated discipline, Title IX, law enforcement process Set clear limits, boundaries and follow up process Move forward to suspension, disciplinary options