WELCOME!

- Please log in to your NABITA Event Lobby each day to access the training slides, supplemental materials, and to log your attendance.
- The NABITA Event Lobby can be accessed by the QR code or visiting **www.nabita.org/nabita-event-lobby** in your internet browser.
- Links for any applicable training evaluations and learning assessments are also provided in the NABITA Event Lobby. You will be asked to enter your registration email to access the Event Lobby.
- If you have not registered for this training, an event will not show on your Lobby. Please email customevents@nabita.org or engage the NABITA website chat app to inquire ASAP.

© 2024 National Association for Behavioral Intervention and Threat Assessment

National Association for Behavioral Intervention and Threat Assessment

Process Review and Objective Assessments

University of Wisconsin System Training Series (3 of 4)

April 4, 2024

Introduction

Note: Dangerousness and violence, from a student, faculty, or staff member is difficult, if not impossible to accurately predict.

This training offers research-based techniques and theories to provide a foundational understanding and improved awareness of the potential risk.

The training or tool should not be seen as a guarantee or offer any assurance that violence will be prevented.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Introduction

This presentation contains graphic language and imagery.



© 2024 National Association for Behavioral Intervention and Threat Assessment

Today's Agenda

Process Elements II

- Interventions
- Case Management
- Overlap of BIT/Student Conduct/Disability Support Services
- Involuntary/Forced Leave of Absence/Withdrawal

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

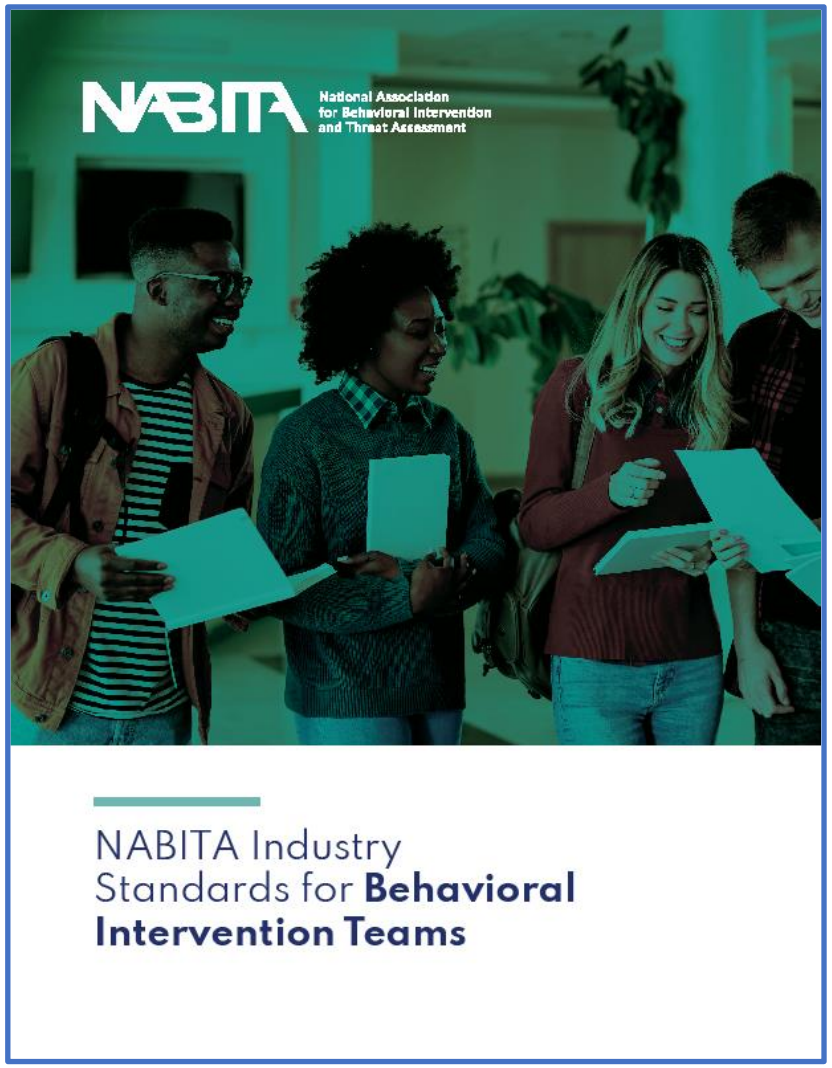
NABITA Standard 15

Interventions

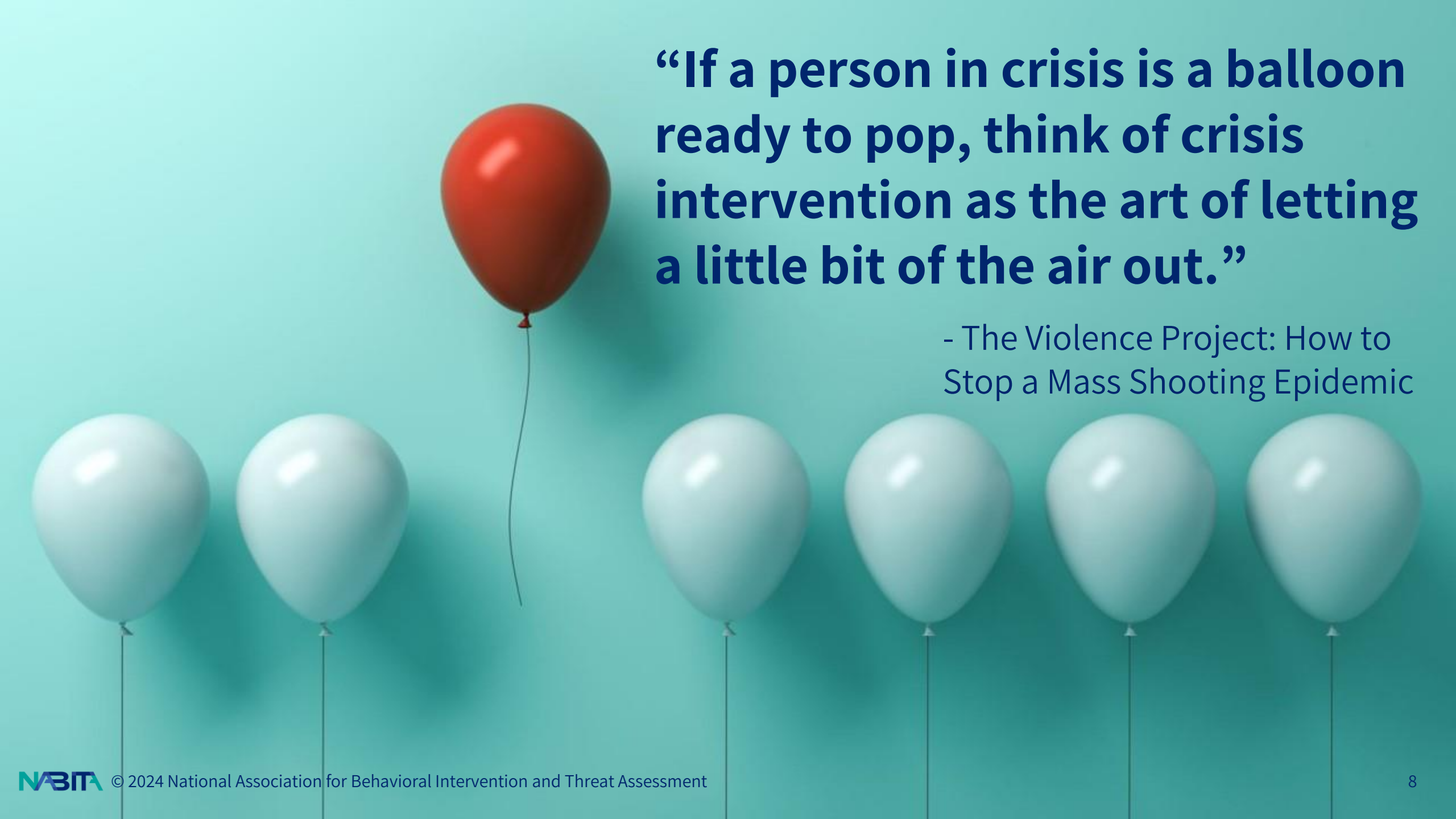
© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 15: Interventions

The team **clearly defines** its actions and **interventions for each risk level** on the BIT's objective risk rubric.



