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.

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National Association for Behavioral Intervention and Threat Assessment

Marketing and Managing Perceptions of the Team

May 3, 2024 (Session 4 of 4)

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.

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Introduction

This presentation contains graphic language and imagery.



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Today's Agenda

Structural Element

- Community Education and Marketing
- Levels of Behavior (Disruptive vs. Dangerous Behaviors)

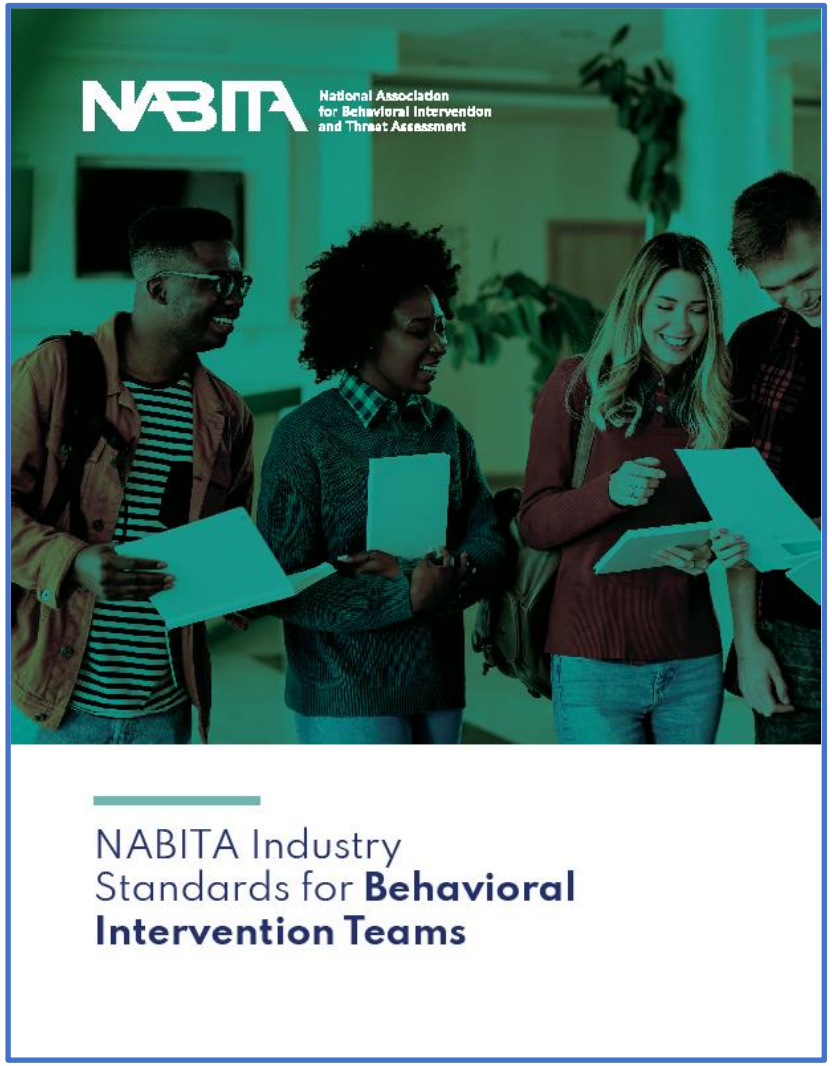
Quality Assurance and Assessment

- End of Semester and Year Reports
- Team Audit
- Program Effectiveness

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Standard 9: Community Education and Marketing

The team **educates its community** about **bystander engagement**, **recognizing leakage**, and **making referrals**, and **markets its functions/services** through **advertising campaigns**, **websites**, **logos**, and **other promotional materials**.



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Imagine a scale of behavior from 1-10, with 1s representing **low-level behavior** (sad mood) and 10s representing **high-level behavior** (student threatens to bring a gun to class)

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We all understand the importance of reporting higher-end behaviors…

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Low-end behaviors are more commonly brushed off, excused away, seen as “not our problem,” etc.

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01

Audience

Who are/should be BIT referral sources?

02

Content

What does this specific audience need to know?

03

Format

What is the best way to reach them?

04

Buy-In

How do I get participation from them?

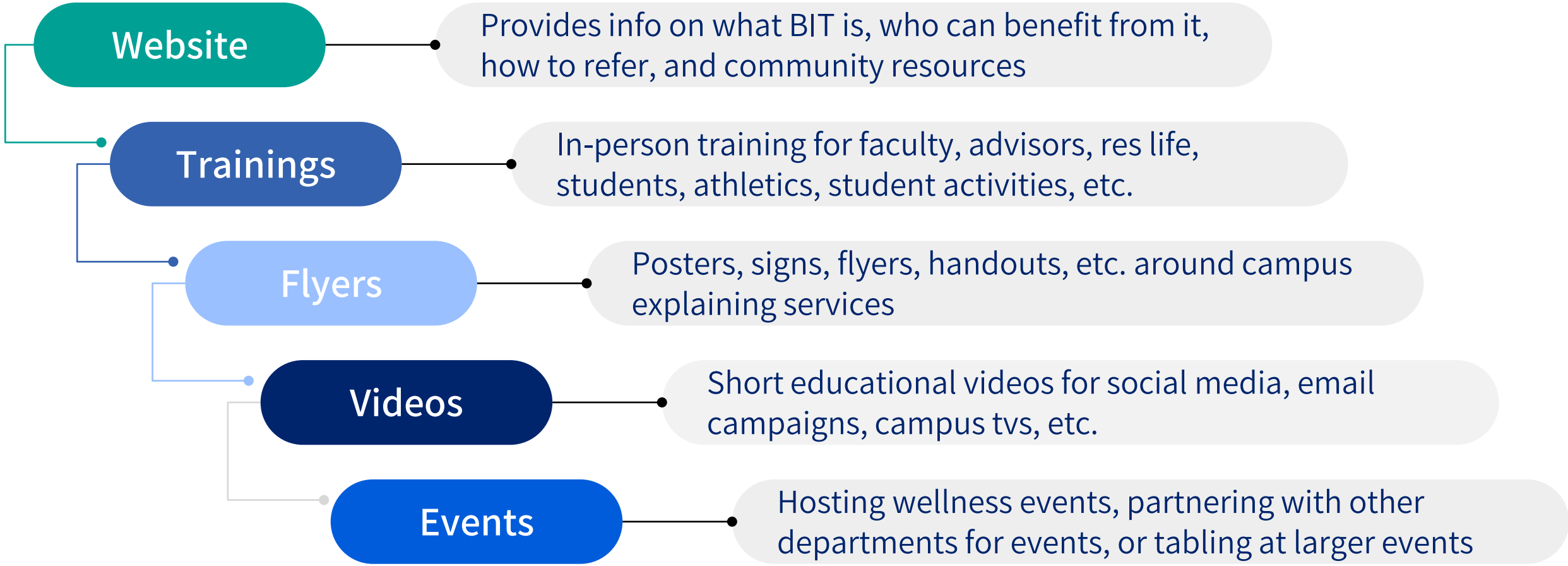
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Education and Marketing efforts include a mix of PASSIVE and ACTIVE campaign strategies

