

PATHWAYS-K12 SUPPLEMENTAL GUIDE

APPEARANCE

Changes in appearance may relate to increased mental illness symptoms, failure to have adequate needs met in the home (e.g., bathing, laundry), or signs of neglect and/or abuse. Appearance changes often impact self-image, depression, hopelessness, and self-harm and can increase the risk of teasing or bullying.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you have a favorite outfit that you like to wear to school? • Tell me about how you get ready for school in the morning. • How often do you take a shower or bath? • Do you have a favorite soap, shampoo, or conditioner? • Do you get teased or picked on at school because of your clothes or hair? 	<ul style="list-style-type: none"> • What is your typical routine when you get ready in the morning? • How would you describe your style of clothes? • Can you get new clothes and shoes when you need them? • How important is fashion and appearance at school? • Do you feel confident about your clothes and appearance?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Wears same clothes to school daily • Poor hygiene, washing, grooming • 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 with others • Potential health impact to others (lice, beg bugs) • Teasing impacts school/friendships

EATING/SLEEPING

The student experiences a loss of appetite due to sadness or increased eating as emotional coping. As eating problems increase, the student may begin to lose or gain weight and experience worsening health concerns. Others may express concern about their eating behaviors. Good sleep habits may be challenging to maintain due to early waking, difficulty falling asleep, or sleeping too much as an escape or to avoid others. They feel tired, overwhelmed, and exhausted, and have trouble focusing on school or friendships. They may experience intense nightmares or wakefulness. They can think of little else as sleep and/or eating troubles increase. Problems continue with increased isolation, and they are unable to function at school or with friends.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you have trouble waking up in the morning? Do you feel sleepy during the day? • What is your favorite lunch? Where do you sit? • What are your favorite foods and snacks at home? • Do you have any nightmares or worries when falling asleep at night? • Is it sometimes hard to fall asleep at night? 	<ul style="list-style-type: none"> • How much time do you spend thinking about what you eat each day? • Have other people expressed worry about your eating too much or too little? • Do you sleep eight or more hours and still feel tired? • Do you have difficulty falling asleep and staying asleep? • Do you use sleep to escape thinking about your life? • Does sleeping too much or too little impact your schoolwork?

Pathway 1	Pathway 2	Pathway 3
<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

American College Health Association. (2022). Sleep and mental health among college students.

Buysse, D. J., Reynolds, C. F., Monk, T. H., Berman, S. R., & Kupfer, D. J. (1989). The Pittsburgh Sleep Quality Index. *Psychiatry Research*, 28(2), 193–213.

Fairburn, C. G. (2008). *Cognitive behavior therapy and eating disorders*. Guilford Press.

HOME LIFE

This represents challenges in the home, such as a lack of consistency, financial stability, and access to basic needs like heat, water, a shower/bath, and laundry. It also includes parental arguments, divorce, sibling or neighbor tensions, or the loss or death of a pet or family member.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • What is your room like? What are the best parts? What would you change? • Do you feel safe at home? • What happens when you do something wrong, like spilling a drink or not listening? • Do people argue in your house? What do they argue about the most? • How do your dirty clothes get washed where you live? 	<ul style="list-style-type: none"> • How predictable are things in your house day to day? • Is there a lot of arguing and yelling in your house? If so, what do people argue or yell about most often? • Do you have regular chores at home like lawn care, doing laundry, keeping your room clean, cooking, or doing dishes? • What happens if you do something wrong? How are you punished by your parents or guardian?

Pathway 1	Pathway 2	Pathway 3
<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 ongoing 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

Social connection problems can be related to several factors, including autism spectrum disorder, developmental disorders, poor socialization, physical disability or difference, or difficulty connecting with others. In extreme cases, social disconnection may lead to a lack of support, isolation, and depression. Social difficulties may also lead to teasing or bullying behaviors. As with any item on Pathways, examining social problems presents an opportunity to connect with students and help them overcome obstacles.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Who are your friends at school? • Who do you talk to when you are feeling sad? • What do you do for fun (e.g., video games, playing sports, swimming, karate)? • If you had a magic wand, what would you wish for? 	<ul style="list-style-type: none"> • Do you have difficulty making friends and connecting with others? • Is it harder for you to connect with others than it is for other people? • Do your interests and the things you do for fun make it harder for you to connect with others? • Have you been teased or bullied because of your differences or inability to make friends? • Do you ask questions or talk in a way that disrupts your classes?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Difficulty connecting with others and making friends • Prone to irritability, flying off the handle, and 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

Gresham, F. M., & Elliott, S. N. (1990). Social Skills Rating System. American Guidance Service.
 Segrin, C. (2001). Social skills and negative life events. *Personality and Social Psychology Bulletin*, 27(1), 96-106.
 Van Brunt, B., & Lewis, W. S. (2014). A faculty guide to addressing disruptive and dangerous behavior. Routledge.

INATTENTIVE/OFF TASK

This represents difficulty paying attention in class. It can include out-of-seat behavior, fidgeting, or talking with friends in class. Students may bring items from outside, such as magazines, phones, or books. The student could also be disruptive, engaging in negative/derogatory talk or sleeping during class. There are varied reasons and motivations for these behaviors, including disruptions at home, developmental or mental illness issues, trauma experiences, and other social-emotional learning impacts.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you have trouble listening to the teacher during class? • What would you rather be doing than being at school? • Do your friends and classmates make it hard to focus on work? • Is it hard to sit still during class? 	<ul style="list-style-type: none"> • Do you feel engaged and challenged during class? • What keeps you from being focused at school? • Do you have a favorite subject or teacher where you find it easier to pay attention? • What outside factors prevent you from paying attention in class (e.g., staying up late or being distracted by worries)?