© 2024 National Association for Behavioral Intervention and Threat Assessment

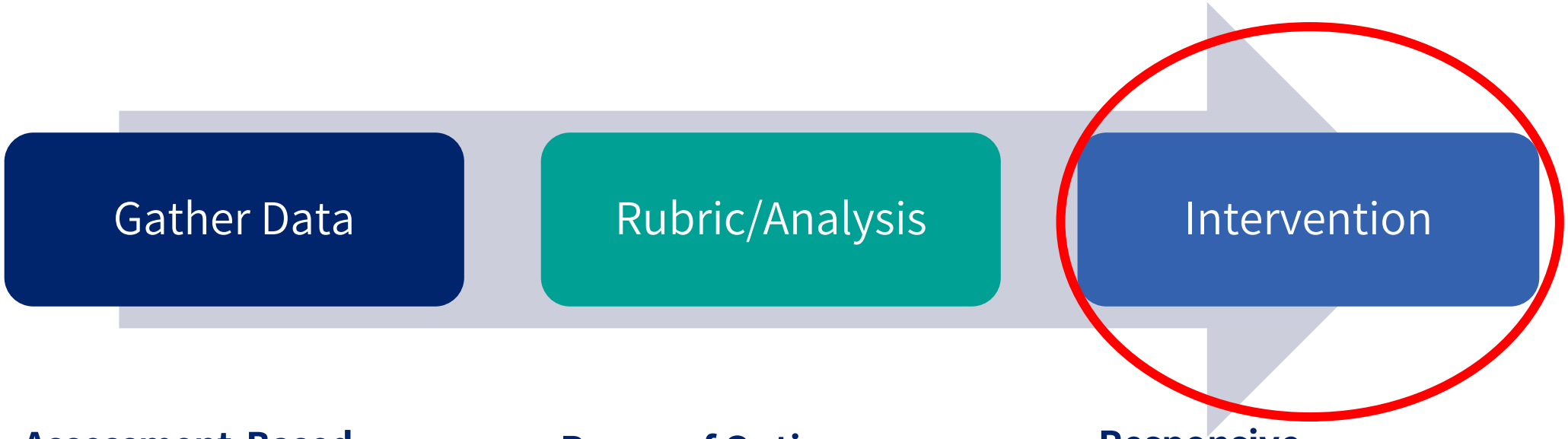


“If a person in crisis is a balloon ready to pop, think of crisis intervention as the art of letting a little bit of the air out.”

- The Violence Project: How to Stop a Mass Shooting Epidemic

© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 15: Interventions



Assessment-Based

- Product of a quality analysis
- Accurately fits the nature of the risk
- Tailored to the severity of the risk

Range of Options

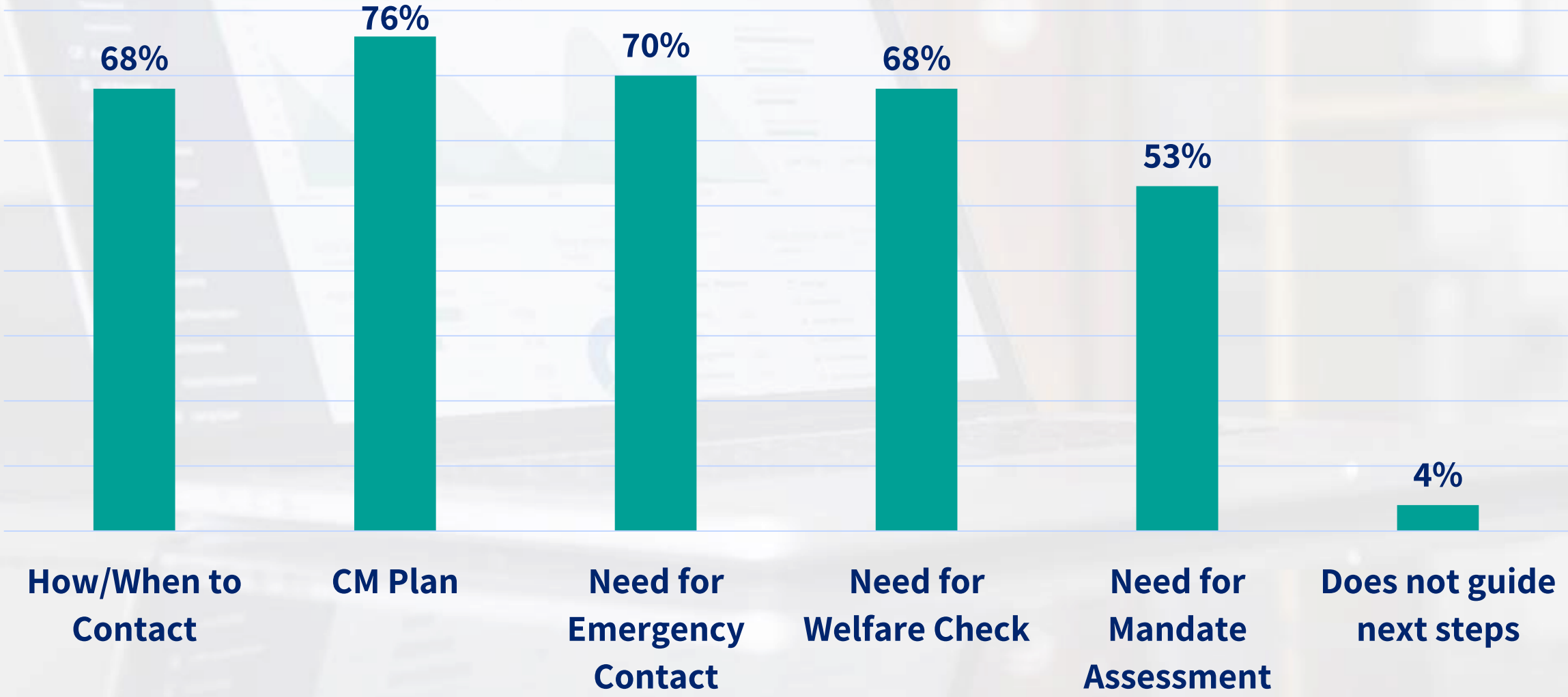
- Check-ins
- Case Management
- Parental Contact
- Mandated Assessment

Responsive

- Can be adjusted as needed as more info is gathered and risk adjusts
- Frequency and duration is appropriate to risk and individual needs

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Risk Assessment Guides...



