WELCOME!

- Please log in to your NABITA Event Lobby each day to access the training slides, supplemental materials, and to log your attendance.
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Updated NABITA Risk Rubric for Higher Education

NABITA Talking BITs

June 27, 2025

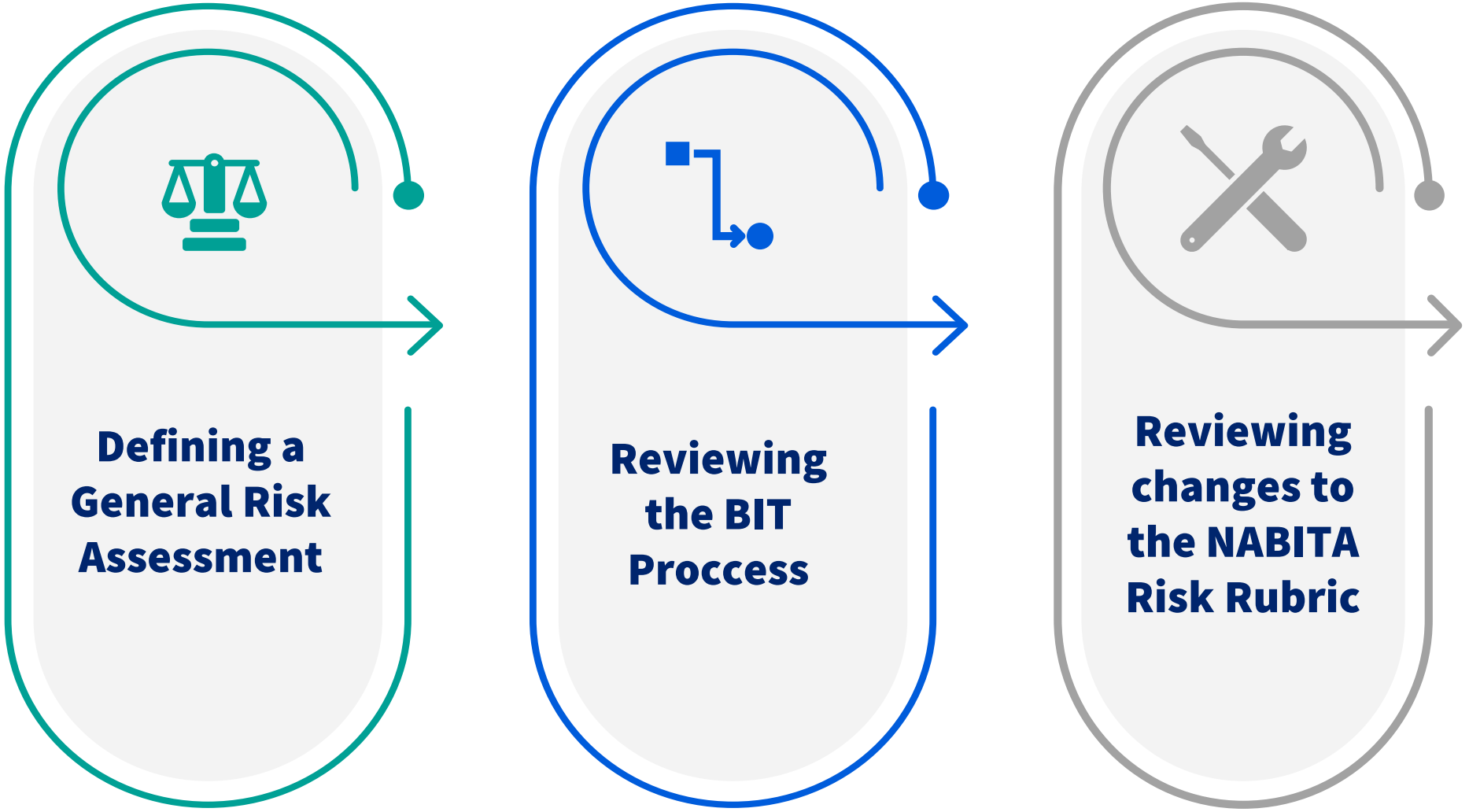






Any advice or opinion provided during this training, either privately or to the entire group, is **never** to be construed as legal advice or an assurance of compliance. Always consult with your legal counsel to ensure you are receiving advice that considers existing case law in your jurisdiction, any applicable state or local laws, and evolving federal guidance.

