

PATHWAYS K12 CATEGORIES

Behavior	Pathway One	Pathway Two	Pathway Three
Appearance	<ul style="list-style-type: none"> Wears same clothes to school day after day Poor hygiene, washing and grooming habits Starts to be noticed and teased by others 	<ul style="list-style-type: none"> Noticeable smell and/or dirty clothes Increased teasing by other students Failed attempts at improvement 	<ul style="list-style-type: none"> Poor self-care; can't be in class or groups Potential health impact to others (lice, beg bugs) Severe teasing impacting work, school, friendships
Eating/Sleeping	<ul style="list-style-type: none"> Experiences a loss of appetite related to sadness Unable to focus on tasks, school, work due to sleep Eating habits related to emotions are unstable 	<ul style="list-style-type: none"> Low appetite, not eating enough, weight loss Intense nightmares, wakefulness, insomnia Restricted eating, low calorie intake; vomiting/purging 	<ul style="list-style-type: none"> Unable to function at work, school or with friends Medical starvation risk, amenorrhea, lanugo hairs Sleeping constantly or unable to sleep
Home Life	<ul style="list-style-type: none"> Ongoing conflict/tension (financial, relationship) Occasional distraction impacting school/work Lack of support at home (financially, academically) 	<ul style="list-style-type: none"> Threats of physical violence occurring at home Divorce, separation of parents, stepparent tensions Frequent and on-going disruption at school 	<ul style="list-style-type: none"> Death of family member or significant other in home Injury requiring medical treatment at hospital/doctor Impulsive acting out/threats; intense alcohol use
Social Problems	<ul style="list-style-type: none"> Difficulty connecting w/others and making friends Prone to irritability, flying off the handle, isolation Odd interests, sensitivity to light/sound, teasing 	<ul style="list-style-type: none"> Increased target of teasing leading to isolation Escalating disruptive behaviors; explosive episodes Difficulty making friends, harassing dating behaviors 	<ul style="list-style-type: none"> Discipline/legal action for disruptions/dating behaviors Failing grades, increased isolation, explosive outbursts Inability to follow expectations, making threats, suicidal
Inattentive/Off Task	<ul style="list-style-type: none"> Fidgeting with objects Occasionally talking with peers during class Staring into space/ out window; poor attention 	<ul style="list-style-type: none"> Consistent talking with peers during class Reading outside materials or using phone during class Regular making offensive noises, annoying others 	<ul style="list-style-type: none"> Frequent sleeping in class; snoring, distracting others Refusing to engage in activities, disrupting others daily Daily inappropriate, insulting comments during class
Academic/Work Trouble	<ul style="list-style-type: none"> Difficulty adapting to new work, class, assignments Constantly feeling behind or unable to catch up Growing concern about failure/job loss 	<ul style="list-style-type: none"> Pervasive struggles in class/work; inability to seek help Feeling overwhelmed, trapped/scared about future Failed attempts at tutoring/meetings with staff 	<ul style="list-style-type: none"> Facing failure, lack of advancement, firing from job Unsure what to do, trapped and lacking choice Panic attacks, suicidal thoughts, or rage and anger
Depression	<ul style="list-style-type: none"> Occasional trouble eating, appearing sleepy in class Sadness that doesn't go away, trouble focusing Upset about loss, break up; chronic sadness 	<ul style="list-style-type: none"> Frequent trouble with appetite, focus, sleeping in class Further withdrawal, isolation, hopelessness Growing feelings of despair and pain; suicidal thoughts 	<ul style="list-style-type: none"> Not able to care for self, not eating, sleep extremes Chronic hopelessness, lacking energy, desperation Desire to escape, inability to act; thoughts of suicide
Suicide	<ul style="list-style-type: none"> Occasional suicidal thoughts, desire to escape pain Vague references to death (verbal or social media) Growing loss of hope, increasingly feeling trapped 	<ul style="list-style-type: none"> Frequent suicidal thoughts and planning how to do it Increasing references to suicide (verbal or social media) Chronic loss of hope and despair, difficulty seeking help 	<ul style="list-style-type: none"> Constant suicidal thoughts w/action plan Verbal or written suicide threat with time/place No hope, giving away possessions, making final plans
Self-Injury	<ul style="list-style-type: none"> Occasional thoughts of self-injury, sadness, pain History of non-suicidal self-injury (NSSI) (cutting) Feeling overwhelmed, trauma history, trapped 	<ul style="list-style-type: none"> Frequent desire to self-injure (daily) to cope Current NSSI (weekly), injury witnessed by others Thoughts of suicidal self-injury (SSI); trauma/loss 	<ul style="list-style-type: none"> History of SSI and NSSI w/daily thoughts and NSSI Inability to agree to not cut Lack of options, increased desperation; suicidal thoughts
Manic Thought/Action	<ul style="list-style-type: none"> Rapid thoughts, intense energy, frequent new ideas Some difficulty with follow through, too many tasks Financial difficulties, strained friendships 	<ul style="list-style-type: none"> Intensive and powerful ideas and thoughts Driven to action despite negative consequences Escalating grand ideas, financial troubles, conflicts 	<ul style="list-style-type: none"> Extreme risky ideas and actions, putting life at risk Law enforcement/discipline involvement; lacking sense Suicidal or hopeless feelings; euphoria and escalation