Source: NABITA 2022 State of the Field Survey

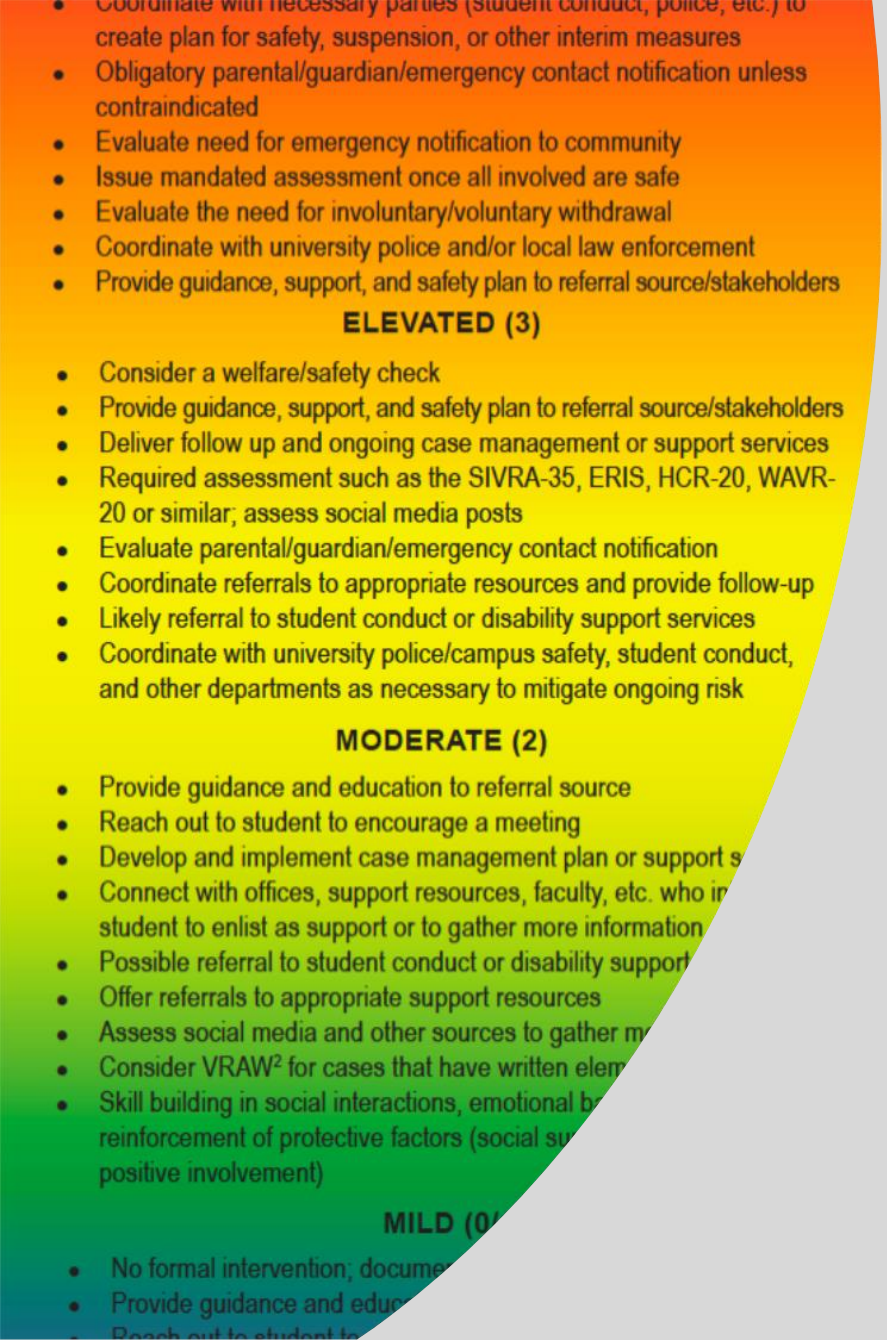
© 2024 National Association for Behavioral Intervention and Threat Assessment

Objective Risk Tools



- **10x** NABITA Risk Rubric
- **25x** Violence Risk Assessment of the Written Word (VRAWW)
- **50x** Structured Interview for Violence Risk Assessment (SIVRA-35) and Non-Clinical Assessment of Suicide (NAS)

© 2024 National Association for Behavioral Intervention and Threat Assessment



INTERVENTIONS

Interventions

MODERATE (2)

- Provide guidance and education to referral source
- Reach out to student to encourage a meeting
- Develop and implement case management plan or support services
- Connect with offices, support resources, faculty, etc. who interact with student to enlist as support or to gather more information
- Possible referral to student conduct or disability support services
- Offer referrals to appropriate support resources
- Assess social media and other sources to gather more information
- Consider VRAW[2] for cases that have written elements
- Skill building in social interactions, emotional balance, and empathy; reinforcement of protective factors (social support, opportunities for positive involvement)

MILD (0/1)

- No formal intervention; document and monitor over time
- Provide guidance and education to referral source
- Reach out to student to offer a meeting or resources, if needed
- Connect with offices, support resources, faculty, etc. who interact with student to enlist as support or to gather more information

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Interventions

CRITICAL (4)

- Initiate wellness check/evaluation for involuntary hold or police response for arrest
- Coordinate with necessary parties (student conduct, police, etc.) to create plan for safety, suspension, or other interim measures
- Obligatory parental/guardian/emergency contact notification unless contraindicated
- Evaluate need for emergency notification to community
- Issue mandated assessment once all involved are safe
- Evaluate the need for involuntary/voluntary withdrawal
- Coordinate with university police and/or local law enforcement
- Provide guidance, support, and safety plan to referral source/stakeholders

ELEVATED (3)

- Consider a welfare/safety check
- Provide guidance, support, and safety plan to referral source/stakeholders
- Deliver follow up and ongoing case management or support services
- Required assessment such as the SIVRA-35, ERIS, HCR-20, WAVR-20 or similar; assess social media posts
- Evaluate parental/guardian/emergency contact notification
- Coordinate referrals to appropriate resources and provide follow-up
- Likely referral to student conduct or disability support services
- Coordinate with university police/campus safety, student conduct, and other departments as necessary to mitigate ongoing risk

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 15: Interventions

Consider

Interventions from the team should achieve a balance of offering support while managing risk.

01	**Individualized**	Interventions should be tailored to the individual's unique needs
02	**Ongoing**	Interventions include follow-up and connection.
03	**Holistic**	Interventions attend to the whole individual, not just the initial concern.
04	**Culturally Responsive**	Interventions are non-discriminatory, do not stigmatize disability or MH, and are inclusive.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 15: Interventions

Avoid

The team should avoid becoming a punitive, decision making, or pseudo-disciplinary body.

01	**Require Compliance**	The team does not require compliance with interventions.
02	**Disciplinary Determinations**	The team does not have disciplinary authority or make sanction determinations.
03	**Behavioral Agreements**	The team does not use behavioral agreements or other contracts.
04	**Clearance to Return**	The team does not require clearance to return from voluntary leaves or hospitalizations.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