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Common Approaches

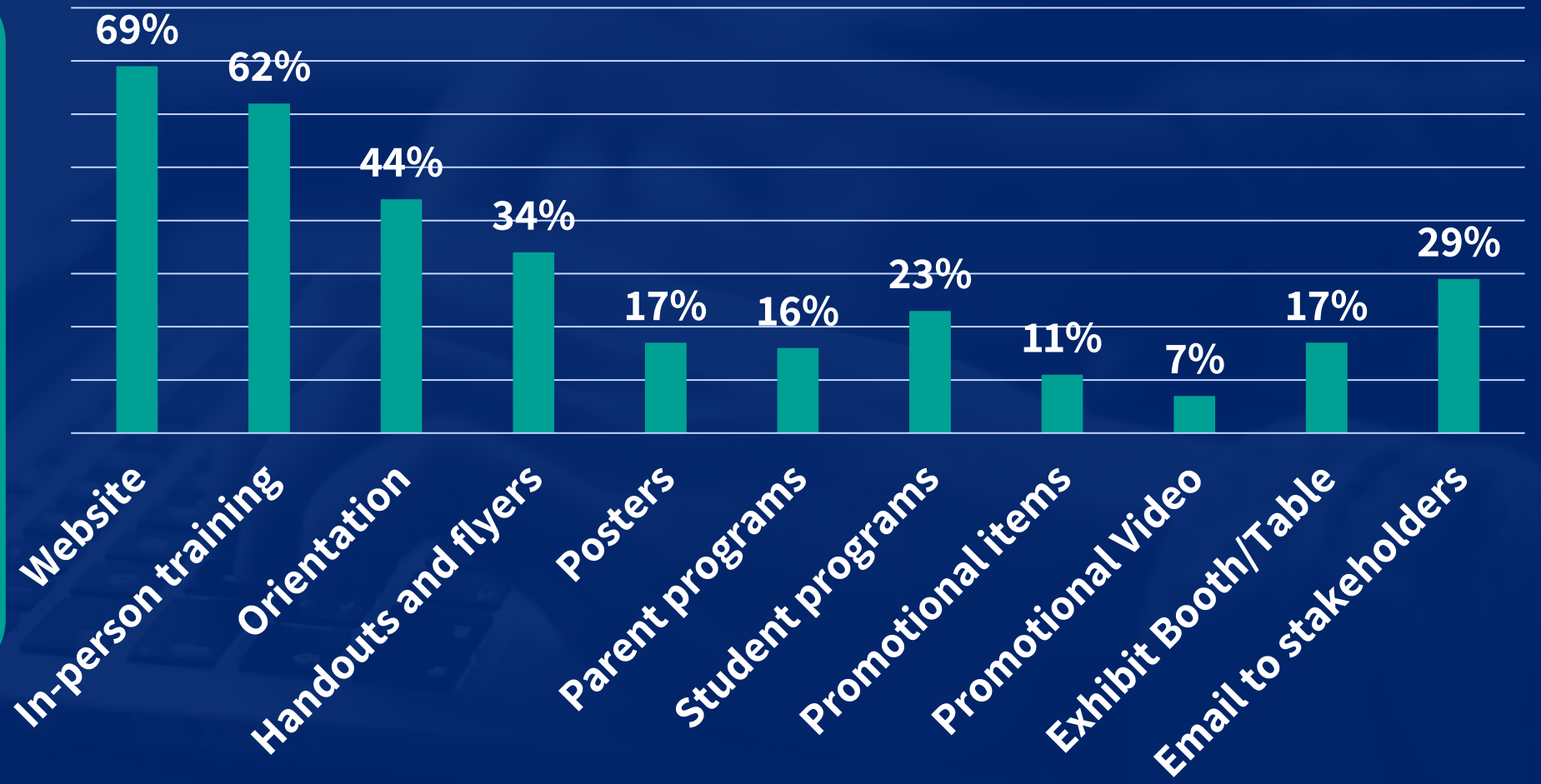


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82%
of teams

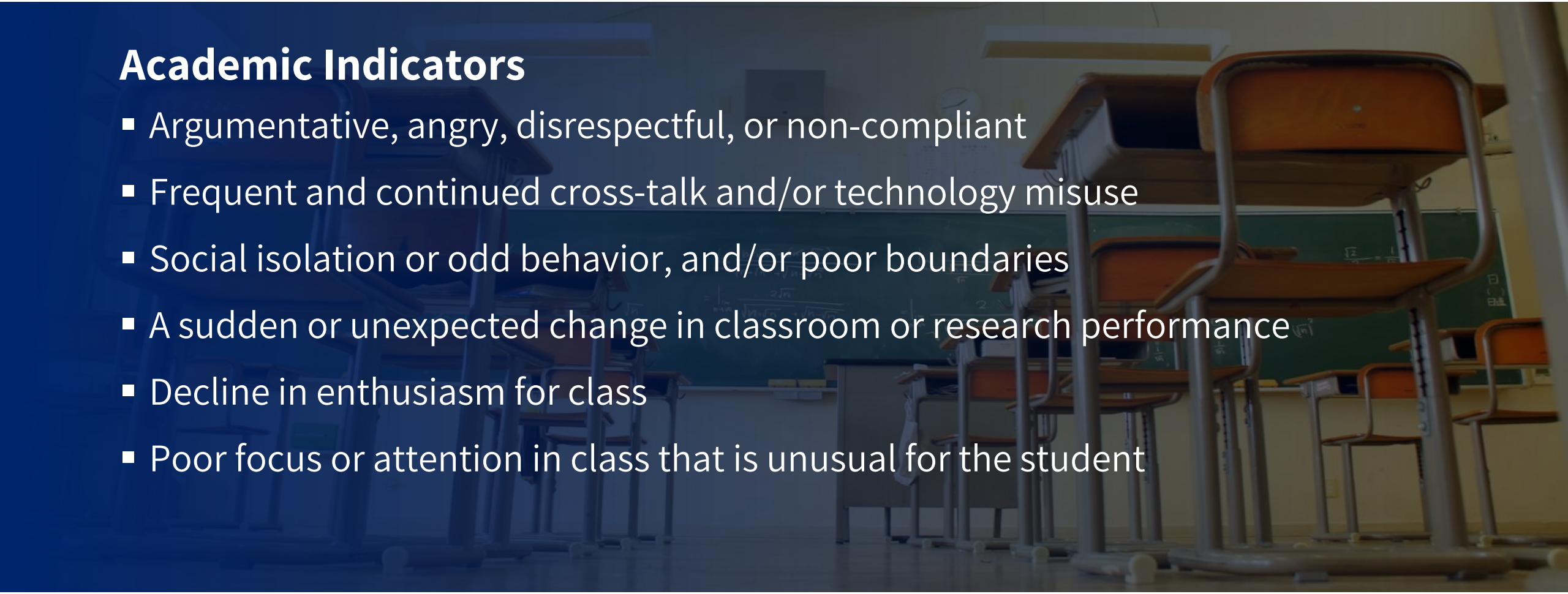
Make efforts to educate their community and make them aware of the team's efforts



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Source: NABITA 2022 State of the Field Survey