Anxiety	<ul style="list-style-type: none"> Frequent worry or concern about future Currently manageable with occasional discomfort Minor disruption to work, fun, school, friends 	<ul style="list-style-type: none"> Worried and anxious most of the time, long history Barely managing day to day activities Growing hopelessness, fear, and concern 	<ul style="list-style-type: none"> Constant worry, extreme panic; inability to function Unable to attend class/work, be with friends Anxiety and worry cause incapacitation
Hallucinations/Delusions	<ul style="list-style-type: none"> Odd, intrusive, thoughts or experiences Concern or worry over loss of self Behaviors noticed by peers, classmates, family 	<ul style="list-style-type: none"> Frequent odd, intrusive, or punishing thoughts Panic or worry about thoughts, lack of control Impact on work, class, friends, family 	<ul style="list-style-type: none"> Daily odd, intrusive or punishing thoughts Inability to focus or care for self, work/school Hallucinations "command" compliance
Adjusting to Change	<ul style="list-style-type: none"> Concern about family/school changes Sad about moving/family/school changes Lack of engagement with activities/friends 	<ul style="list-style-type: none"> Increasing sadness, escalating isolation and tearfulness Constant focus on how things used to be Difficulty focusing on work, school; low energy 	<ul style="list-style-type: none"> Unbearable anxiety about changes Conditional ultimatums and potential suicidal thoughts Extreme isolation, poor focus/performance in class/work
Transient Threats	<ul style="list-style-type: none"> Occasional or one-time intimidation Threat is vague, lacks actionability Threat results from stressor or feeling threatened 	<ul style="list-style-type: none"> Frequent or more severe threats made Threat is more specific and plausible Others concerned person will act 	<ul style="list-style-type: none"> Threat is severe and detailed to target Could be actionable and lethal Threat reinforced or made multiple times
Substantive Threats	<ul style="list-style-type: none"> Conditional ultimatum or intimidation Lacks any life threat, even if acted upon Used to save face or emotional reaction 	<ul style="list-style-type: none"> Threat is clear, repeated, and detailed Intimidation of others, refers to impending act Has actionability and lethality potential 	<ul style="list-style-type: none"> Threat is clear, direct, actionable, and lethal Likely to occur, non-conditional ultimatum Feels trapped, without options

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Social Media	<ul style="list-style-type: none"> • Overuse, worry/preoccupation with social media • Limit setting, conduct action related to social media • Difficulty cutting back or reducing screen time 	<ul style="list-style-type: none"> • Increase disruptions in classroom/work; showing others • Resistance to limit setting; failures at lowering use • Accessing concerning content (sex, violence) 	<ul style="list-style-type: none"> • Seeking out videos depicting death, graphic violence, sex • Explosive reactions to attempts to stop use • Extensive impact on school, work; legal problems
Drawing	<ul style="list-style-type: none"> • Escape to drawing/art to combat painful emotions • Picture/art observed by a few teachers/students • Concerning themes of violence/pain 	<ul style="list-style-type: none"> • Increasingly violent, sexual, or disturbing themes • Unsuccessful attempts at setting boundaries and limits • Sharing on social media/in person; lack of empathy 	<ul style="list-style-type: none"> • Disregard for others, increasing escape into fantasy • Content increases in disturbing nature/reality based • Conduct and potential law enforcement involvement
Trolling Actions	<ul style="list-style-type: none"> • Enjoys ‘pushing buttons’ and getting attention • Posts on social media or verbal baiting; gaslighting • Trolls on multiple issues; seeks to get reaction 	<ul style="list-style-type: none"> • Increased trolling intensity on social media or in person • Goes for the laugh despite discipline/criminal outcome • Trolls on multiple subjects to increase reactions 	<ul style="list-style-type: none"> • Trolling becomes constant; legal/ discipline action • Engages others intensely and aggressively • Total disregard for others’ feelings or outcome
Affective Violence	<ul style="list-style-type: none"> • Immediate emotional reactions • Impulsive behaviors; poorly thought out • No major injury or legal involvement 	<ul style="list-style-type: none"> • Escalating yelling, threatening, gesturing • Outburst resulting in negative outcomes • Discipline or law enforcement involvement 	<ul style="list-style-type: none"> • Daily anger, explosive outburst, threats • Discipline or law enforcement history • Escalating behaviors growing out of control
Outburst/Tantrum	<ul style="list-style-type: none"> • Muttering about teacher/other students • Infrequent slamming books or items on desk • Occasional disrespect/refusal to complete tasks 	<ul style="list-style-type: none"> • Occasional outburst of yelling/screaming/profanity • Throwing or kicking objects without damaging them • Sustained crying, laying on the floor, tipping chair 	<ul style="list-style-type: none"> • Physical violence toward self or others • Damaging property (tearing books, breaking supplies) • Daily sustained screaming/yelling/flailing/profanity