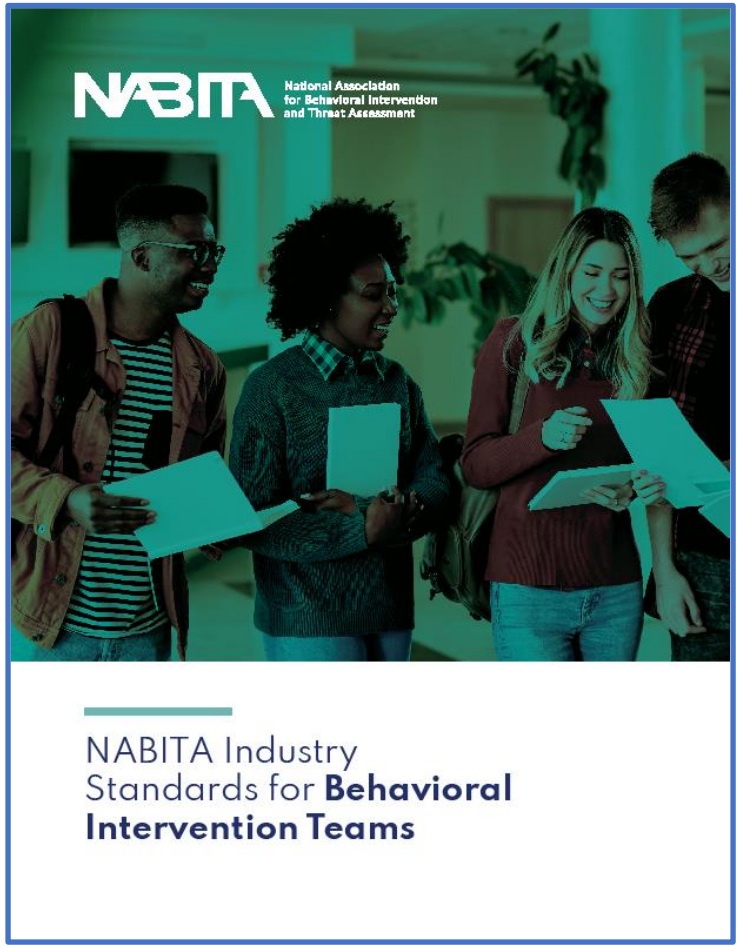
NABITA Standard 16

Case Management

© 2024 National Association for Behavioral Intervention and Threat Assessment

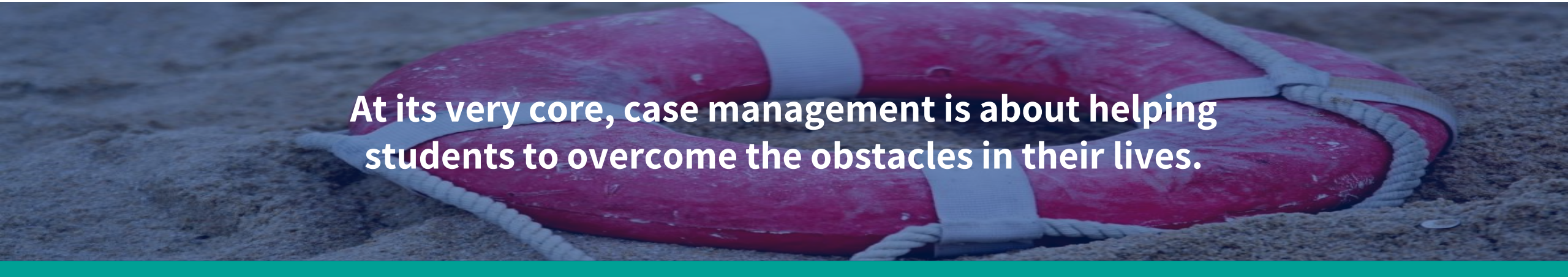
Standard 16: Case Management

The team invests in **case management** as a **process**, often as a **role/position**, that provides flexible, need-based support for individuals to **address referral concerns**, **connect with resources**, and **improve overall wellness.**



© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 16: Case Management



Case management supports the work of the BIT by providing flexible and creative support to at-risk students, ensuring proper access to care.

Case management is central to the educational mission of institutions, seeking to retain students and providing them an environment conducive to academic success.

Case management can serve as a keystone mechanism through which colleges and universities support and keep students safe.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Case Management As A Process

Leverages **existing team members**

Operationalizes the **intervention** phase of the BIT



Provides **direct services** to the individuals referred to BIT

Facilitates a **connection to resources**

© 2024 National Association for Behavioral Intervention and Threat Assessment

Case Management as a Position



- Provides a full-time staff member for supporting students
- Increases the opportunity to connect to resources, reduce risk, and change student behavior through direct services
- Allows for a well-trained expert to provide services
- Strengthens the team's ability to deploy interventions

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

What Does A Case Manager Do?



Assessment



Coordination of Services



Advocacy

Case Management Functions



System Negotiation



Follow up Services



Documentation

© 2024 National Association for Behavioral Intervention and Threat Assessment



NABITA Standards for Case Management written for those operating in a **non-clinical case management position**.

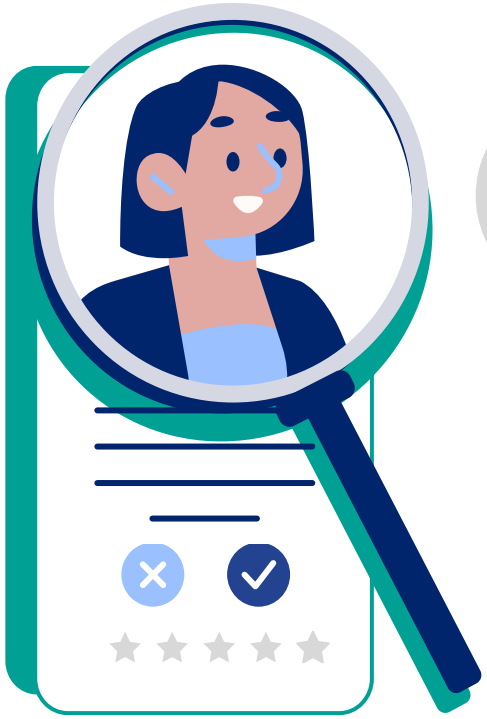
These Standards can be used by those in a **case management position** or those engaging in **case management as a process**.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Overlap of BIT/Student Conduct/Disability Support Services

© 2024 National Association for Behavioral Intervention and Threat Assessment

BIT Participation



Student Conduct

- Core Member
- Possibly Chair
- May be responsible for multiple areas/offices

Disability Support

- Inner Circle Member
- Possibly Core or Middle Circle Member
- Likely Core in K-12



© 2024 National Association for Behavioral Intervention and Threat Assessment

Information Sharing



BIT and Student Conduct

- Conduct history of students referred to the BIT.
- Referrals to BIT for students interacting with the student conduct office who have engaged in/threatened violence, pose a risk to self/others, are experiencing distress, or need additional support.
- Updates from student conduct on shared cases regarding pending hearings, outcomes, sanctions, etc.
- Updates from BIT on shared cases regarding changes in risk rating, interventions, additional referrals, etc.
- Referrals to student conduct when BIT referrals indicate egregious conduct violations, disruption to others, etc. and/or when the student does not comply with a mandated assessment.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Information Sharing