Pathway 1	Pathway 2	Pathway 3
<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

These difficulties arise when the student cannot meet the basic requirements for classroom behavior or turn in assignments on time. In extreme cases, this may result in pending school suspensions and other disciplinary actions. The student may be overwhelmed and unable to take steps to get back on track with their school obligations.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Is schoolwork confusing to you? Do you understand what the teacher is saying? • Do you have homework? Does anyone at home help you with it? • Do you wish you could do schoolwork as easily as your friends and other students? • Do you feel worried or scared at school? 	<ul style="list-style-type: none"> • Do you have difficulty with school requirements and often feel behind? • Have you had disciplinary meetings to address your difficulty achieving academic goals? • Do you struggle constantly in class, leading to feelings of hopelessness? • Is it too difficult to even think about what steps you would need to take to get out of the hole you are currently in? • Has it been so hard that you find yourself feeling suicidal, rageful, or unable even to show up?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Difficulty adapting to new work, classes, or 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, and 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 choices • Panic attacks, suicidal thoughts, or rage and anger

Credé, M., Roch, S. G., & Kieszczyńska, U. M. (2010). Class attendance in college. *Review of Educational Research*, 80(2), 272–295.

Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2006). *What matters to student success: A review of the literature*. National Postsecondary Education Cooperative.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). University of Chicago Press.

DEPRESSION

Depression can occur in the way we feel about our lives as well as through our behaviors, such as not wanting to eat, overeating, having trouble sleeping, or sleeping too much. Depression may involve feelings of hopelessness that could be vague thoughts, all the way to intense and overwhelming panic. A student with depression may withdraw from social interactions, isolate themselves, or lack the energy to take care of their hygiene, day-to-day responsibilities, living arrangements, relationships, or finances.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you feel sad most of the time? • What kind of things do you worry about? • Have you ever been so sad you thought about killing yourself? • Do you feel so sad that you don't feel like eating or getting out of bed? • What helps you feel better when you are feeling sad? 	<ul style="list-style-type: none"> • Do you lack the energy to engage socially, talk to others, or complete academic assignments? • Have you experienced changes in your sleeping or eating habits (eating or sleeping too much or too little)? • Do you feel an ongoing sense of sadness and worry about the future? • Are you experiencing despair or a desire to escape this world? • Have you thought of suicide or not wanting to be around any longer?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Occasional trouble eating, appearing sleepy in class • Sadness that doesn't go away and 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, and hopelessness • Growing feelings of despair and pain; suicidal thoughts 	<ul style="list-style-type: none"> • Can't care for self, eating/ sleep extremes (too much or too little) • Chronic hopelessness, lacking energy, and desperation • Desire to escape; inability to act; thoughts of suicide

American College Health Association. (2022). National College Health Assessment III: Reference Group Executive Summary.
 Beck, A. T., Steer, R. A., & Brown, G. (1996). Manual for the Beck Depression Inventory-II. Psychological Corporation.
 Kroenke, K., Spitzer, R. L., & Williams, J. B. (2001). The PHQ-9: Validity of a brief depression severity measure. *Journal of General Internal Medicine*, 16(9), 606–613.

SUICIDE

Suicide should be seen as a range of concerns, from ideas about wanting to die to more extreme contemplations about taking action to die. Ideas may start with thoughts of disappearing or not wanting to live anymore. Threats become more frequent and clear, shared with multiple people. The desire to die becomes increasingly powerful with an increase in feeling trapped, hopeless, and lost, with access to lethal means.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you know anyone who died? • What do you think happens when you die? • Have you ever been so sad you thought about dying? • What makes you sad (teasing, bullying, being behind in work, worry)? 	<ul style="list-style-type: none"> • Are you experiencing pain so intense and ongoing that you no longer want to be around? • Have you thought about going to sleep and never waking up? • If you have thought of suicide, have you thought about how you would kill yourself? • Have you told other people that you want to die? • Do you have hope for a positive future for yourself?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Occasional suicidal thoughts and a desire to escape pain • Vague references to death (either verbal or on social media) • Growing loss of hope and increasingly feeling trapped 	<ul style="list-style-type: none"> • Frequent suicidal thoughts and planning how to do it • Increasing references to suicide (either verbal or social media) • Chronic loss of hope and despair and difficulty seeking help 	<ul style="list-style-type: none"> • Constant suicidal thoughts with an action plan • Verbal or written suicide threat (lethal) with time and/or place • No hope, giving away possessions, making final plans

Joiner, T. (2005). *Why people die by suicide*. Harvard University Press.
 Klonsky, E. D., & May, A. M. (2015). The three-step theory (3ST): A new theory of suicide rooted in the 'ideation-to-action' framework. *International Journal of Cognitive Therapy*, 8(2), 114–129.
 Van Brunt, B. (2020). *Harm to others: The assessment and treatment of dangerousness*. Routledge.

SELF-INJURY

Self-injury can be suicidal or non-suicidal. It may involve cutting, pulling hair, burning, or entering into dangerous scenarios that could result in harm. Self-injurious behavior may occur many times a day or only once or twice a year. It may give the student a sense of control when other aspects of their life feel out of control. They may cut or harm themselves to cope with a previous trauma they experienced or out of a perceived lack of options about what else they may be able to do to function. Sometimes, self-injury may be a “test” behavior toward a suicide attempt, but more often, it is related to a harmful behavior the person is using to control feelings of being powerless or unable to act.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you ever feel like hurting yourself? • Have you cut yourself before? Or have you done things like pulling your hair until it hurt? • Do you think you are a good or bad person? • Have you ever cut yourself because you were feeling sad or angry? 	<ul style="list-style-type: none"> • Have you ever hurt yourself when you were upset or bored? • Were you thinking of killing yourself when you did? • What triggers this or makes the desire more intense? • Do you have a place where you keep the objects you use to harm yourself (e.g., razor, knife, tissue, towel)? • Have you worn clothes to cover up markings from self-injuries?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Occasional thoughts of self-injury, sadness, and pain • Past history of non-suicidal self-injury (NSSI) (i.e., 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 with daily thoughts and NSSI • Inability to agree to not cut • Lack of options, increased desperation; suicidal thoughts

Klonsky, E. D. (2007). The functions of deliberate self-injury. *Clinical Psychology Review, 27*(2), 226–239.
 Nock, M. K. (2010). Self-injury. *Annual Review of Clinical Psychology, 6*, 339–363.
 Whitlock, J., Eckenrode, J., & Silverman, D. (2006). Self-injurious behaviors in a college population. *Pediatrics, 117*(6), 1939–1948.

