NABITA RISK RUBRIC

D-SCALE: LIFE STRESS AND EMOTIONAL HEALTH

DECOMPENSATING

▲ Behavior is actively dangerous and potentially lethal

▲ Impaired ability to engage in basic/essential daily tasks that presents an imminent risk to their safety or the safety of others based on:
- △ Episodic or ongoing life event or chronic condition
- △ Communications, thought patterns, and/or behaviors that are illogical, tangential, or based on things others cannot see or hear

▲ Unwelcome or repetitive communications/contact that present an imminent safety risk to the recipient

▲ Substance use, or other addictive/risky behaviors, that present an imminent risk to their safety or the safety of others

▲ Specific and direct threat of potentially lethal violence that is impulsive

▲ Potentially lethal physical contact

▲ Imminent suicidal ideation or suicidal ideation that includes a potentially lethal plan

▲ Life-threatening suicide attempt or non-suicidal self-injury that is life threatening

DETERIORATING

■ Destructive or significantly disruptive actions/communications

■ Impaired ability to engage in basic/essential daily tasks based on:
- ☐ Episodic or ongoing life event or chronic condition
- ☐ Communications, thought patterns, and/or behaviors that are illogical, tangential, rapid, or irrelevant

■ Unwelcome or repetitive communications/contact that are disruptive and concerning to the recipient

■ Substance use, or other addictive/risky behaviors, that:
- ☐ Create significant or frequent negative consequences or
- ☐ Present significant but non-life-threatening safety risk

■ Vague, indirect, or non-lethal threat of impulsive violence

■ Minor physical contact

■ Suicidal ideation that is not imminent or lethal

■ Non-life-threatening, non-suicidal self-injury

■ Significant impairment in mood, relationships, academic/work performance, etc.

DISTRESSED

● Limited ability to regulate emotions or actions

● Struggles to manage or cope with episodic or ongoing life event or chronic condition that does not impact their ability to engage in basic/essential daily tasks

● Moderate difficulties with mood, relationships, academic/work performance, etc.

● Interpersonal relationship difficulties or difficulties interacting/communicating with others

● If a threat to self or others is present, it is vague, indirect, implausible, and lacks detail or focus

DEVELOPING

⬣ Healthy or safe coping skills related to an episodic or ongoing life event or chronic condition

⬣ Minimal to no difficulties with mood, relationships, academic/work performance, etc.

⬣ Has a need for resources or services to address a barrier or stressor

⬣ No threat to self or others present

NONE

E-SCALE: HOSTILITY AND VIOLENCE TO OTHERS

EMERGENCE OF VIOLENCE

▲ Specific, direct, and potentially lethal threat of violence to others

▲ Clear threat of potentially lethal violence to others as retaliation to resolve grievances, or to address ideologically hardened/hate-based beliefs

▲ Individual, group, organization, or location identified as a target for the communicated threat of potentially lethal violence

▲ Unusual/concerning interest in violence/violent content with a clear, articulated plan to emulate/replicate violence

▲ References past attacks/attackers that demonstrate a desire to emulate/idolize the past attack/attacker

▲ Behavior, writing, and/or communication indicates attack planning behaviors, possibly with steps already taken to advance their plan

ELABORATION OF THREAT

■ Threat of physical harm to others that is either vague or non-lethal

■ Threat or ultimatum of potentially violent retaliation to resolve grievances or address ideologically hardened/hate-based beliefs

■ Individual, group, organization, or location identified as a target, but the threat or ultimatum of physical harm is vague or non-lethal

■ Unusual/concerning interest in violence/violent content with a desire to emulate/replicate violence

■ References past attacks/attackers that do not demonstrate a desire to emulate/idolize the past attack/attacker

ESCALATING BEHAVIORS

● Grievances concerning perceived/actual mistreatment and/or injustices

● Clearly non-violent ultimatums/consequences to resolve grievances

● Ideologically hardened or hate-based beliefs that create disruption/conflict by shaming, objectifying, or intimidating others

● Unusual/concerning interest in violence/violent content

EMPOWERING THOUGHTS

⬣ Ideologically hardened/hate-based beliefs that create conflict with others but do not disrupt, shame, objectify, or intimidate others

⬣ Difficulty taking the perspectives of others or demonstrating empathy

⬣ Narrowing relationships and consumption of information (e.g., news, social media) to only those that share the same perspective

⬣ No threat or ultimatum communicated or present

NONE

CRITICAL | ELEVATED | MODERATE | MILD

D-SCALE INTERVENTIONS

DECOMPENSATING

▲ Initiate an immediate welfare/safety check

▲ Assign a trained staff/team member to encourage a meeting with the individual and implement a case management plan to:
  - △ Assist with any academic/work reduction, voluntary withdrawal/leave, or other measures and resources to improve academic/work
  - △ Address situational stressor/barrier or facilitate referrals to resource
  - △ Engage in safety planning and/or skill building to promote harm reduction, impulse control, healthy coping skills, emotional regulation, protective factors, and/or distress tolerance