Agenda

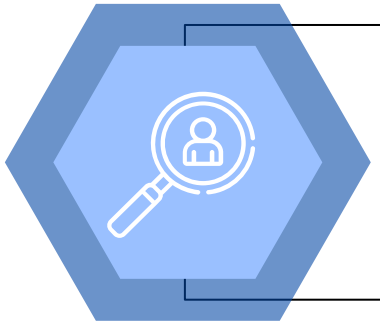


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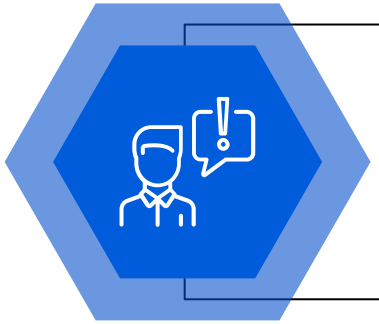
Defining a General Risk Assessment

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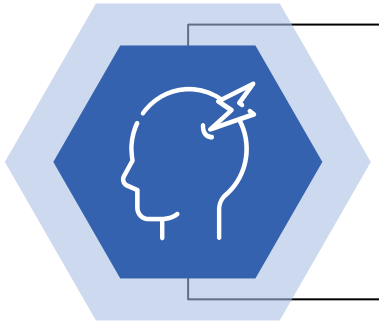
Types of Assessments



General Risk Assessment



Threat Assessment



Psychological Assessment

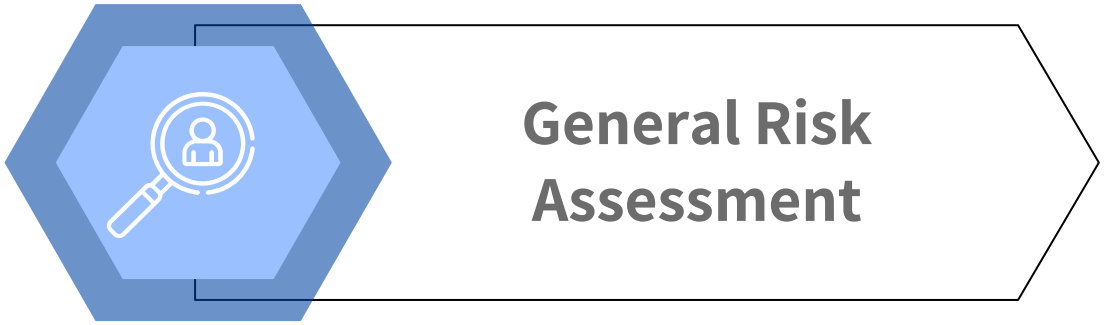


Violence Risk Assessment (VRA)

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General Risk Assessment

General risk assessments are administrative tools designed to guide consistent decision-making