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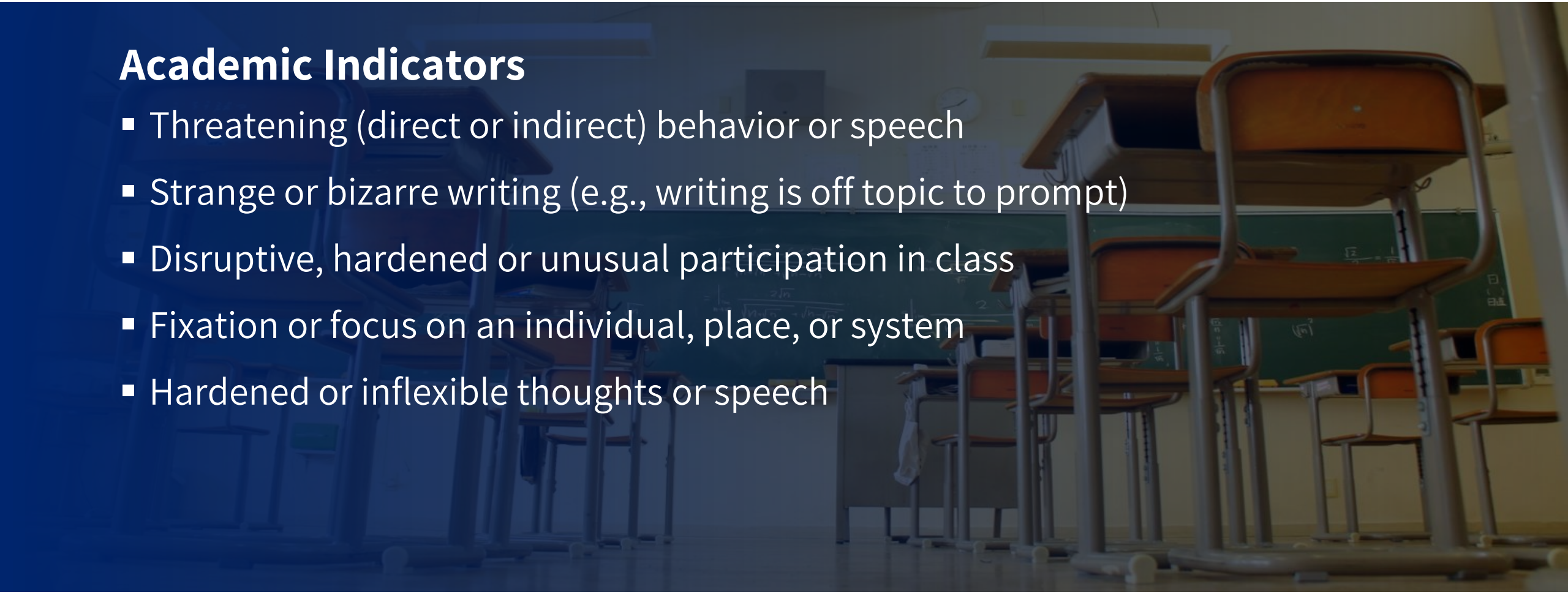


Academic Indicators

- Argumentative, angry, disrespectful, or non-compliant
- Frequent and continued cross-talk and/or technology misuse
- Social isolation or odd behavior, and/or poor boundaries
- A sudden or unexpected change in classroom or research performance
- Decline in enthusiasm for class
- Poor focus or attention in class that is unusual for the student