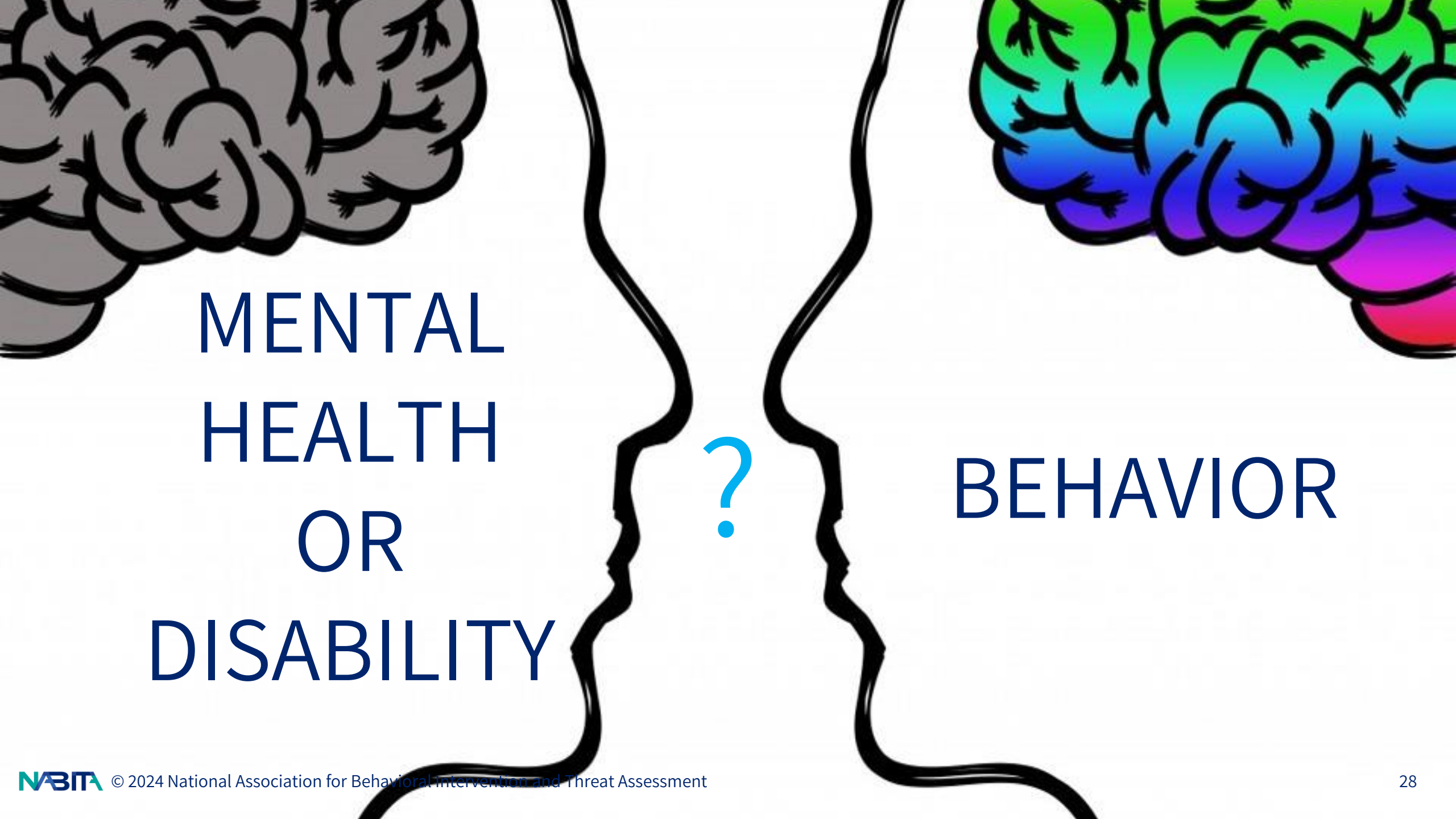
BIT and Disability Support Services

- Status or updates related to registration with disability support services.*
- Accommodations offered (e.g., academic, residential, other) and usage.*
- Consultation related to accommodations the BIT may need to incorporate/ provide/support.
- Guidance related to behaviors that may be consistent with a known disability diagnosis.
- Updates from BIT on shared cases regarding changes in risk rating, interventions, additional referrals, etc.

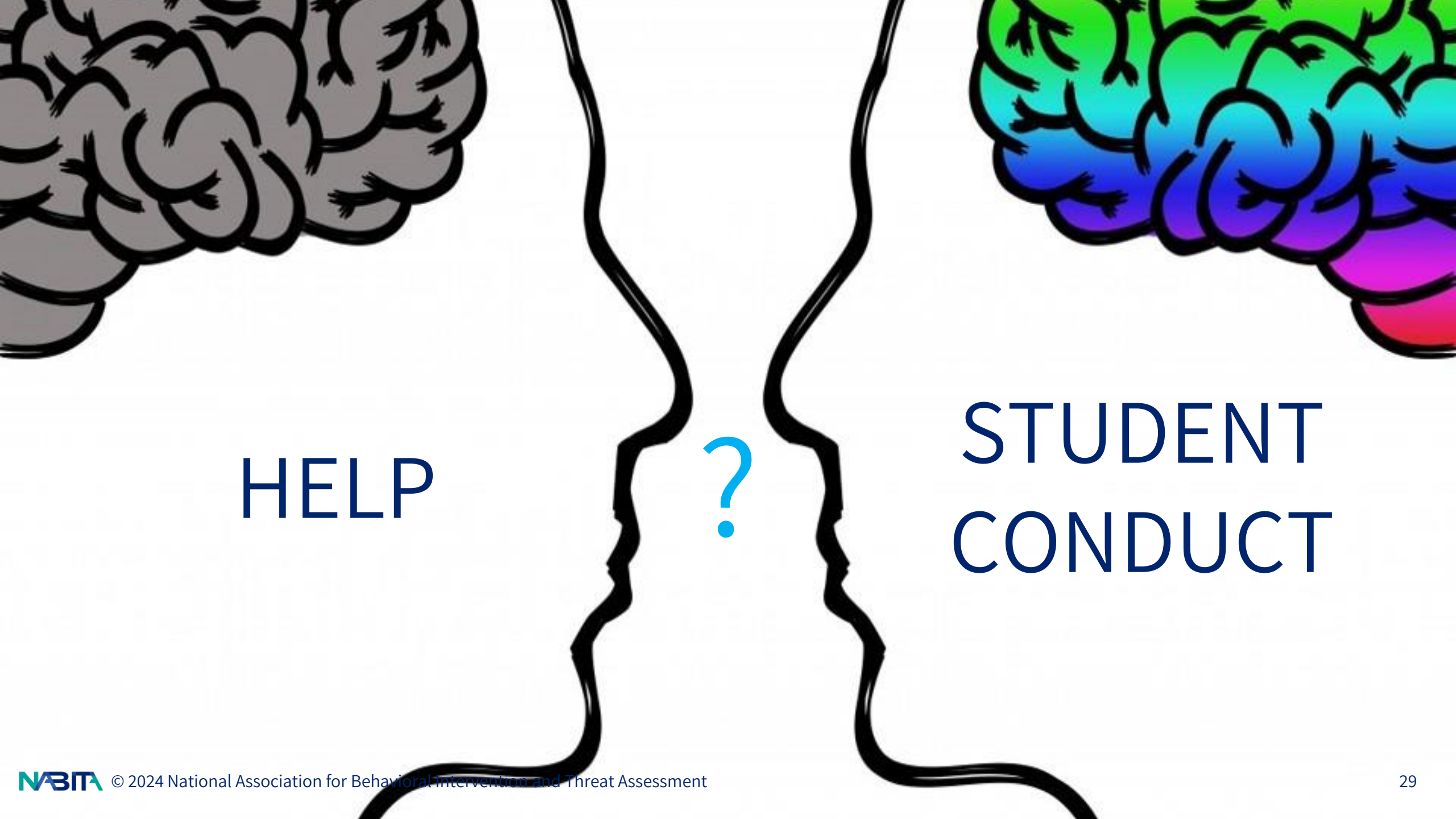


*DSS staff should be judicious in determining what information someone has an educational need to know.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment