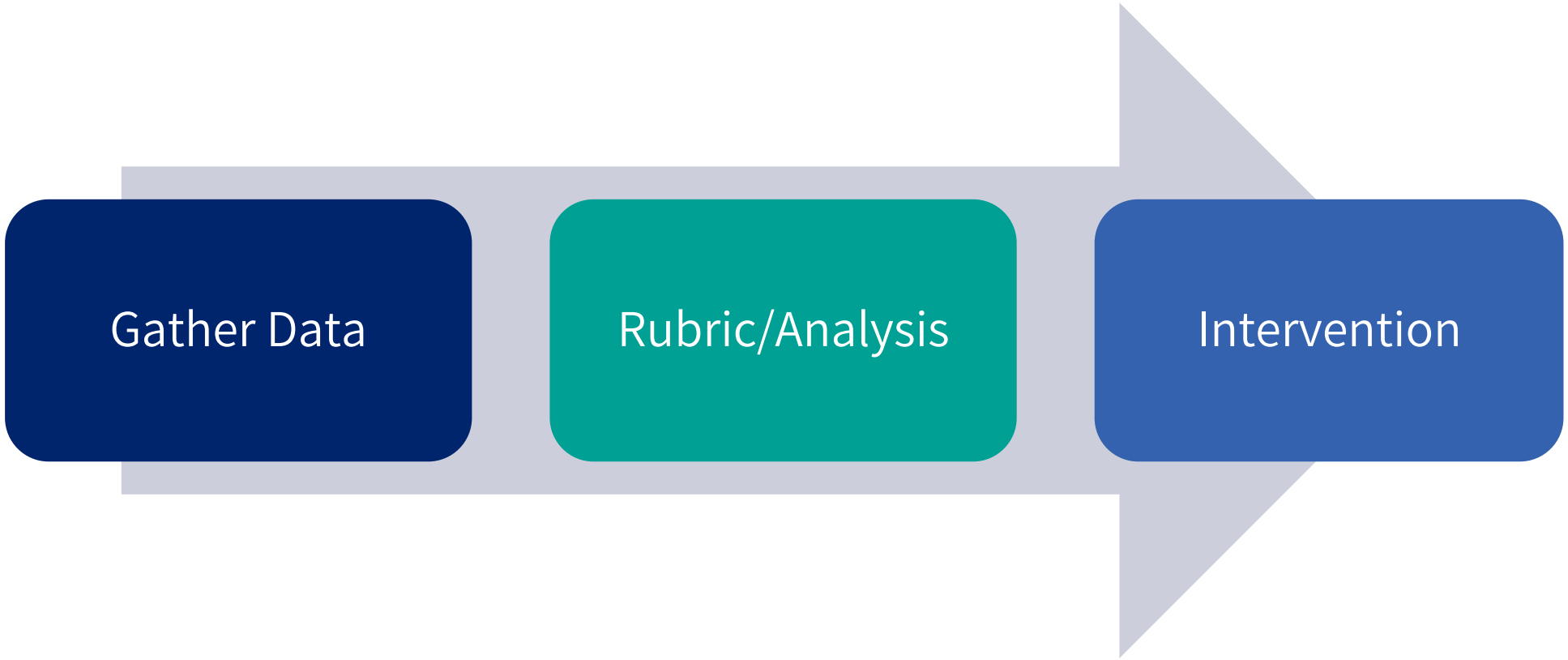
- A triage assessment used for a variety of situations and concerning behaviors
- Focuses on proactive approach, with interventions to lower risk and ease distress
- Example: NABITA Risk Rubric

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Review: The BIT Process

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BIT Process



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BIT Process

Gather Data

- Train campus community on indicators of distress, crisis, and threat
- Create a centralized process for referring concerns
- Establish a team for regularly reviewing referrals