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Academic Indicators

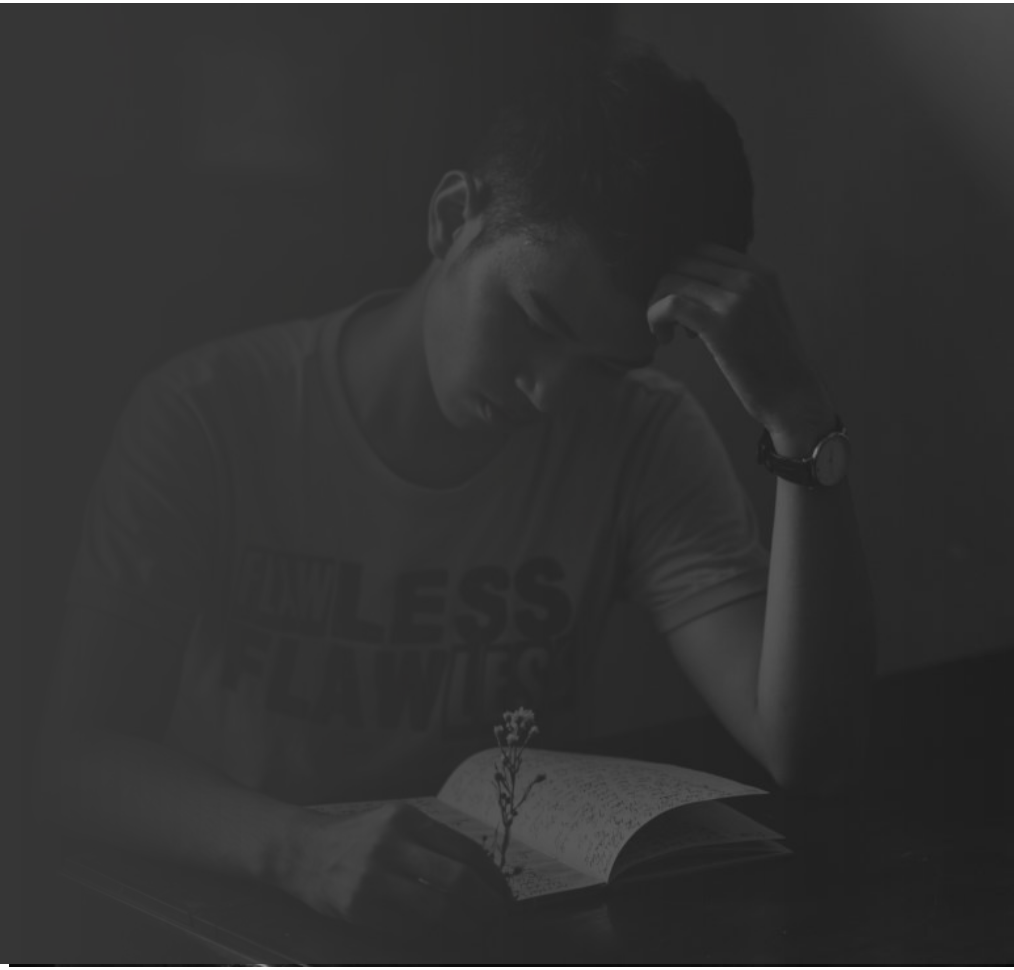
- Threatening (direct or indirect) behavior or speech
- Strange or bizarre writing (e.g., writing is off topic to prompt)
- Disruptive, hardened or unusual participation in class
- Fixation or focus on an individual, place, or system
- Hardened or inflexible thoughts or speech

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Emotional and Behavioral Indicators

- Frequent arguments with others
- Excessive alcohol or drug use
- Sexually harassing or aggressive behavior
- Hardened or objectified language
- Argumentative with authority
- Explosive or impulsive behavior

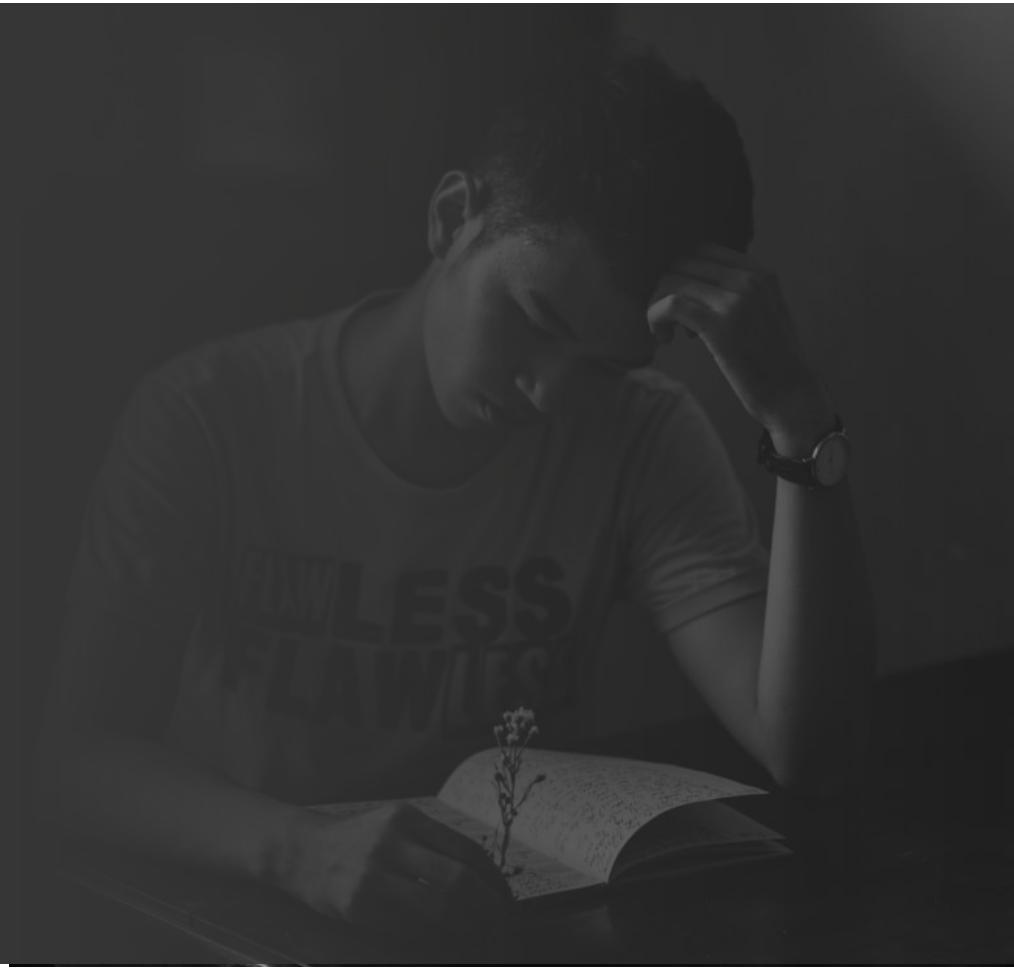


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Emotional and Behavioral Indicators