© 2024 National Association for Behavioral Intervention and Threat Assessment



© 2024 National Association for Behavioral Intervention and Threat Assessment

Both

And

© 2024 National Association for Behavioral Intervention and Threat Assessment



Code of Conduct



Due Process/
Fundamental
Fairness

APPLIES TO ALL STUDENTS

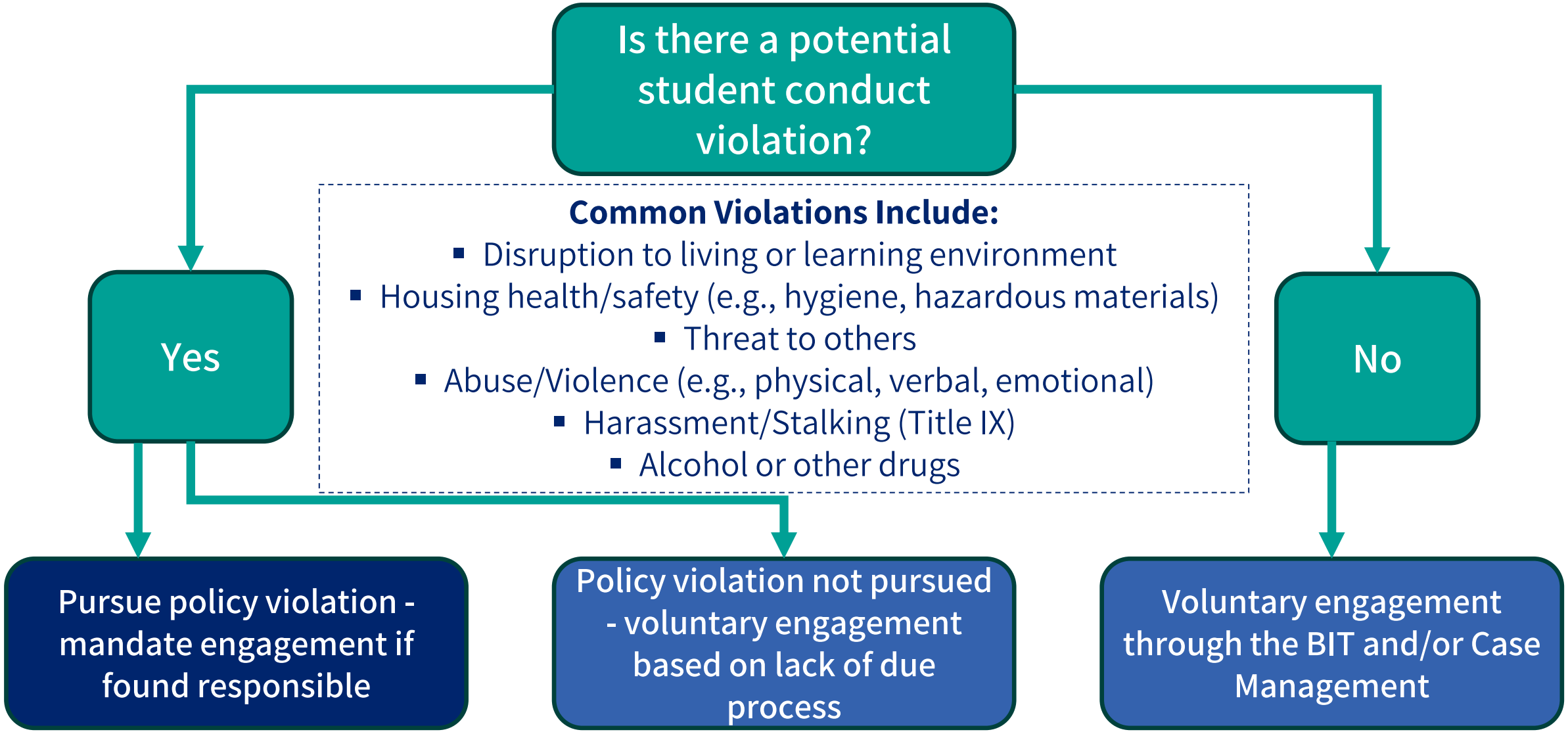
© 2024 National Association for Behavioral Intervention and Threat Assessment

Applying the Code of Conduct

- Address the behavior, regardless of disability status/mental health diagnosis (e.g., classroom disruption, threatening behaviors, failure to comply).
- If there is a potential violation of the code of conduct, you can initiate the conduct process.
  - Does the behavior/reported violation warrant interim action?
    - Yes – initial appropriate interim action.
    - No – Student participates in activities/benefits (e.g., housing, class) normally while the student conduct process proceeds.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Decision Making Flowchart



NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Applying the Code of Conduct

Avoid

- Skipping the conduct process and using BIT to require actions instead.
- Disparately applying charges or sanctions in the conduct process
- Policies prohibiting self-harm or suicide

To Do

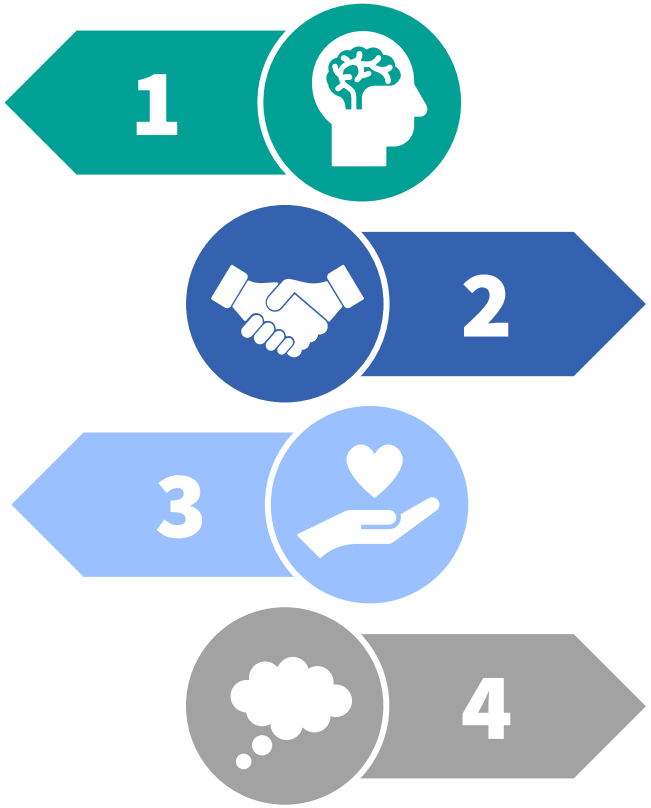
- Use the BIT as “Air Traffic Control” to inform other processes/departments
- Equitably apply the code of conduct and charges
- Use sanctions to develop and educate

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Student Conduct Sanction Goals

Knowledge

Activities designed to increase a student's knowledge in areas related to their violation(s).



Restoration

Activities designed to repair harms caused and give back to others or the larger community.

Wellness

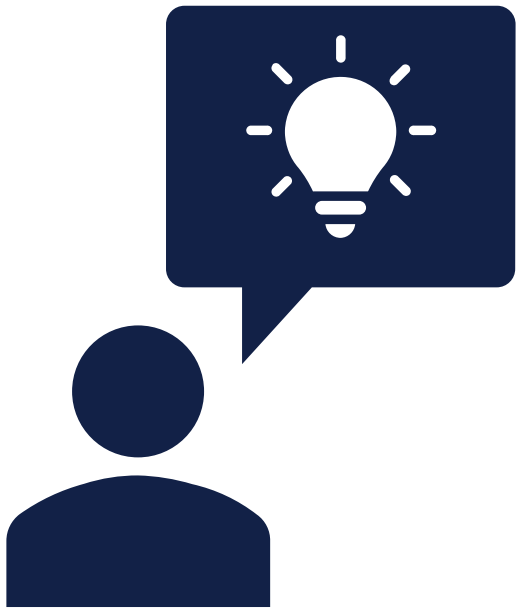
Activities designed to address a student's social, emotional, financial, physical, academic, and/or environmental wellness.