DETERIORATING

■ Assign a trained staff/team member to encourage a meeting with the individual and implement a case management plan to:
  - □ Assist with any academic/work reduction, voluntary withdrawal/leave, or other measures and resources to improve academic/work
  - □ Address situational stressor/barrier or facilitate referrals to resources
  - □ Engage in safety planning and/or skill building to promote harm reduction, impulse control, healthy coping skills, emotional regulation, protective factors, and/or distress tolerance

DISTRESSED

● Assign a trained staff/team member to encourage a meeting with the individual and implement a case management plan to:
  - ○ Assist with any academic/work reduction, voluntary withdrawal/leave, or other measures/resources to improve academic/work
  - ○ Address situational stressor/barrier or facilitate referrals to resources
  - ○ Engage in skill building to promote harm reduction, impulse control, healthy coping skills, emotional regulation, protective factors, and/or distress tolerance

DEVELOPING

⬣ Assign a staff/team member to reach out to the individual to offer assistance/resources to address situational stressor/barrier

GENERAL INTERVENTIONS

CRITICAL

▲ Notify emergency contact or other appropriate party

▲ Engage in immediate safety planning or offer support to impacted parties

▲ Mandate an individualized risk assessment
  - △ Use results to determine and implement interventions to mitigate risk

▲ Coordinate with law enforcement/campus safety and/or discipline/conduct to facilitate information-sharing to implement safety/disciplinary measures

▲ Coordinate with accessibility/disability support services to facilitate information-sharing to implement accommodations

ELEVATED

■ Evaluate the need for a welfare/safety check

■ Evaluate the need for notification of emergency contact or other appropriate party

■ Engage in safety planning or offer support to impacted parties

■ Evaluate the need for a mandated individualized risk assessment(s)
  - □ If performed, use results to determine and implement interventions necessary to mitigate risk

■ Coordinate with law enforcement/campus safety and/or discipline/conduct to facilitate information-sharing to implement safety/disciplinary measures

■ Coordinate with accessibility/disability support services to facilitate information-sharing to implement accommodations

■ Provide guidance to the referral source detailing how they can support or respond

MODERATE

● Coordinate with discipline/conduct, accessibility/disability support services or other departments to facilitate information-sharing, accommodations, or other supports

● Provide guidance and education to the referral source detailing how they can support or respond

● Request that an institutional/community resource reach out and offer support/resources

MILD

⬣ No formal intervention from a team member

⬣ Provide guidance to the referral source detailing how they can support or respond

⬣ Request that an institutional/ community resource reach out and offer support/resources

E-SCALE INTERVENTIONS

EMERGENCE OF VIOLENCE

▲ Initiate an immediate BOLO/welfare/safety check

▲ Coordinate with appropriate parties to determine need for a campus/community notification, lock-down, or other emergency response measures

▲ Assign a trained staff/team member to encourage a meeting with the individual and implement a case management plan to:
  - △ Assist with any academic/work reduction, voluntary withdrawal/leave, or other measures/resources to improve academic/work
  - △ Encourage connection to non-violent solutions, outlets, or hobbies
  - △ Provide support in addressing grievance or difficulty in a non-violent manner
  - △ Facilitate referrals to institutional/ community resources to address grievance or to provide support/resources
  - △ Engage in skill building to promote healthy coping skills, improve communication skills, reinforce protective factors, and increase impulse control, empathy, and/or perspective taking

ELABORATION OF THREAT

■ Assign a trained staff/team member to encourage a meeting with the individual and implement a case management plan to:
  - □ Assist with any academic/work reduction, voluntary withdrawal/leave, or other measures/resources to improve academic/work
  - □ Encourage connection to non-violent solutions, outlets, or hobbies
  - □ Provide support in addressing grievance or difficulty in a non-violent manner
  - □ Facilitate referrals to institutional/community resources to address grievance or to provide support/resources in a non-violent manner
  - □ Engage in skill building to promote healthy coping skills, improve communication skills, reinforce protective factors, and increase impulse control, empathy, and/or perspective taking

ESCALATING BEHAVIORS

● Assign a trained staff/team member to encourage a meeting with the individual and implement a case management plan to:
  - ○ Provide support in addressing grievance or difficulty in a non-violent manner
  - ○ Facilitate referrals to institutional/community resources to address grievance or to provide support/resources in a non-violent manner
  - ○ Engage in skill building to promote healthy coping skills, improve communication skills, reinforce protective factors, and increase impulse control, empathy, and/or perspective taking
  - ○ Encourage connection to non-violent outlets or hobbies

EMPOWERING THOUGHTS

⬣ Assign a staff/team member to reach out to individual to offer assistance/resources to address communication skills and encourage empathy and perspective taking