Rubric/Analysis

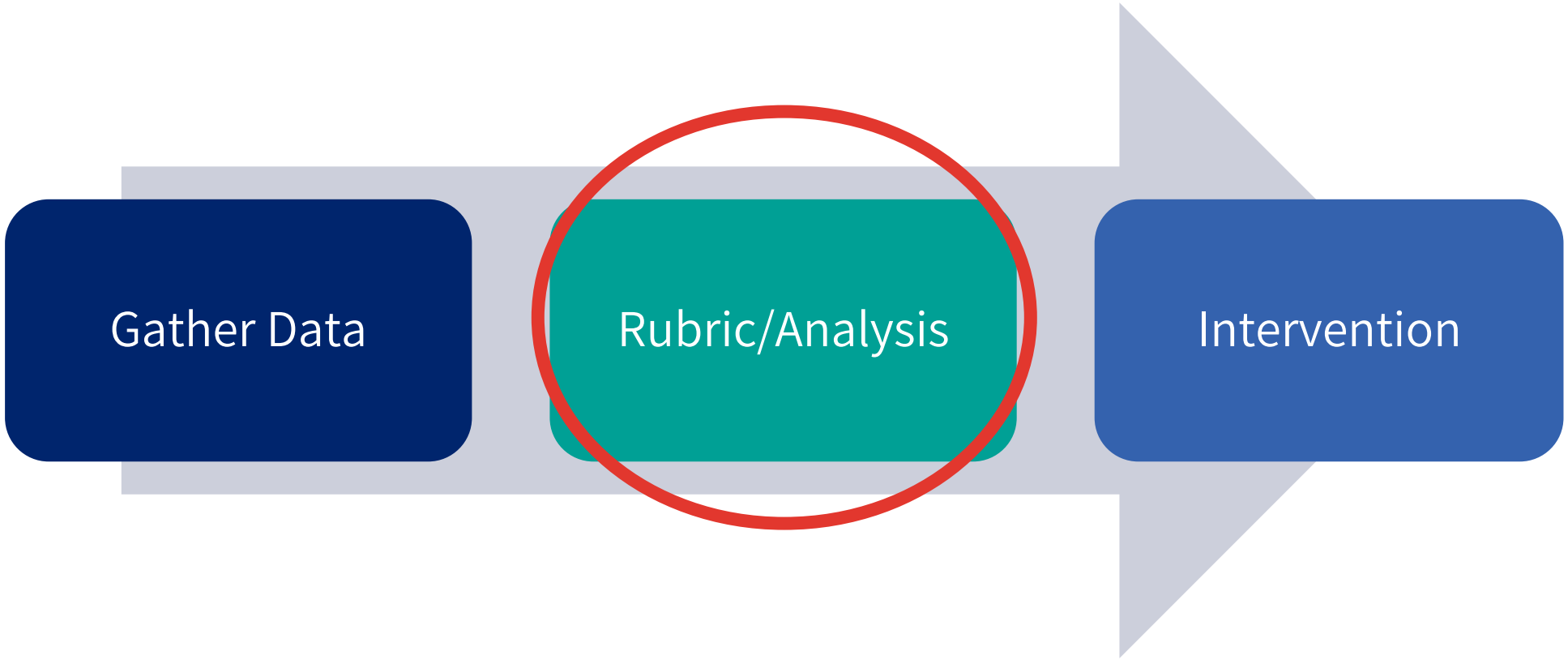
- Train team to use an objective rubric to triage referrals and determine risk level
- In cases of higher risk or threatening behavior, conduct a VRA

Intervention

- Align interventions to risk level
- Connect to resources to address distress or risk
- Restrict means and engage in safety planning
- Skill building (e.g., conflict management, emotion regulation, softening points of view)

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BIT Process: Rubric/Analysis



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Objective Risk Rubric

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



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Standard 13: Objective Risk Rubric

Teams use an **evidence-based, objective** risk rubric to assess **every case** referred to the team



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Importance of Objective Risk Assessment

Bias Mitigation

By using objective indicators of risk, teams can mitigate potential bias



Risk Management

An objective rubric helps teams manage their own risk by providing consistency and objectivitiy



Mitigate Under/ Over Reacting

By accurately assessing risk, teams are more likely to respond with appropriate interventions



