

## 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 towards others
- ▲ 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 towards others
- 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 imminent lethal threat of violence to others
  - △ Threat 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
- ▲ Behavior, writing, and/or communication indicates attack planning behaviors
- ▲ Unusual/concerning interest in violence/violent content with a clear, articulated plan to emulate/replicate violence
- ▲ References past attacks/attackers that demonstrate a clear, articulated desire to emulate/idolize the past attack/attacker

### ELABORATION OF THREAT

- Threat of physical harm to others that is either vague or non-lethal
  - Threat or ultimatum as retaliation to resolve grievances or address ideologically hardened/hate-based beliefs
  - Individual, group, organization, or location identified as a target for the threat or ultimatum of physical harm
- Unusual/concerning interest in violence/violent content with a potential desire to emulate/replicate violence
- References past attacks/attackers with a potential desire to emulate/idolize the past attack/attacker
- Engages in aggressive or harmful behavior toward animals or individuals perceived as vulnerable

### 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
- Increased agitation, defiance, or oppositional behavior regarding grievances
- Unusual/concerning interest in violence/violent content without a desire to replicate/emulate

### 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
- Increased isolation and/or forming new connections centered around shared feelings of being mistreated, excluded, or misunderstood
- 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