Reflection

Activities designed to allow the student to reflect on their own behavior choices and the impact of those choices on themselves and others, including potential future impacts if the same choices continue.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Progressive Sanctioning Examples



- Meet with a case manager
- Meet with a DSS staff or counselor to discuss incident and learn strategies for changing behavior
- Attend an assessment
- Restorative Justice/Alternative Dispute Resolution
- Opportunities for positive engagement
- Restrictions, separations, removals

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Behavioral Agreements

© 2024 National Association for Behavioral Intervention and Threat Assessment

Behavioral Agreements/Contracts



Behavioral Agreements

What is a behavioral agreement?

- An agreement, plan, or “contract” that is presented to the student as a list of requirements with which they must comply in order to avoid student conduct action or disenrollment.
- Occurs outside of the student conduct process.
- Often includes a list of behaviors to avoid that would likely violate the code of conduct.
  - living/learning community disruption
- Often includes a list of behaviors to avoid that would likely **not** violate the code of conduct.
  - speaking to others about suicidal ideation

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Avoid Behavioral Agreements/Contracts



01 Inequity

Institutions create inequitable standards by applying different rules, incentives, and consequences. Does not provide for due process and offers no additional "protection" from liability.

02 Bias

Very subjective and easily impacted by bias. Courts have frequently found agreements target (or often target) individuals with disabilities.

03 Focus

Often deficiency-focused rather than being solutions-focused/goal-oriented.

04 Behavior

Even if a student violates the behavioral agreement, it does not mean they violated the code of conduct.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Clearance to Return

© 2024 National Association for Behavioral Intervention and Threat Assessment

Change in Disability Law

- Due to changes in federal disability law regulations in 2011, institutions must determine that a **legitimate safety risk** exists in order to involuntarily separate a student for self-harm or behavior related to suicide.
- The narrowing of this language has forced colleges and universities to reconsider what are appropriate and lawful practices when faced with students whose actions indicate self-harm and/or the risk of suicide.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Student Code of Conduct and Due Process Reminders

- All students, including those with disabilities, may be held accountable for behaviors that violate policy through the student code of conduct.
- All students are entitled to due process/fundamental fairness before any disciplinary action is taken.
  - Typically, that is defined as notice and an opportunity to be heard; almost all institutions also provide opportunity to appeal.
- Schools are entitled to take interim actions in certain extenuating circumstances, but they are limited in these circumstances.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Responding to a Student Post-Discharge



Discharge from the hospital indicates student is no longer an imminent risk



Must be permitted to return to classes and housing…

UNLESS there is an alleged student conduct violation

© 2024 National Association for Behavioral Intervention and Threat Assessment

Summary of the Overlap

Disability Support for Accommodations

- Assist in accessing accommodations to mitigate risk or change behavior
- Examples:
  - Housing change
  - Schedule adjustment or other academic support
  - Classroom interventions by faculty

Mandated Assessment

- Requirement to attend risk assessment to help staff understand risk and protective factors
- Psychological Assessment vs. Risk Assessment
- Student permitted to remain on campus/in classes during assessment process (exception: conduct warranting interim actions/restrictions)

Case Management and BIT Support

- Engagement with student at the earliest signs of distress
- Helps to support student
- Assistance with accessing resources, navigating academics, etc.
- Involve other support networks such as parents/guardians

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Leaves of Absence and Withdrawals

© 2024 National Association for Behavioral Intervention and Threat Assessment

Types of Leave of Absences/Withdrawals

Voluntary

- Student initiates the leave of absence (LOA)/withdrawal.
- LOA – Temporarily allows the student to remain an admitted student while not actively enrolled in classes.
- Typically, LOA is due to:
  - Medical/mental health matters
  - Time away due to work/family
  - Outside study abroad programs, service work, internships, etc.
  - Military service

Involuntary

- Institution initiates the LOA/withdrawal.
- LOA – Removes the student from active enrollment for a set time while allowing them to remain an admitted student.
- Involuntary LOA/withdrawal determinations must be a result of applying the direct threat test (harm to others) or because the student poses a legitimate safety risk (harm to self).

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Voluntary LOA/Withdrawal

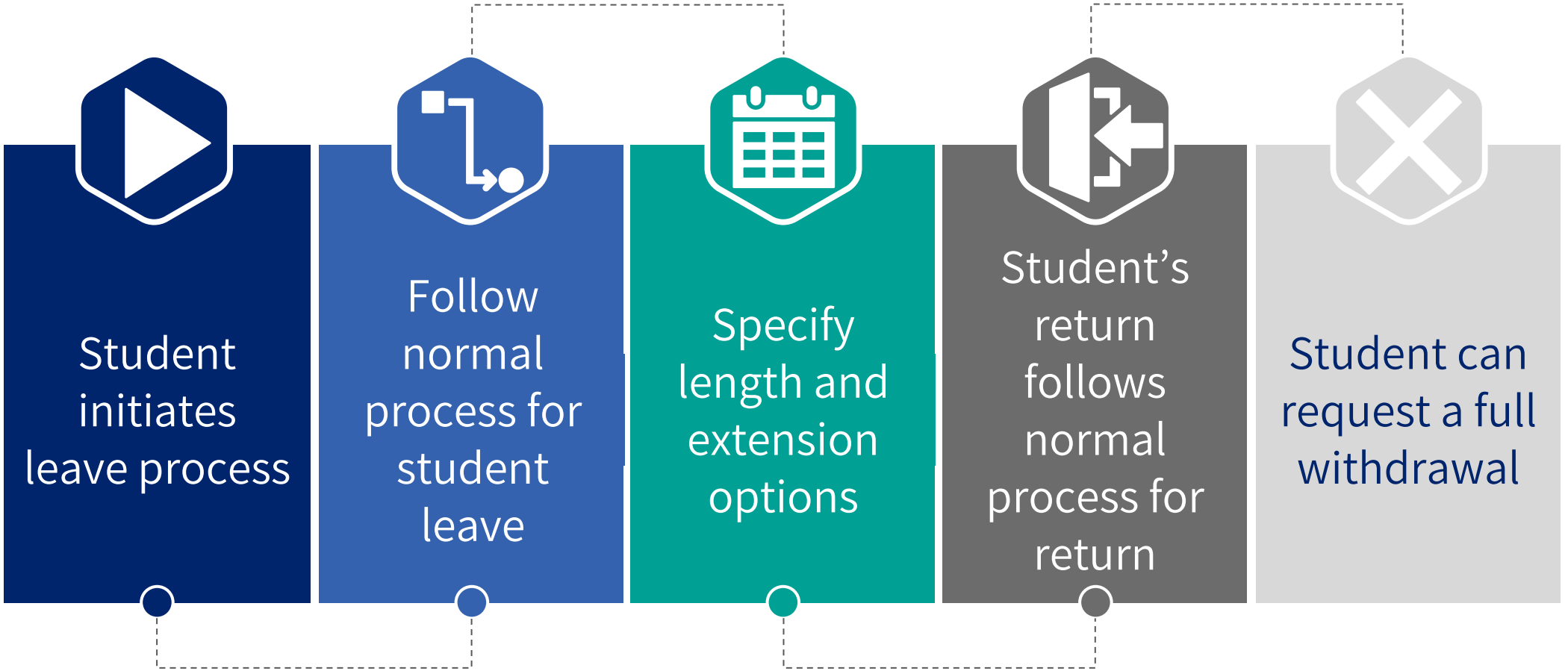
© 2024 National Association for Behavioral Intervention and Threat Assessment

Initiating Voluntary LOA/Withdrawal

- Process should be outlined in the student handbook, academic handbook, disability/accessibility webpage, and/or the student code of conduct.
- Process is the same for all students regardless of the reason for the leave.
- If LOA is occurring mid-semester, or after drop/withdrawal deadline, supporting documentation may be required but must be the same for all students.
- The voluntary LOA should truly be voluntary and not a result of pressure, coercion, or feeling as though the school left them with no other option.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Voluntary Leave of Absence Process



© 2024 National Association for Behavioral Intervention and Threat Assessment

Returning from Voluntary LOA

- All students returning from a voluntary LOA can resume classes without additional steps or those steps should be the same for everyone.
- Students returning from voluntary LOAs cannot be made to reapply, or petition to return, regardless of the reason for the leave.
- They do not have demonstrate readiness to return or cessation of any behaviors.