- Emotions that are extreme for the situation
- Teasing or bullying (receiving or giving)
- Social withdrawal, isolation, loneliness, etc.
- Change in typical personality
- Repetitive or anxious behaviors
- Panic or worry over relatively common troubles

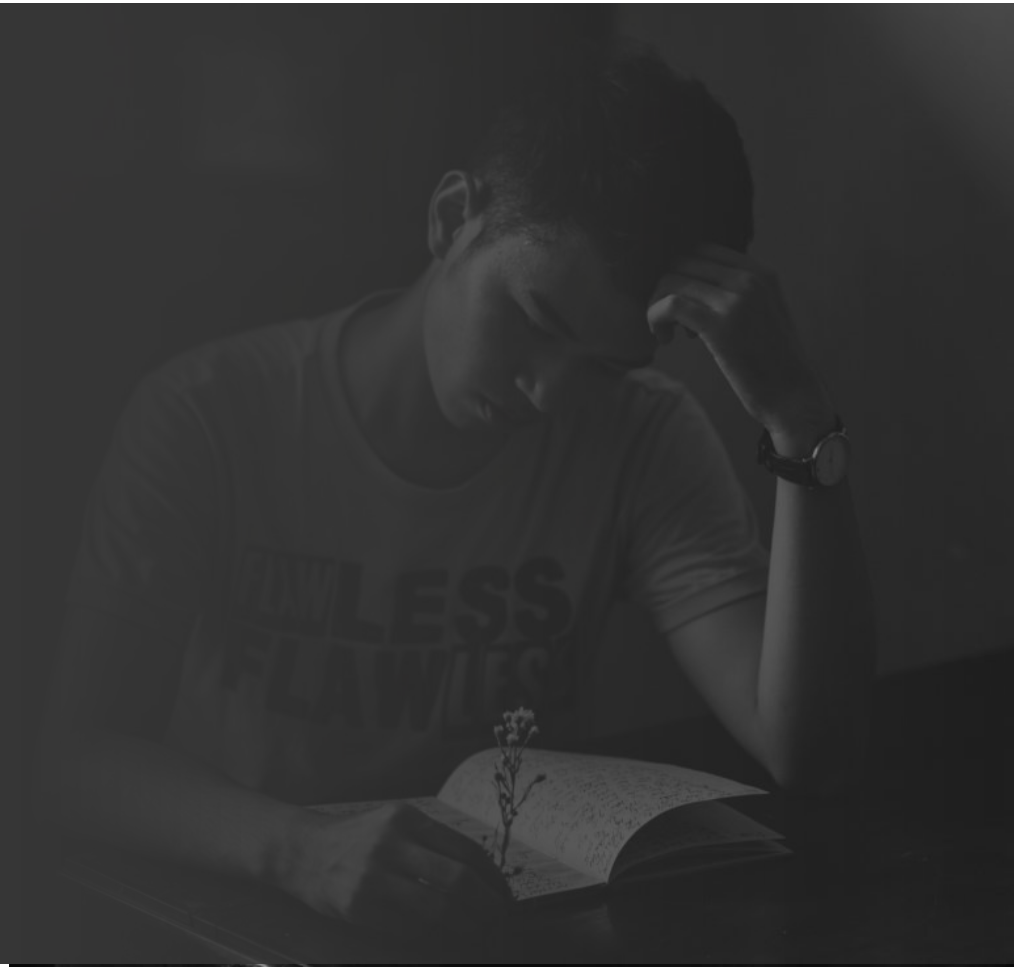


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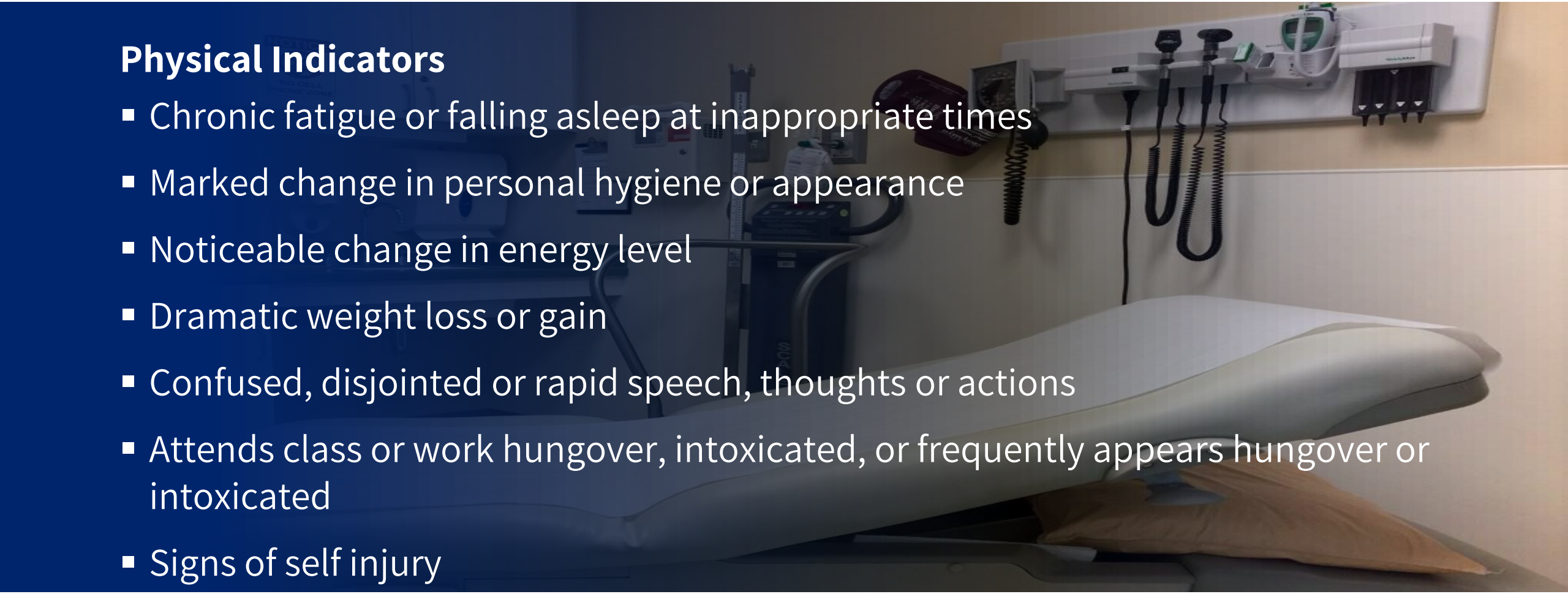
Emotional and Behavioral Indicators