INTENSE THOUGHT/ACTION

Intense thoughts can involve unrelenting ideas that drive a student to often unsafe or unreasonable actions. These thoughts and actions may include financial overspending, unrealistic commitments, high-risk sexual encounters, dangerous risk-taking behaviors, or impulsive changes to academic classes or work. These thoughts and actions manifest across a wide range of behaviors and often cause concern among friends, family, teachers, and coaches. In extreme cases, behaviors lead to negative consequences such as conduct violations or criminal charges.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you have strong feelings sometimes at school? • Do you ever get so angry you can't think about anything else? • Have you been so sad that you couldn't even think? • Do you ever worry so much that nothing else can stay in your head? 	<ul style="list-style-type: none"> • Do you feel overwhelmed with many ideas all at once, resulting in overcommitment and failed follow-through? • Do your friends and family describe you as jumping from idea to idea without completing tasks? • Have you frequently shifted friendships, or memberships in clubs or teams? • Do you quickly decide to try new things without always considering your current commitments or long-term costs? • Do you make impulsive decisions in relationships that lead to negative outcomes, such as conduct or law enforcement involvement?

Pathway 1	Pathway 2	Pathway 3
<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, and conflicts 	<ul style="list-style-type: none"> • Extreme risky ideas and actions, putting life at risk • Law enforcement/discipline involvement; lacking sense • Suicidal/hopeless feelings alternate with euphoria/escalation

Evenden, J. L. (1999). Impulsivity: A discussion of clinical and experimental findings. *Journal of Psychopharmacology, 13*(2), 180–192.
 Patton, J. H., Stanford, M. S., & Barratt, E. S. (1995). Factor structure of the Barratt Impulsiveness Scale. *Journal of Clinical Psychology, 51*(6), 768–774.
 Van Brunt, B. (2020). Harm to others. Routledge.

ANXIETY

Anxiety and worry become intense and overwhelming for the student on a daily or weekly basis. What may start as a cloud of concern that follows them everywhere can begin to prevent them from completing daily classwork. The worry may escalate into intense panic attacks and fear of crowds or social interactions. The student may feel hopeless and unable to imagine an existence without worry.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Does your mind worry a lot about things? • Do you ever get so worried you get into a panic (feel your head rushing, can't think straight, feel your heart pounding, can't catch your breath)? • Does your worry keep you from making friends? • Does your worry keep you from doing your schoolwork? • Do you worry a lot each day? 	<ul style="list-style-type: none"> • Do you find yourself worrying about things you have little control over? • Has your worry ever grown into a panic attack? • Does your worry or anxiety keep you from completing your classwork? • Have you had to cancel plans because of your worry and fear? • Has your worry, anxiety, or hopelessness ever left you feeling like you can't continue?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Frequent worry or concern about the 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, or be with friends • Anxiety and worry cause incapacitation

American College Health Association. (2022). National College Health Assessment III.
 Barlow, D. H. (2002). Anxiety and its disorders (2nd ed.). Guilford Press.
 Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder (GAD-7). Archives of Internal Medicine, 166(10), 1092–1097.

HALLUCINATIONS/DELUSIONS

The student experiences odd, strange, or intrusive thoughts that cause concern and worry. As these experiences escalate, the student has difficulty focusing on academics and relationships. Intensifying experiences include hearing sounds or voices that are not there, seeing images, having visions, or smelling things that are not present. These hallucinations may begin to command the person to do things or keep a continuous, negative commentary on their behavior, appearance, or actions.

[When asking the following, consider prefacing with: "I need to ask some questions that might seem a little strange. I hope that's ok." This will help reduce surprise/defensiveness at these questions for both younger and older populations.]

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you get confused about what is real and what is play? • Do you sometimes see someone who isn't there? • Do you hear a voice that tells you mean things about yourself? • Do you have a friend or someone you talk to that other people can't see? 	<ul style="list-style-type: none"> • Have you ever had thoughts or ideas you kept to yourself because other people would find them strange? • Do you have recurring thoughts that describe your appearance or actions negatively? • Do you see or hear things you know are not there, but they will not stop? • Have you experienced voices or thoughts that keep you from completing tasks or have caused you to lose a relationship?

Pathway 1	Pathway 2	Pathway 3
<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 class, friends, family 	<ul style="list-style-type: none"> • Daily odd, intrusive, or punishing thoughts • Inability to focus or care for self, or attend work/school • Hallucinations "command" them

National Institute of Mental Health. (2023). Schizophrenia.
 Tandon, R., Gaebel, W., Barch, D. M., et al. (2013). Definition and description of schizophrenia in the DSM-5. Schizophrenia Research, 150(1), 3–10.
 van Os, J., & Reininghaus, U. (2016). Psychosis as a transdiagnostic and extended phenotype. World Psychiatry, 15(2), 118–124.

ADJUSTING TO CHANGE

Taking steps to adjust to change may become increasingly difficult. New living environments, classrooms, or unexpected changes to plans can create feelings of sadness, escalating isolation, and low energy. Returning to a known location (like home) is the only thing that offers comfort, and being away increasingly leads to panic attacks, extreme thoughts, poor school performance, and even consideration of suicide.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • What’s something you wish would never change at home? What about at school? • How do you get to school (e.g., bus, car, walk)? • Is it hard for you to come back to school after the summer vacation? 	<ul style="list-style-type: none"> • Have changes or transitions always been difficult for you to adjust to? • Do thoughts of leaving school for home create a feeling of peace or unbelievable relief? • Do other people continually offer advice about adjusting to changes, even though nothing they say really helps? • Do you worry that if you are forced to accept this change, things will get worse, like panic attacks or thoughts of suicide?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Concern about family/school change • Sad about moving or other family and school changes • Lack of engagement with activities and friends 	<ul style="list-style-type: none"> • Increasing sadness, escalating isolation and tearfulness • Focus on how things used to be • Difficulty focusing on work or class; low energy 	<ul style="list-style-type: none"> • Unbearable anxiety about changes • Conditional ultimatums and potentially suicidal thoughts • Extreme isolation; poor focus/performance in class or work

Bridges, W. (2004). *Transitions: Making sense of life’s changes* (2nd ed.). Da Capo Press.
 Fisher, S., & Hood, B. (1987). The stress of the transition to university. *British Journal of Psychology*, 78(4), 425–441.
 Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *The Counseling Psychologist*, 9(2), 2–18.