Derogatory Language	<ul style="list-style-type: none"> • One-time use of profanity when upset • Occasional teasing/taunting of peers • Responding rudely to requests 	<ul style="list-style-type: none"> • Regular use of profanity • Frequent teasing of others intended to hurt feelings • Consistent rude responses 	<ul style="list-style-type: none"> • Insults/threats related to race, gender, sexuality • Creation of hostile and fear-based classroom • Daily use of profanity targeted at certain groups
Hazing/Intimidation	<ul style="list-style-type: none"> • Intimidation or threats made as part of group • No risk of death or lasting physical harm; bragging • Causes shame, financial/time loss, or exhaustion 	<ul style="list-style-type: none"> • Increasingly dangerous forced activities; mental torture • May or may not be sanctioned by group, club, or team • Growing risk of harm; legal/discipline involvement 	<ul style="list-style-type: none"> • Could cause death/permanent injury; cover-up attempts • Lack of group sanctioning or remorse for harm caused • Discipline or law enforcement involved
Substance Use/Abuse	<ul style="list-style-type: none"> • Experimental use at pressure from friends • Difficulty with class, discipline, peers, grades, work • Friends, family, others express concern and worry 	<ul style="list-style-type: none"> • Frequent use despite negative potential impact • Repeated discipline history with conduct/teachers • Growing difficulty with work, class, friends, family 	<ul style="list-style-type: none"> • Trouble functioning without substance • Multiple legal, discipline, police involvement/charges • Extreme concern by others, inability to stop
Vandalism	<ul style="list-style-type: none"> • Unplanned and impulsive actions to random target • Limited damage (spray paint, breaking exit signs) • Motivated by “thrill” or while using substances 	<ul style="list-style-type: none"> • Escalating damage to buildings or personal property • Increased targeting of location or narrowing to site • Discipline or law enforcement involvement 	<ul style="list-style-type: none"> • Excessive and escalating damage to a building or system • Fixation/focus on person or group to send message • Law enforcement involvement, felony damage
Loss or Bereavement	<ul style="list-style-type: none"> • Loss of an important relationship (break up, death) • Sadness, worry, difficulty focusing on other tasks • Difficulty moving on, questions past actions 	<ul style="list-style-type: none"> • Escalating grief and sadness, difficulty “letting go” • In grief, constant tearfulness, inability to function • In break up, attempts to push boundaries with ex 	<ul style="list-style-type: none"> • Concern from others; inability to function or care for self • Thoughts of despair, escalating behaviors, suicidal ideas • Desire to escape from pain, change circumstances
White Supremacy	<ul style="list-style-type: none"> • Growing interest in white nationalism • Frustration at being left behind, called racist • Difficulty fitting in socially, hates PC speech/action 	<ul style="list-style-type: none"> • Increasingly angry sharing of white supremacy doctrine • Exploration or joining with an extremist group (KKK, PB) • Growing commitment to the cause; frustration 	<ul style="list-style-type: none"> • Attending extreme right protests, making violent threats • Justifying violence based on their white supremacy • Escalating action or planning for violence in future
Incel Behavior	<ul style="list-style-type: none"> • Alone, frustrated, little social or dating success • Places blame on women for their failure • Reads incel theory online; joins incel chat groups 	<ul style="list-style-type: none"> • Anger towards women; harassment and threats made • Failure at dating; misogynistic social media posts • Poor self-concept; believes no one cares for them 	<ul style="list-style-type: none"> • Vindictive and angry at their failure and women • Escalating angry threats and harassment of women • Giving up, isolation, adopting ‘black pill’ incel belief
Stalking/Harassment	<ul style="list-style-type: none"> • Specific interest and obsessional thoughts • Fantasies about being with the object of affection • Minor boundary behaviors upsetting others 	<ul style="list-style-type: none"> • Frequent fantasies, elaborate planning about future • Monitoring of target’s location visually/by schedule • Discipline or law enforcement history for boundaries 	<ul style="list-style-type: none"> • Constant fantasies/unwanted behavior or action • Threats, breaking limits, no-contact violations • Escalating behaviors; using tracking software
Partner Violence	<ul style="list-style-type: none"> • Controlling behavior toward partner, isolation • Monitoring of social media, cell phone, money • Verbal threats, demeaning language, jealousy 	<ul style="list-style-type: none"> • Limiting contact with others, shouting, and threatening • Slapping, hitting, shoving; blame partner for aggression • Minimizing feelings of partner, degrading talk, shame 	<ul style="list-style-type: none"> • Frequent threats of serious physical violence • Weekly hitting, slapping shoving; unpredictable rage • Involvement with discipline/law enforcement
Sexual Assault	<ul style="list-style-type: none"> • Misogynist attitudes, using alcohol to obtain sex • Separates desired person from friends • Uses persuasion and coercion to obtain sex 	<ul style="list-style-type: none"> • Has nonconsensual sex through alcohol/drugs • Threatens and intimidates others into sexual acts • Uses group pressure and threats to silence complaints 	<ul style="list-style-type: none"> • Uses or threatens to use force to rape; blames victim • Disregard for impact of behavior toward others • Threatens retaliation or shaming if victim reports