- Marked irritability, anger, hostility, etc.
- Talking to or seeing things that aren't there
- Delusional or paranoid speech or actions
- Difficulty connecting with others
- Expressions of hopelessness, worthlessness, etc.
- Direct or indirect threat of harm to self or others



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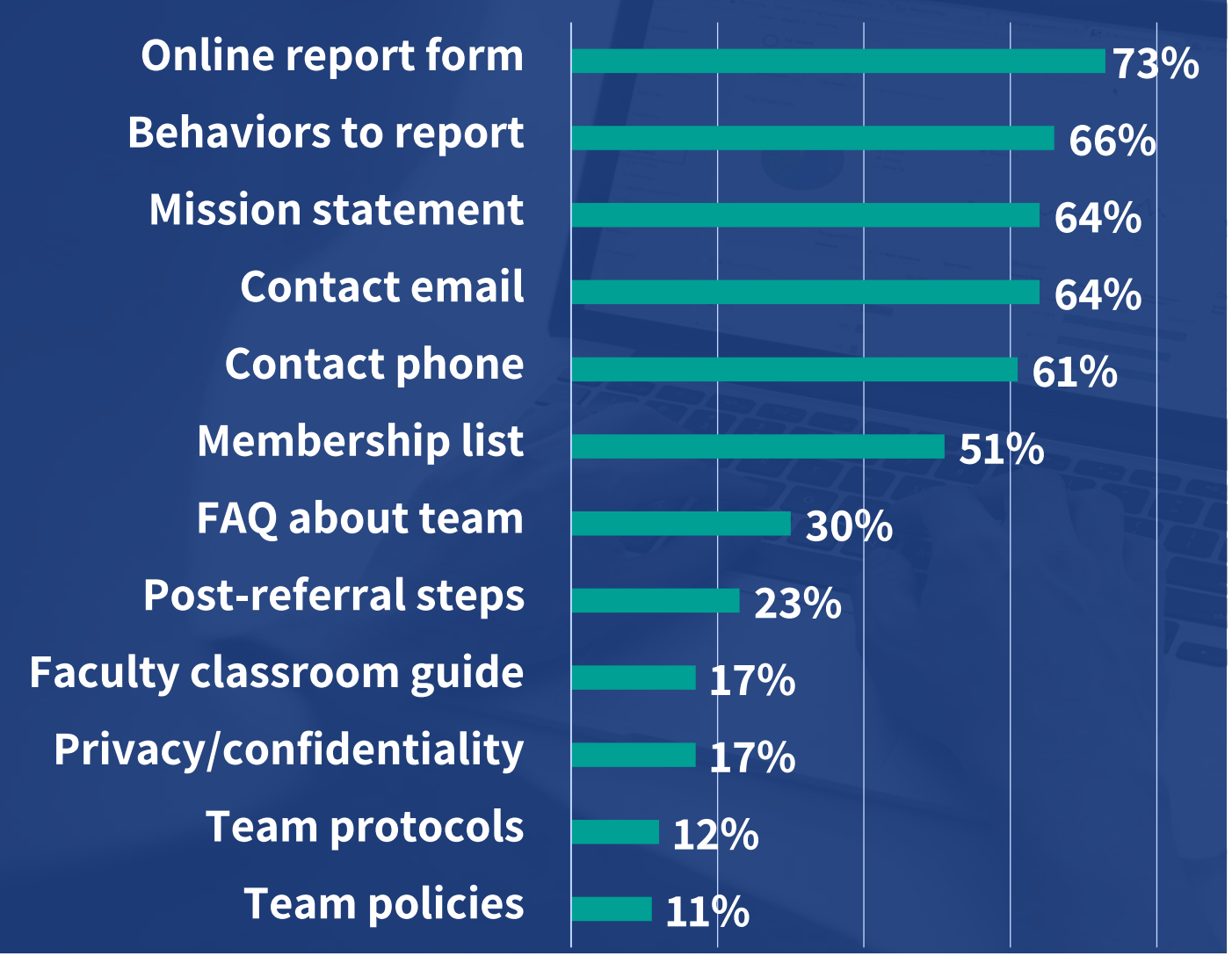


Physical Indicators

- Chronic fatigue or falling asleep at inappropriate times
- Marked change in personal hygiene or appearance
- Noticeable change in energy level
- Dramatic weight loss or gain
- Confused, disjointed or rapid speech, thoughts or actions
- Attends class or work hungover, intoxicated, or frequently appears hungover or intoxicated
- Signs of self injury