TRANSIENT THREATS

The student engages in threats that are unlikely to be carried out (actionability). The threat lacks danger (lethality), is often made in the “heat of the moment,” and is reactive to a situation they find themselves in. The threats are poorly planned and have more in common with affective violence than predatory or targeted violence. As the student continues to engage in transient threats, the frequency increases, the specificity toward a target narrows, and a time or location may be mentioned. It would be reasonable to see the extreme level of transient threats cross over into the substantive threat range as the threats become more actionable (likely to occur) and lethal (dangerous).

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Are some people so mean that they should get what is coming to them? • When you are upset, what things do you do? [Prompt with get really quiet, tell a teacher, yell, push, or hit.] • Do you ever get so angry that you say mean things to other people? • What’s one time when you would take back something mean you said? • Have you ever gotten so mad that you thought about hurting or killing someone? 	<ul style="list-style-type: none"> • Have you ever gotten in trouble for something you said in the heat of the moment? • Are there times you can remember when you have gotten so angry that you aren’t even sure of what you said to another person? • Have you gotten in trouble for yelling or threatening something you didn’t really mean? • Have you had to talk to police or law enforcement because of a threat you made to another person? • Have there been times when someone has taken what you said in anger out of context and felt threatened by it?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Occasional or one-time intimidation • Threat is vague and 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 are 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

Calhoun F, Weston J. (2008). *Threat Assessment and Management Strategies: Identifying the Howlers and Hunters*. (CRC Press, Boca Raton, FL.)
 Cornell, D. G., & Sheras, P. (2006). Guidelines for responding to student threats of violence. Longwood University.
 Cornell, D., Sheras, P., Kaplan, S., et al. (2004). A retrospective study of school threat assessments. *School Psychology International*, 25(2), 203–211.

SUBSTANTIVE THREATS

Substantive threats are more actionable (likely to occur) and lethal (life-threatening and dangerous) than transient threats. While substantive threats may be vague and broad at first, there remains a level of concern in what was said that is different than a transient threat. Lower-level substantive threats (such as transient ones) are often used to save face, avoid embarrassment, or intimidate others. As the threat becomes more specific (e.g., by mentioning time, location, weapon, bypassing security, or a police response), it warrants a higher level of concern. In extreme substantive threats, the individual often sees no other action and is willing to carry out their threat with little regard for their personal safety.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you ever gotten so mad that you said you would hurt or kill someone? • Do other students bully or tease you? • If someone hurt, how might you hurt them back? • Do you think or dream about hurting people? • Have you ever been so mad that you started carrying a knife, gun, or sharp object? 	<ul style="list-style-type: none"> • Have you ever made a threat that resulted in you talking with the police? • When people hurt you, do you sometimes think it's best to wait and get them back when they are vulnerable? • Have you made a threat that has caused someone so much worry that they have missed school or a social event? • Do you agree with this: "If someone pushes me, I don't threaten; I make a promise to them about what is about to happen?"

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Conditional ultimatum or intimidation • Not a lethal threat 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 act • Has actionability and lethality potential 	<ul style="list-style-type: none"> • Threat is direct, actionable,lethal • Likely to occur, non-conditional ultimatum • Threatener feels trapped without options

Cornell, D. G., & Sheras, P. (2006). Guidelines for responding to student threats of violence. Longwood University.
 Meloy, J. R., Hoffmann, J., Roshdi, K., & Guldimmann, A. (2014). Some warning behaviors in threat assessment. *International Journal of Forensic Mental Health*, 13(1), 3-19.
 Reddy, M., Borum, R., Berglund, J., et al. (2001). Evaluating risk for targeted violence in schools. *Psychology in the Schools*, 38(2), 157-172.

SOCIAL MEDIA

Social media usage can be a healthy way for students to interact with one another and communicate with friends over a distance. Overusing social media can lead to obsessive behaviors, distraction from social interactions, and reduced academic progress. Students can also experience FOMO (fear of missing out) when comparing themselves to each other on social media. Likewise, students may be more expressive and less aware of the consequences of their actions when communicating at a distance and through social media. In more extreme scenarios, students may look for solace or support for extreme feelings such as disappointments in dating, depression/suicide, or extreme views related to white supremacy and other fringe ideologies (e.g., incels).

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you have a phone or computer you use for TikTok, Snapchat, Instagram, or Discord? • Do you have friends that you talk to online? • Have you ever seen something on these apps that made you sad or feel alone? • Have you ever seen something on these apps that made you angry or upset? • Have you ever posted something online that you wish you hadn't? 	<ul style="list-style-type: none"> • What social media apps do you like to use (e.g., Snapchat, Instagram, WhatsApp, Fizz, Discord, TikTok)? • How do you use your different accounts (e.g., Snapchat when you meet new people, Discord for playing video games with friends, TikTok to scroll or make content)? • Do you feel better or worse about yourself when looking at social media? • Have you ever gotten in trouble for something you posted on social media?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Overuse, worry/preoccupation with social media • Limit setting, conduct action • 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 	<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

DRAWINGS

Creating violent or threatening drawings can be a way for a student to communicate their internal frustrations and feelings about events in their life. This may be part of a normal, expressive developmental process, or leakage related to a larger attack plan they are dreaming or fantasizing about. Pathways increase as the drawings become more detailed, graphic, or targeted to a person, place, or system. Likewise, when they are drawing concerning content in public or without regard for how others may see the drawings, this is also an increased level of concern.

[The best way to engage a student is by reviewing the drawings they have made with them. Begin by commenting on the method and colors used, and what they were thinking about while drawing. Another technique could be a shared drawing project where the interviewer starts a drawing with a squiggle and then passes it to the student to turn it into a picture.]

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • What’s your favorite thing to draw with (e.g., crayons, pen, pencil, paint, watercolors, markers)? • Do you make other kinds of art besides drawing (e.g., things with clay, digital art, sewing)? • What is your favorite kind of thing to draw? • What do you think about when you are drawing? • Have you gotten in trouble for something that you drew? 	<ul style="list-style-type: none"> • How long have you been drawing? • What are some of your inspirations or favorite artists? Can you show me some examples or send me a link? • Do you listen to music when you are drawing? • Have your drawings or art ever gotten you into trouble? • Do you think expressing yourself with drawing helps with things like anxiety, worry, or anger?