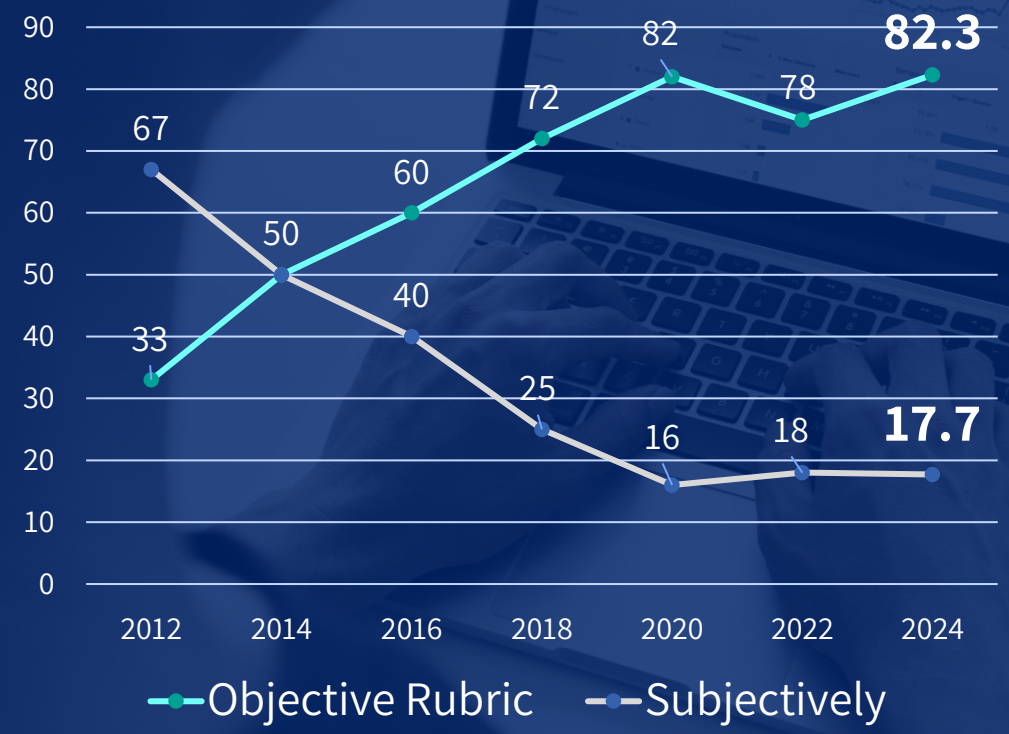
Streamlined Processes

The use of a rubric provides teams shared language and process to make their meetings more efficient



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Risk Assessment



82% of teams

use an objective measurement tool or risk rubric

92% of teams

use the NABITA Risk Rubric

Source: NABITA 2024 State of the Field Survey

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Objective Risk Rubric Usage

56% Use an objective tool for every new referral and every time a case is discussed

19% Use an objective tool for every new referral but not for case updates

20% Use an objective tool on certain cases under specific circumstances

- 58% only apply it to more serious or time-consuming cases

Source: NABITA 2024 State of the Field Survey

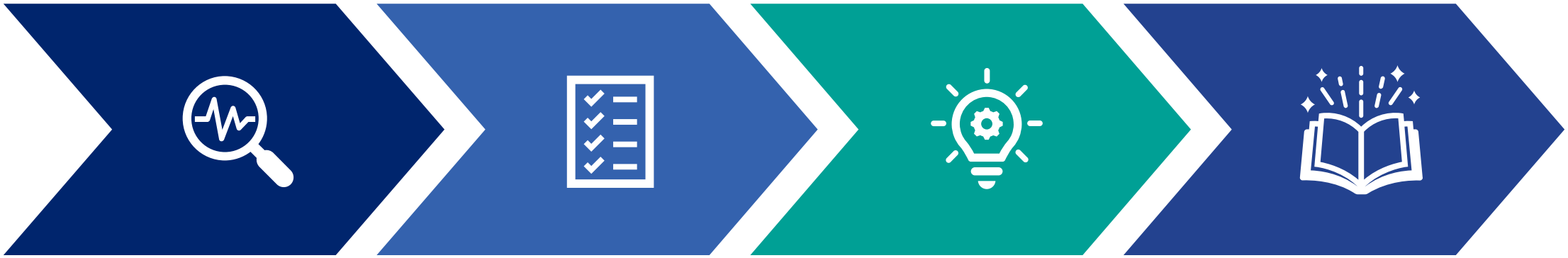
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The NABITA Risk Rubric