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Website Content



68% of teams

Have a website

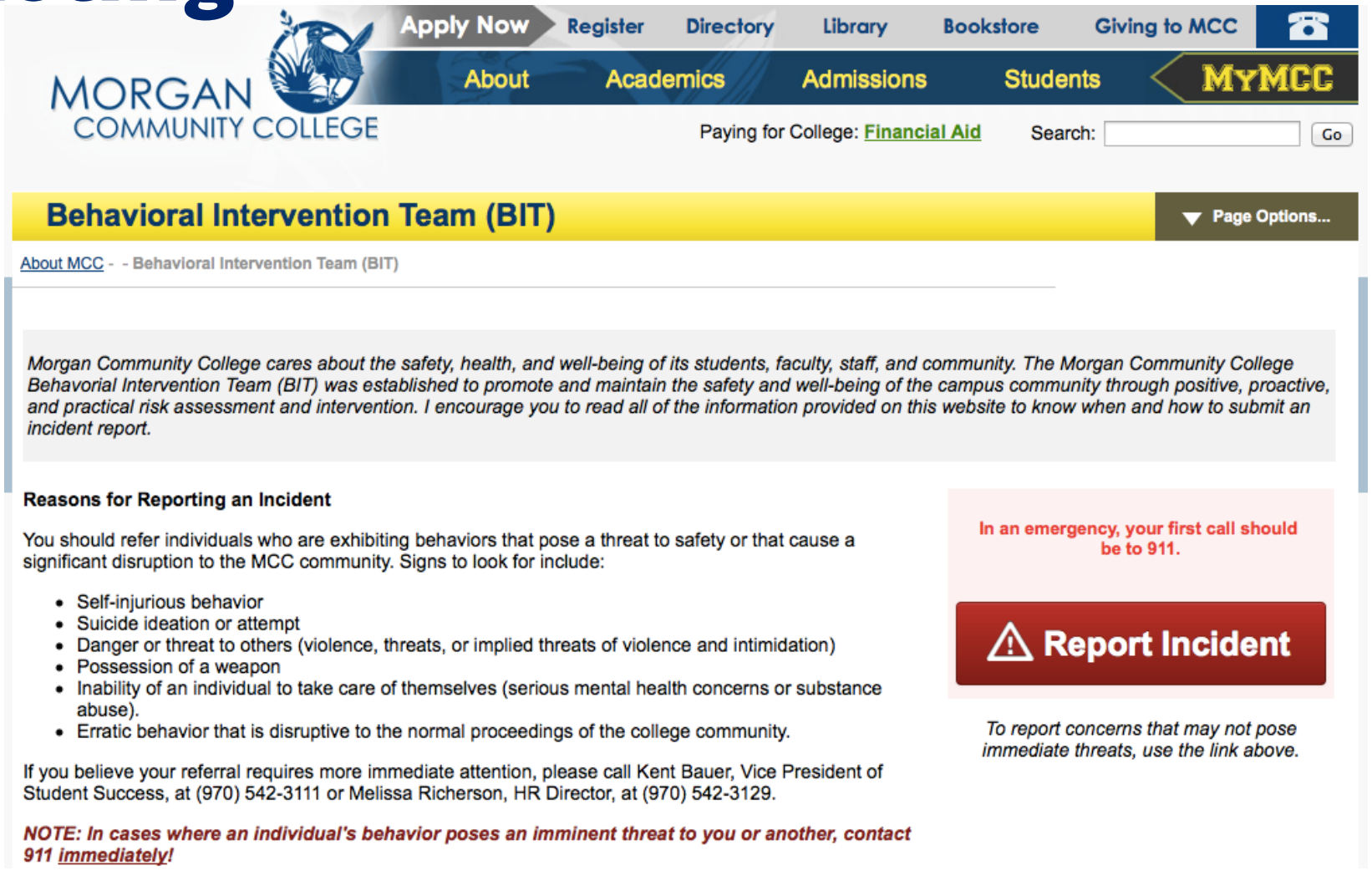
21% of teams

Have a logo

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Source: NABITA 2022 State of the Field Survey

Standard 9: Community Education and Marketing



MORGAN COMMUNITY COLLEGE

Apply Now | Register | Directory | Library | Bookstore | Giving to MCC

About | Academics | Admissions | Students | MyMCC

Paying for College: Financial Aid Search: Go

Behavioral Intervention Team (BIT)

Page Options...

About MCC - - Behavioral Intervention Team (BIT)

Morgan Community College cares about the safety, health, and well-being of its students, faculty, staff, and community. The Morgan Community College Behavorial Intervention Team (BIT) was established to promote and maintain the safety and well-being of the campus community through positive, proactive, and practical risk assessment and intervention. I encourage you to read all of the information provided on this website to know when and how to submit an incident report.

Reasons for Reporting an Incident

You should refer individuals who are exhibiting behaviors that pose a threat to safety or that cause a significant disruption to the MCC community. Signs to look for include:

- Self-injurious behavior
- Suicide ideation or attempt
- Danger or threat to others (violence, threats, or implied threats of violence and intimidation)
- Possession of a weapon
- Inability of an individual to take care of themselves (serious mental health concerns or substance abuse).
- Erratic behavior that is disruptive to the normal proceedings of the college community.

If you believe your referral requires more immediate attention, please call Kent Bauer, Vice President of Student Success, at (970) 542-3111 or Melissa Richerson, HR Director, at (970) 542-3129.