Pathway 1	Pathway 2	Pathway 3
<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"> • 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 • Increasingly disturbing/reality-based • Conduct and potential law enforcement involvement

TROLLING ACTIONS

Trolling occurs when a student does something to deliberately upset other people. This usually happens over the internet and can be done with dialogue, video, pictures, and audio. Students may see trolling as a fun way to get a rise out of people in power, those who are gullible or unsuspecting, or those who have embarrassed or “wronged” the student. At higher levels of concern, trolling can be a distraction from schoolwork, create tensions in social relationships, and cross the line to threatening behaviors that may involve police and student discipline. Trolling at extreme levels may involve sexual or violent content that can impact a target’s work, friends, or social interactions.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Are there times when you tease other students? • Have you made a joke that went too far, and you wished you could take it back? • Do you have friends who have encouraged you to do something you later felt bad about? • Has playing jokes or making fun of others gotten you in trouble before? • If someone is mean to you, do they deserve what they get? 	<ul style="list-style-type: none"> • Have you ever posted something on social media to get a reaction from someone? What was it, and why did you post it? Did it get the reaction you wanted? How did you it make you feel? • Have you ever trolled someone you didn’t want to, but your friends pressured you? • Have you ever been so mad at someone that you spread a rumor, posted something online, or played a prank to get back at them? • Have you ever felt guilty or wished you could take back something you said or posted about someone?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Enjoys ‘pushing buttons,’ attention • Posts on social media or verbal baiting; gaslighting • Has multiple issues they troll on, seeking to get reaction 	<ul style="list-style-type: none"> • Increasing trolling intensity • Goes ‘for the laugh’ despite conduct or criminal outcome • Trolls on multiple subjects to increase reactions 	<ul style="list-style-type: none"> • Constant trolling; LE/conduct action • Engages others intensely and aggressively • Total disregard for others’ feelings or outcome

Buckels, E. E., Trapnell, P. D., & Paulhus, D. L. (2014). Trolls just want to have fun. *Personality and Individual Differences*, 67, 97–102.
 Hinduja, S., & Patchin, J. W. (2017). Cyberbullying: Identification, prevention, and response.
 Sest, N., & March, E. (2017). Constructing the cyber-troll: Personality, sadism, and context. *Computers in Human Behavior*, 69, 69–75.

AFFECTIVE VIOLENCE

Emotions and immediate environmental stressors drive this violence. The student is reactive, impulsive, and acts in a poorly planned manner. This often involves yelling, intimidating gestures, and transient threats (threats possessing a lower likelihood of being carried out). This type of violence rarely leads to life-threatening actions (such as school shootings); however, as the student escalates, they often face multiple interactions with student conduct and law enforcement.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you ever gotten so angry that you hit another student or teacher with your hand or with an object? • Are there times when you get upset you can't control your feelings? • If you have hit someone before when you got angry, how did you feel afterward? • How many times do you get angry? How many times a day do you get in trouble for yelling, hitting, pushing, or fightin'? • Have you ever hit someone and had to go home from school? 	<ul style="list-style-type: none"> • Have you ever gotten so mad that you hit, pushed, or shoved someone in the heat of the moment? • Do other people say they "have to walk on eggshells" around you to avoid getting you mad? • When upset and angry, have you ever threatened to hit, push, shove, beat up, or kill another person? • Do you often react to things before taking the time to think through your actions? • When upset, do you voice your concerns loudly without concern or awareness about where? • How often do you get angry and upset during the day?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Immediate emotional reactions • Impulsive behaviors that are poorly thought out • No major injury or legal involvement 	<ul style="list-style-type: none"> • Escalating yelling, threatening, gesturing • Outbursts with negative outcomes • Discipline or LE involvement 	<ul style="list-style-type: none"> • Daily anger, outbursts, threats • Discipline or law enforcement history • Escalating behaviors growing out of control

Anderson, C. A., & Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology*, 53, 27–51.
 Buss, A. H., & Perry, M. (1992). The Aggression Questionnaire. *Journal of Personality and Social Psychology*, 63(3), 452–459.
 Novaco, R. W. (1994). Anger as a risk factor for violence. In J. Monahan & H. Steadman (Eds.), *Violence and mental disorder*. University of Chicago Press.

OUTBURST/TANTRUM

Related to affective violence, an outburst or tantrum behavior occurs when the student is overwhelmed and expresses this through yelling, shouting, pushing, slamming doors, or throwing objects out of the way. This behavior may be motivated by developmental delay problems, frustrations around physical disabilities, or mental illness, though these may not be factors. The concern related to this behavior can shift drastically, given the age and size of the student involved. The frequency of these outbursts is also a factor that raises the level of concern about the behavior. Causing harm to another person or damage to property in the classroom, home, or community indicates that the outburst/tantrum behavior raises the pathway level.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you get in trouble for getting mad and upset? • How often do you get so upset that you yell, push, hit, or throw something at school? • What happens if you get upset and yell, push, hit, or throw something at home? • Have you ever felt really bad after yelling, pushing, hitting, or throwing something at school? • What are you supposed to do when you get angry or upset? 	<ul style="list-style-type: none"> • Have you ever gotten so upset that you yelled, screamed, pushed, hit, kicked, or threw something at school? What happened? How often does this happen? • What are some ways you handle your frustration or anger when something isn't going how you think it should? • When you got really upset and yelled at or threatened someone, how did you feel after you calmed down? • What are some triggers that get you upset or frustrated? • Have you ever gotten so upset at home or school that the police needed to be called to help calm you down?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Muttering about teacher/students • Infrequent slamming books or items on desk • Occasional disrespect/refusal to complete tasks 	<ul style="list-style-type: none"> • Occasional outbursts • 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 • Daily sustained screaming/yelling/flailing/profanity