© 2024 National Association for Behavioral Intervention and Threat Assessment

Involuntary LOA/Withdrawal

© 2024 National Association for Behavioral Intervention and Threat Assessment

Involuntary LOA/Withdrawal

- Not an ideal approach given students' disability rights.
- Other methods better cover the process.
- In that 1/100 case where an involuntary LOA is deployed, the school must meet the four-part direct threat test (harm to others) or the legitimate safety risk (harm to self) for removal.
- This is a difficult standard to reach.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Four-Part Direct Threat Test

1. Individualized **and** objective assessment of the student's ability to safely participate in the college's program;
2. To rise to the level of a direct threat, there must be a **high probability** of substantial harm and not just a slightly increased, speculative, or remote risk;
3. This assessment must be based on a reasonable medical judgment relying on the most current medical knowledge or the best available objective (non-medical) evidence;
4. The assessment must determine:
   - The nature, duration, and severity of the risk;
   - The probability that the potentially threatening injury will actually occur; and
   - Whether **reasonable modifications** of policies, practices, or procedures (accommodations) would sufficiently mitigate the risk.

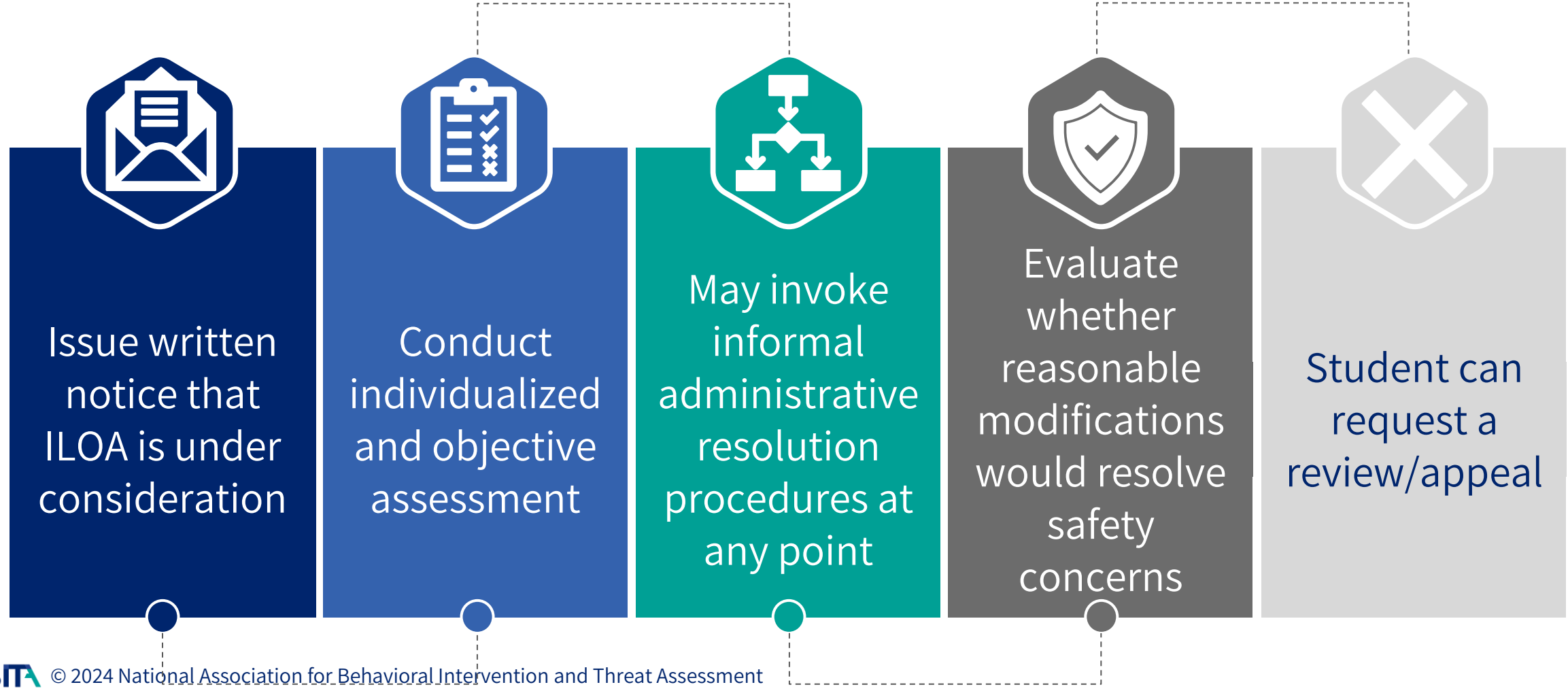
NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Initiating Involuntary LOA/Withdrawal

- Process for determining the presence of a direct threat or legitimate safety risk must be rooted in due process or fundamentally fair process.
- Likely includes the following at a minimum:
  - Letter of notice
  - Objective evidence obtained and used in an individualized assessment related to the level of risk posed (ideally conducted by an institutionally provided assessor)
  - Opportunity to have an institutional advisor or select personal advisor
  - Opportunity to respond to the information presented to support involuntary leave
  - Opportunity for an appeal

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Involuntary Leave of Absence/Withdrawal Process



© 2024 National Association for Behavioral Intervention and Threat Assessment

Returning from Involuntary LOA

- Student is entitled to return when they can demonstrate that they are no longer a direct threat or no longer post a legitimate safety risk.
- Conditions for return should be outlined at the time of separation if these conditions relate to the risk and not to the cessation of the underlying disability.
- The risk must be reduced/averted, but not the disability or condition that may have contributed to the risk.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

National Association for Behavioral Intervention and Threat Assessment

LIMITED LICENSE AND COPYRIGHT.

By purchasing, receiving, and/or using NABITA materials, you agree to accept this limited license and become a licensee of proprietary and copyrighted NABITA-owned materials. The licensee accepts all terms and conditions of this license and agrees to abide by all provisions. No other rights are provided, and all other rights are reserved. These materials are proprietary and are licensed to the licensee only, for its use. This license permits the licensee to use the materials personally and/or internally to the licensee's organization for training purposes, only. No public display, sharing, or publication of these materials by a licensee/purchaser is permitted by NABITA. You are not authorized to copy or adapt these materials without explicit written permission from NABITA. No one may remove this license language from any version of NABITA materials. Should any licensee post or permit someone to post these materials to a public website, NABITA will send a letter instructing the licensee to immediately remove the content from the public website upon penalty of copyright violation. These materials may not be used for any commercial purpose except by NABITA.