

## 13.10 Worrisome Behaviour Procedures and Assessment

When students under the age of 12 engage in violent or threat-related behaviours, developmental and exceptionality issues need to be taken into consideration. Although formal activation of the Violent Threat Risk Assessment (BDTAM) may not occur, most threat related behaviour exhibited by elementary aged students would fall into the category or "Worrisome Behaviours." However, just because a student is elementary age does not mean they cannot pose a serious risk. If emerging evidence indicates a more serious concern, a Stage One BDTAM should be conducted.

Worrisome behaviours may be an early warning sign of the development of more serious high-risk behaviours. Worrisome behaviours should always be addressed. Worrisome behaviours include, but are not limited to the following:

- violent content
- drawings and pictures that contain violence
- journal writing and stories that contain violence
- vague threatening generalized statements about violence towards others that do not constitute a threat
- unusual interest in fire
- significant change in anti-social behaviour

The completed Worrisome Behaviour Assessment should be sent to the Director of Instruction - Elementary Education and Learning Services and a copy should be placed in the student's file.

Name			School	
Date of Birth			Date of Incident	
Age			Date of BDTAM	
Home Phone			Incident location	
Gender				
Address				
Parent/Guardian			Phone	
Parent/Guardian			Phone	
Other Address				
Previous BDTAM/SRSIS	Yes	No		
Previous Incident	Yes	No		

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1.	Summary of Worrisome Behaviour (attach drawings, notes, writings, if applicable):

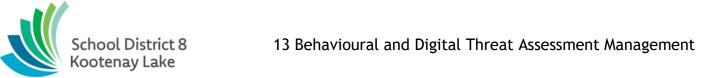
## 2. Risk Enhancers/Risk Reducers:

Risk Enhancer	Possible Risk Reducer	Possible Strategies/Agencies	

## 3. School Level Action Plan:

Steps/Considerations for Strategies/Intervent	tions
Notify Parent(s)/Guardian(s) - Mandatory	Recommend counselling
Notify appropriate school staff	Referral to Aboriginal family counsellor
Modify schedule as needed	Referral to drug and alcohol counsellor
Recommend school-based team Meeting	Recommend IEP meeting
Develop Student Safety/Support team	Develop FBA with Plan
Schedule plan review and date	District disciplinary procedures
Recommend psychoeducational assessment	Conflict/anger/social skills training
Relationship building strategies	Referral to MCFD/SCFS/KK/ICS
Recommend referral to CYMH	Liaison with School & Family consultant
Other	Enhance school connectedness
Other	Mentor program/identify adult connections

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Specifics of School Level Plan:				
4. Community/Home Action Plan:  Considerations for Strategies/Interventions				
Backpack check before school	Travel to/from school to be supervised			
Reduce/monitor screen time/online access	Increase connectedness at home			
Bedroom check and Digital device check	Increase community connectedness			
Medical referral/check up	Counselling/CYMH referral			
Other community agencies				
Other				
Other				
Specifics of Community/Home Action Plan:				

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