DEROGATORY LANGUAGE

Language that involves insults, curses, and objectifying words or phrases can be associated with intimidating or threatening behavior, or with a lack of impulse control and awareness of others. As the behavior increases in frequency and narrows to a particular person or target, the level of concern rises. Frequent occurrences, overly specific threats, or intentions to shame, intimidate, and harm other students, teachers, and community members also raise concern. This may also escalate with discipline actions, police involvement, detentions, and suspensions for disrespectful and inappropriate behavior.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you ever gotten in trouble for something you said, like a curse word, threat, or calling someone you were mad at names? • How often do you call people names or curse during the school day? • What happens if you say a curse word at home? • Do other people around you use bad language or call people names? What happens to them if they do? 	<ul style="list-style-type: none"> • Did you grow up around adults or other friends using profanity (cursing), teasing, and name-calling? • If you play online video games that involve chat, how would you describe the language in these chats? • Have you ever gotten in trouble for cursing or yelling at an authority figure, like a teacher, principal, or SRO? • When you use profanity, curse, or call people names/tease, are you usually alone or with your friends? • Have you gotten in trouble for cursing or hate speech related to LGBTQ+ or race/ethnicity issues?

Pathway 1	Pathway 2	Pathway 3
<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"> • Related to race, gender, sexuality • A hostile and fear-based classroom • Daily use of profanity targeted at certain groups

HAZING/INTIMIDATION

This broad category describes a student who engages in behaviors or actions that make others feel uncomfortable, unsafe, or bad about themselves. The student may be acting alone or as part of a group they belong to (e.g., friends, sports team, or club). It may include bragging about their accomplishments or shaming others for failures, being poor, overweight, differently abled, or their clothes or smell. As these behaviors increase, they become controlling and threatening, posing a risk of arrest or other action. These could include hazing, using power to force others to comply, and becoming increasingly beyond what a group or team may consider reasonable. As circumstances increase, behaviors and rituals carry a risk of injury or death and have no sanction from the larger group.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you ever gotten in trouble for teasing or bullying another student? • How many times have you gotten in trouble for teasing or bullying? • Have your friends talked you into teasing another student even though you didn't want to? • How do you think it feels to be someone who has been teased or bullied? • Do you think there is a way we should treat those who are different from us? 	<ul style="list-style-type: none"> • Have you ever participated in hazing others as part of a new friend group, sports team, or club/hobby? • Have things that started as simple hazing made you question and worry about what you were participating in? • Have you teased, made fun of, or threatened another person and were surprised by their reaction? • Have you bragged about causing harm, shaming, or teasing another person to a group of friends? • Have you had student discipline or LE involvement related to hazing or teasing?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Intimidation or threats as a group • No risk of death or lasting physical harm; bragging about actions • Causes shame, financial/time loss, or exhaustion 	<ul style="list-style-type: none"> • Increasingly dangerous forced activities, including mental torture • May or may not be sanctioned by group, club, or team • Growing risk of harm or LE/discipline 	<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 LE involved

Allan, E. J., & Madden, M. (2008). Hazing in view: College students at risk. University of Maine.
 Campo, S., Poulos, G., & Sipple, J. W. (2005). Prevalence and profiling of hazing. *International Journal of Adolescent Medicine and Health*, 17(2), 223-228.
 Nuwer, H. (2004). *The hazing reader*. Indiana University Press.

SUBSTANCE USE/ABUSE

The level of concern will increase if the student in question is in elementary or middle school, or if the substance in question is beyond alcohol or THC. Similarly, use beyond one-time experimentation, or use that has resulted in disciplinary action or law enforcement involvement, would also increase concern. While both alcohol and THC can be recreational and stress-relieving activities that may not be cause for concern, underage use or use at higher levels that impact a person’s education or the inability to cut back or reduce use are all causes for concern.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you ever tried alcohol, like beer, wine, or whiskey? • Does anyone drink at home? What do they drink? • If you had to, do you know how you could get alcohol? • Have you ever tried any drugs? 	<ul style="list-style-type: none"> • Have you ever tried a more serious drug like cocaine, meth, LSD, or ecstasy? • Have you used drugs before, even though you knew they were not safe? • Have you ever regretted trying something like an unknown pill, or have your friends pressured you into using something you didn’t want to? • Has your drug use led to problems with finances, friends, family, attendance, or completing class assignments? • Have close friends or family members expressed concern about your use? • Have you gotten in trouble before with the police or student discipline related to alcohol or drug use?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Experimental use with friends • Difficulty with class, discipline, peers, grades, work • Friends, family, and others express concern and worry 	<ul style="list-style-type: none"> • Frequent use despite negative potential impact • Repeated discipline history • Growing difficulty in work, class, friends, family 	<ul style="list-style-type: none"> • Trouble functioning without using • Multiple legal, discipline, police involvement/charges • Extreme concern by others, inability to stop

Larimer, M. E., & Cronce, J. M. (2007). Identification, prevention, and treatment revisited: Individual-focused college drinking prevention strategies 1999–2006. *Addictive Behaviors, 32*(11), 2439–2468.

National Institute on Drug Abuse. (2018). *Principles of drug addiction treatment*. NIH Publication No. 18-4180.

Substance Abuse and Mental Health Services Administration. (2021). *Key substance use and mental health indicators in the United States (NSDUH)*.

VANDALISM

This category covers either unintentional or intentional damage to buildings or property. Lower levels of concern include unplanned, impulsive actions that cause little harm or damage, perhaps even when intoxicated. Escalating concerns arise when the vandalism is planned, causes more significant damage or harm to others, and the student continues their actions despite student discipline or criminal charges. Vandalism becomes even more concerning when narrowly focused on a group or individual, with the desired outcome of shame, harm, or threats intended to change their behavior or intimidate them.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you ever gotten in trouble for taking or breaking/drawing on something that wasn’t yours? • Have you ever broken something when no one was looking? • Have you gotten in trouble for breaking or destroying something at school or home? • What happens if you break or destroy something at home? • Have your friends talked you into destroying something? Did you feel bad about it after? 	<ul style="list-style-type: none"> • Have you ever vandalized something while drunk? • Have you destroyed or defaced something simply for the thrill or chaos of it? • Have you ever been so angry that you have gotten back at another person, system, or department by vandalizing their workspace or personal vehicle? • Have you gotten in trouble with student discipline or law enforcement due to vandalism?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Unplanned and impulsive, random target • Limited damage • Motivated by “thrill” or substances 	<ul style="list-style-type: none"> • Escalating damage to buildings or personal property • Increased targeting of location • Discipline/LE involvement 	<ul style="list-style-type: none"> • Excessive and escalating damage • Fixation/focus to send a message • Law enforcement involvement, felony damage

Cohen, L. E., & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review, 44*(4), 588–608.