For Higher Education

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Notable Changes



Enhanced Research

Conceptual Clarity

Strategic Interventions

Comprehensive Application Guide

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Emotional Health Research

- American College Health Association – National College Health Assessment (ACHA-NCHA III)
  - Biennial survey tracking college student mental health, stress, basic needs, and coping. www.acha.org/ncha
- CDC – Mental Health Action Guide for Youth and Young Adults (2023)
  - Provides strategies and tools for supporting mental health in schools and campus settings. www.cdc.gov/mental-health-action-guide
- Mental Health Coalition – College Mental Health Toolkit
  - Practical resources and tips to help students build resilience, manage stress, and seek support. www.thementalhealthcoalition.org

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Targeted Violence Research

- U.S. Department of Homeland Security, United States Secret Service, and the National Threat Assessment Center
  - Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence
  - Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence
  - Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools
  - Mass Attacks in Public Spaces: 2016 – 2020
- The Violence Project: How to Stop a Mass Shooting Epidemic (2022) by James Densley and Jillian Peterson
- Trigger Points: Inside the Mission to Stop Mass Shootings in America (2023) by Mark Follman

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Risk Rubric User Guide

Overview

- Development process
- Previous revisions

BIT Process/Assessments

- BIT process
- Types of assessments

Application Guidance

- How to use the Risk Rubric
- How to consider multiple perspectives
- Cyclical process of risk assessment.

Interventions

- Levels of interventions
- Principles for selecting interventions

Risk Level Examples

- Examples of behaviors that may indicate the different risk levels

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Risk Rubric Application Guidance

Application

- The NABITA Risk Rubric is a general risk assessment tool for BITs/CARE teams and should be applied to every case referred to the team

Information

- BITs/CARE teams apply the Risk Rubric to the information and behavior available at the time of the assessment (e.g., a snapshot in time)

Baseline

- The team should not downplay or overreact based on the individual's typical behavior
- The baseline should be used to inform interventions and support

Overall Risk

- After both the D-Scale and E-Scale ratings are established, the team determines an Overall Risk Rating using the higher of the two ratings

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NABITA RISK RUBRIC

CRITICAL

ELEVATED

MODERATE

MILD

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

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Former NABITA Risk Rubric Example

DETERIORATING

- Destructive actions, screaming or aggressive/harassing communications, rapid/ odd speech, extreme isolation, stark decrease in self-care
  - Responding to voices, extremely odd dress, high risk substance abuse; troubling thoughts with paranoid/delusional themes; increasingly medically dangerous binging/purging
  - Suicidal thoughts that are not lethal/imminent or non-life threatening self-injury
- Threats of affective, impulsive, poorly planned, and/or economically driven violence
  - Vague but direct threats or specific but indirect threat; explosive language
  - Stalking behaviors that do not harm, but are disruptive and concerning

3

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Updated NABITA Risk Rubric Example

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.

ELEVATED

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Former NABITA Risk Rubric Interventions

Previously, one intervention list was used for all cases based on the summary risk level

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, HCR-20, WAVR-21 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

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 VRAW² 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

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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

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Future Trainings

July:

- 9th – 10th: Behavioral Intervention Team Standards and Best Practices (virtual)
- 15th: NABITA Risk Rubric (virtual)

September:

- 15th: NABITA Risk Rubric (virtual)

October:

- 13th – 14th: Behavioral Intervention Team Standards and Best Practices (NABITA/ATIXA Joint Annual Conference in Baltimore)

To Register:
www.nabita.org/training-certification



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