Felson, M. (2002). *Crime and everyday life* (3rd ed.). Sage.

Osgood, D. W., Wilson, J. K., O’Malley, P. M., Bachman, J. G., & Johnston, L. D. (1996). Routine activities and individual deviant behavior. *American Sociological Review, 61*(4), 635–655.

LOSS OR BEREAVEMENT

Here, the student has recently lost something meaningful. This could be the death of a loved one, the end of a relationship, a parental divorce, or a significant disappointment. The nature of the loss is secondary to the impact on their life. Similarly, there is no specific timeframe for recency here; instead, it looks to measure the impact of the pain. In extreme reactions to loss or bereavement, they become unable to function and may even contemplate suicide to escape from their pain.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you had a pet that had to be given away or died? • Has there been a group you have recently had to leave (e.g., online gaming, team, club, church)? • Has someone you loved moved away recently? • Has anyone in your family died or passed away? • Have you moved recently? Were there friends you liked that had to be left behind? Have other people or friends moved away from you? • Has a friendship or dating relationship recently ended? 	<ul style="list-style-type: none"> • Have you lost someone important to you recently? • Do you find it difficult to focus on school due to intense thoughts about something or someone you lost? • Have you recently experienced a significant loss in your academic program or activities? • Has there been something important that you wanted to do that was suddenly taken away from you? • Have you been struggling following a break-up in a dating relationship or friendship?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Loss of an important relationship • Sadness, worry, and difficulty focusing on other tasks • Difficulty moving on; questioning past actions 	<ul style="list-style-type: none"> • Escalating grief and sadness; difficulty "letting go" • In grief, constant tearfulness, inability to function • 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

Servaty-Seib, H. L., & Hamilton, L. A. (2006). Educational performance and persistence of bereaved college students. *Journal of College Student Development*, 47(2), 225–234.
 Stroebe, M., Schut, H., & Boerner, K. (2017). Cautioning health-care professionals on grief theory. *Omega*, 74(4), 455–473.
 Worden, J. W. (2009). *Grief counseling and grief therapy* (4th ed.). Springer.

WHITE SUPREMACY

White supremacist ideology and action should be seen as a spectrum of behavior that ranges from interest and exploration to a dedication to the cause and a commitment to act. This often arises from feelings of isolation and separation, where the group connection fills a void for the individual. The student pushes against concepts such as "being woke" or "politically correct" and feels as if being white is increasingly seen as a negative in society. They find groups of like-minded people, such as the KKK and Proud Boys, and attend protests, wear images and symbols of the movement, and justify their violent threats and actions as a reaction to their perceived discrimination and marginalization.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • How do you think about people who are different than you (e.g., different color/race, gender, sexual orientation)? • Do people at home talk about hating other people or groups (e.g., LGBTQ+, race/ethnicity, immigrants, or religion)? • Do you think everyone is equal regardless of their skin color? • Do you know what the KKK or the Proud Boys are? 	<ul style="list-style-type: none"> • Do you feel as if society and woke culture have left white people behind? • Do you think the only way to change the marginalization of white America is through direct action? • Do you feel the Jewish people have unfair control of powerful markets? • Have you studied the white power movement through groups such as the Proud Boys and the KKK? • Do you feel that violence is wrong, but there is nothing wrong with being proud of being white and sharing these ideas with others? • Would you ever date or marry someone who was Black or Jewish?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Interest in white nationalism • Frustration at being left behind, called racist • Difficulty fitting in socially; hates PC speech or action 	<ul style="list-style-type: none"> • Increasingly angry sharing of white supremacy doctrine • Exploration of extremist groups • Growing commitment to the cause; frustration 	<ul style="list-style-type: none"> • Attending extreme right protests, making violent threats • Justifying violence • Escalating action or planning for violence in future

Belew, K. (2018). *Bring the war home: The white power movement and paramilitary America*. Harvard University Press.
 Jones, S. G., et al. (2020). *The rise of far-right extremism in the United States*. CSIS.
 Perry, B. (2004). White pride worldwide: Constructing global identities online. In F. M. M. N. Kolpinskaya (Ed.), *Online Hate*.

INCEL BEHAVIOR

In the early stages, students who buy into this thinking often feel alone, unable to date, or unable to connect with women. They blame women and society for their perceived dating failures and increasingly turn to chat groups and the internet to find others who share their views. Their anger increases as they continue to create unrealistic expectations for their dating and sexual desires, and they become increasingly isolated, angry, and vindictive towards women and society. Their behavior further escalates to involve threats of violence with school discipline or law enforcement engagement.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you think boys and girls are equal? • Do you have a boyfriend or girlfriend? If not, does that worry or upset you? • Do you think it is fair that some people have a girlfriend or boyfriend and others don't? • Have you asked someone out and they said no? How did that make you feel? What did you do? • Are girls the problem when it comes to dating? 	<ul style="list-style-type: none"> • How important is finding someone to date? • What are some of the roadblocks to dating and connecting with others? • Do you think you have something valuable you can share in a relationship? • How does society need to change to create an improved playing field? • What is the best way to approach someone you want to date?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Alone, frustrated; not dating anyone • Places blame on women for their own failure • Reads incel theory online and/or joins incel chat groups 	<ul style="list-style-type: none"> • Harassment/threats toward women • 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 women • Escalating angry threats and harassment of women • Giving up, isolation, adopting 'black pill' incel belief

Ging, D. (2019). Alphas, betas, and incels. *Men and Masculinities*, 22(4), 638–657.
 Hoffman, B., Ware, J., & Shapiro, E. (2020). Assessing the threat of incel violence. *Studies in Conflict & Terrorism*, 43(7), 565–587.
 Jaki, S., et al. (2019). Online hate speech on the incel Reddit. *Proceedings of the 2019 WebSci*.

STALKING/HARASSMENT

Harassing behavior occurs when a student engages in unwanted communication with others despite being asked to stop. Stalking begins with an intense focus on another person or group that leads to fantasies and a connection with them, regardless of their openness to such interactions. These behaviors may occur in person or online and can range from minor boundary violations to more elaborate observation, planning, and monitoring of the target. The behaviors become a further concern when student discipline or law enforcement becomes involved, or harassment severely impacts the target's ability to function academically or personally. As the stalking behaviors increase, boundaries continue to be crossed, stay-away or no-contact orders may be put into place, and student discipline or law enforcement may become involved. Threats of violence, breaking no-contact orders, and an obsessive progression toward the target indicate an extreme level of concern.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you ever liked someone so much that you followed or watched them without them knowing? • Has another student asked you to stop bothering them? • Have you asked another person's friend about what they were doing or where they were going after the person asked you to leave them alone? • Have you ever hidden and watched someone or used a camera or phone to watch them? 	<ul style="list-style-type: none"> • Have you continued to follow a person or ask questions of them when they have asked you to stop? • Has your behavior ever been described as threatening or harmful to another person? • Have you felt so driven to talk to another person about a problem that nothing else matters? • Have you ever gotten into trouble at school or with law enforcement for harassing another person?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Specific interest and obsessions • Fantasies about being with the object of affection • Minor boundary behaviors upsetting others 	<ul style="list-style-type: none"> • Frequent fantasies, elaborate planning about the future • Monitoring target's location • 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; tracking tools

McEwan, T. E., & Strand, S. (2013). The role of psychopathy in stalking offender behavior. *Journal of Forensic Psychiatry & Psychology*, 24(2), 163–180.
 Mullen, P. E., Pathe, M., & Purcell, R. (2000). *Stalkers and their victims*. Cambridge University Press.
 Spitzberg, B. H., & Cupach, W. R. (2007). The state of the art of stalking. *Aggression and Violent Behavior*, 12(1), 64–86.

PARTNER VIOLENCE

Partner violence occurs when the student attempts to control, manipulate, degrade, threaten, or demean the person they are dating, living with, or with whom they have had a relationship in the past. Behaviors often start around limiting the friends they can have, how they spend their money, and monitoring their time, phone, and social media, and eventually lead to ultimatums, gaslighting, and threats of or actual physical violence. They may shout, slap, hit, or prevent movement and escalate into threats of death or more frequent physical violence. Threats and violence become constant, and there is involvement with Title IX, student conduct, and/or law enforcement.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Do you tease classmates of the opposite sex? • What do you hear at home about marriage, dating, and how people should treat each other when dating? • If you have/had a boyfriend or girlfriend, have you gotten in trouble about how you treated them (e.g., threatening them, telling them what to do, or controlling their behavior)? 	<ul style="list-style-type: none"> • Have you been so mad at the person you are dating that you hit them? • Have you gone through your partner’s phone, social media, or financial accounts to see what they are up to? • Do you just know that your partner has been unfaithful, and you just want to understand why they would do this to you? • Do you think things would be fine if the person you are dating would just spend more time with you instead of their friends and family? • Have you been involved with student conduct or law enforcement because of domestic or partner violence? • Have you ever had a no-contact or stay-away order placed against you?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Controlling behavior toward partner • Monitoring of social media, cell phone, money • Verbal threats, demeaning language, jealous 	<ul style="list-style-type: none"> • Limiting contact with others, shouting, and threatening • Slapping, hitting, shoving • Minimizing feelings of partner, degrading talk, shame 	<ul style="list-style-type: none"> • Frequent threats of physical violence • Weekly hitting, slapping shoving; unpredictable rage • Involvement with discipline/law enforcement

Fals-Stewart, W. (2003). Substance use and intimate partner violence. *Addictive Behaviors*, 28(9), 1533–1554.
 Johnson, M. P. (2008). *A typology of domestic violence*. Northeastern University Press.
 Smith, S. G., Zhang, X., Basile, K. C., et al. (2018). *The National Intimate Partner and Sexual Violence Survey (NISVS)*. CDC.

SEXUAL ASSAULT

Sexual assault includes inclusive grooming and approach behaviors such as coercing someone to have sex, expounding on misogynist attitudes, or objectifying a person by reducing them to a sexual outlet. As the behavior escalates, the student may use drugs, alcohol, or force to overcome hesitancy and resistance in their target. They may use group and social pressures to intimidate others, obtain sex, and shame and frighten their target into silence. There may have been past behavior of rape and sexual assault, harassment, and violence, with conduct, Title IX, and law enforcement action.

Younger Students (~Grades 2-5)	Older Students (~Grades 6-12)
<ul style="list-style-type: none"> • Have you touched a classmate in their private areas (e.g., pulling bra straps or grabbing genitals/breasts)? • Have you pressured other students to do something sexually (e.g., showing you their private areas or taking revealing pictures or videos)? • Do you talk to other people about sex or sexual ideas? • How is sex talked about at home? 	<ul style="list-style-type: none"> • Is a person telling you no to sex just someone who needs to be convinced into a yes? • Have you ever been unsure if the other person was fully conscious while having sex with them? • Do you think alcohol and drugs help women overcome hesitation and have more fun with sex? • Have you been involved in a Title IX complaint as the responding party?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Misogynist attitudes; alcohol for sex • Separates the desired person from their friends • Uses persuasion and coercion to obtain sex 	<ul style="list-style-type: none"> • Nonconsensual sex w/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 the victim • Disregard for the impact of behavior • Threatens retaliation or shaming if the victim reports

Abbey, A. (2002). Alcohol-related sexual assault: A common problem among college students. *Journal of Studies on Alcohol*, 14(1), 118–128.
 Koss, M. P., Gidycz, C. A., & Wisniewski, N. (1987). The scope of rape. *Journal of Consulting and Clinical Psychology*, 55(2), 162–170.
 McMahon, S. (2015). Bystander intervention and sexual violence on college campuses. *Trauma, Violence, & Abuse*, 16(1), 1–11.