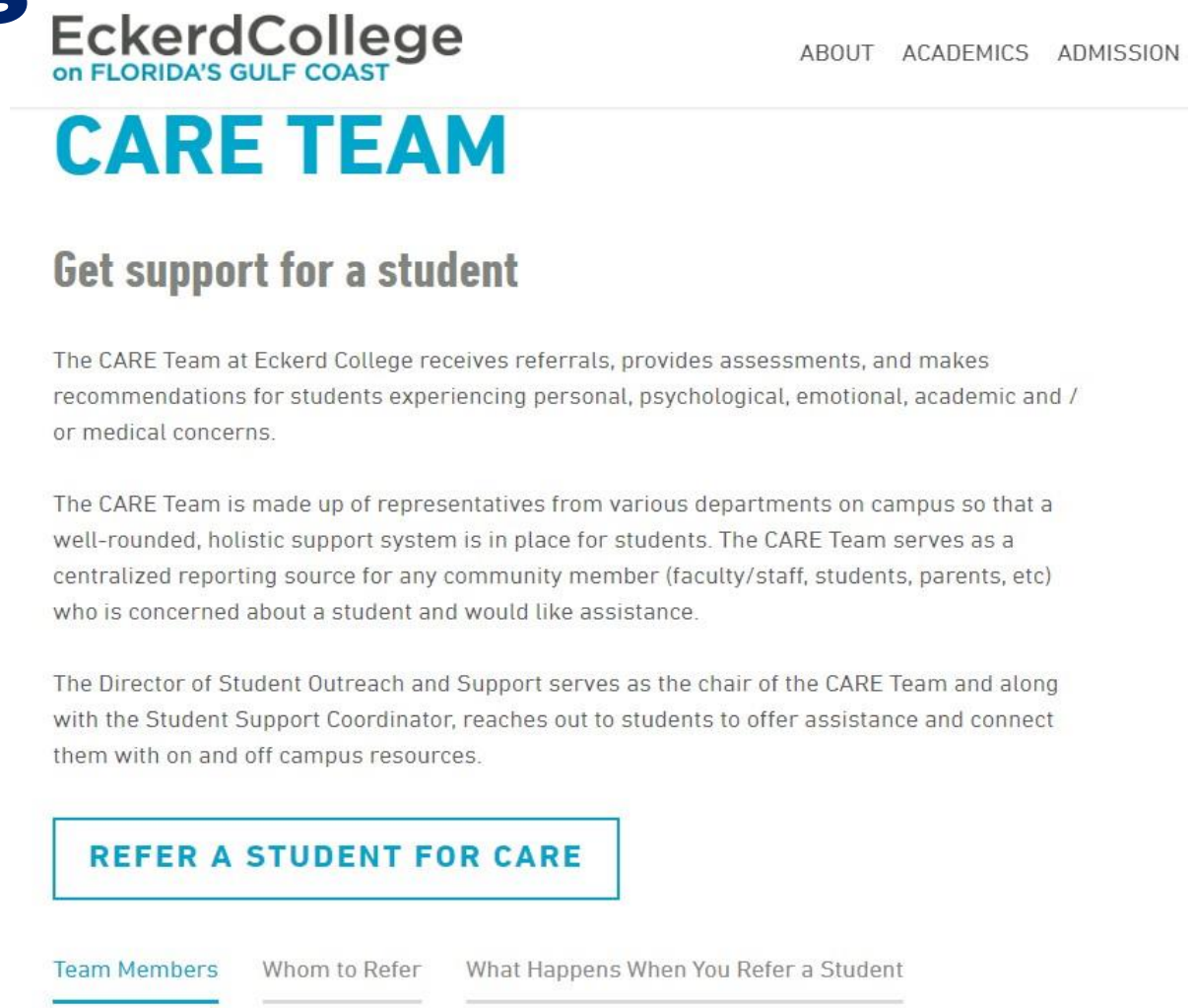
NOTE: In cases where an individual's behavior poses an imminent threat to you or another, contact 911 immediately!

In an emergency, your first call should be to 911.

⚠ Report Incident

To report concerns that may not pose immediate threats, use the link above.

Standard 9: Community Education and Marketing



EckerdCollege
on FLORIDA'S GULF COAST

ABOUT ACADEMICS ADMISSION

CARE TEAM

Get support for a student

The CARE Team at Eckerd College receives referrals, provides assessments, and makes recommendations for students experiencing personal, psychological, emotional, academic and / or medical concerns.

The CARE Team is made up of representatives from various departments on campus so that a well-rounded, holistic support system is in place for students. The CARE Team serves as a centralized reporting source for any community member (faculty/staff, students, parents, etc) who is concerned about a student and would like assistance.

The Director of Student Outreach and Support serves as the chair of the CARE Team and along with the Student Support Coordinator, reaches out to students to offer assistance and connect them with on and off campus resources.

REFER A STUDENT FOR CARE

Team Members Whom to Refer What Happens When You Refer a Student

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Standard 9: Community Education and Marketing

Team Members | Whom to Refer | What Happens When You Refer a Student

As a staff, faculty, friend or parent you are in a good position to identify who might need help as you see and talk to students on a regular basis and often in stressful situations. If you notice that a student is exhibiting one or more of the following academic, physical or emotional signs, or you just have a "gut-feeling" that something is wrong, make a referral to the Intervention Team.

- ⊕ Academic Indicators
- ⊕ Emotional Indicators
- ⊕ Physical Indicators

Team Members | Whom to Refer | What Happens When You Refer a Student

As a staff, faculty, friend or parent you are in a good position to identify who might need help as you see and talk to students on a regular basis and often in stressful situations. If you notice that a student is exhibiting one or more of the following academic, physical or emotional signs, or you just have a "gut-feeling" that something is wrong, make a referral to the Intervention Team.

⊖ **Academic Indicators**

- Excessive procrastination and very poorly prepared work, especially if this is inconsistent with previous efforts.
- Missing assignments or exams.
- Multiple absences or excessive tardiness.
- Decline in interest or enthusiasm.
- Inability to follow assignment instructions or tasks, despite repeated attempts to clarify/encourage.
- Repeated requests for special consideration (e.g. deadline extensions).
- Dependence on professor/tutor that is beyond what is usual for a student needing assistance in your class.

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Keywords for Website Search

Student of concern
Report behavior
Behavioral concern
Cutting
Unusual
Threat assessment
Schizophrenia
Classroom behavior
Classroom disruption
Threat Assessment Team
SOC
NABITA
ASD
Fear
Bullied
TAT
Angry
Odd
Bully
Disruptive
Mental health
Aspergers
Fearful
Safety
BIT
Rude
Bizarre
Difficult
Dangerous
Suicide
Depression
Concerned
Threat
CARE
Rage
Obsessive
Safety concern
Disrespectful
Suicidal
Self injury
Hopeless
Threatening
CARE team
Bipolar
Inappropriate

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1. Community College of Denver



2. Embry-Riddle Aeronautical University



3. Foothill College



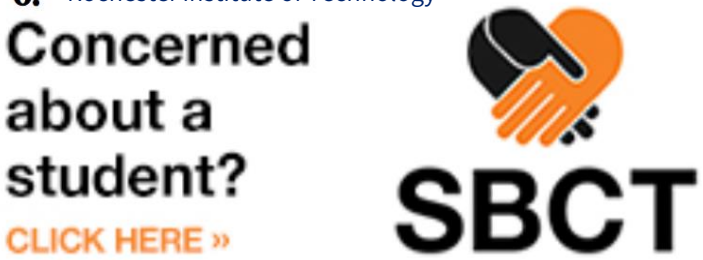
4. Housatonic Community College



5. University of La Verne



6. Rochester Institute of Technology



7. University of South Florida



8. Gateway Technical College



9. University of Rochester

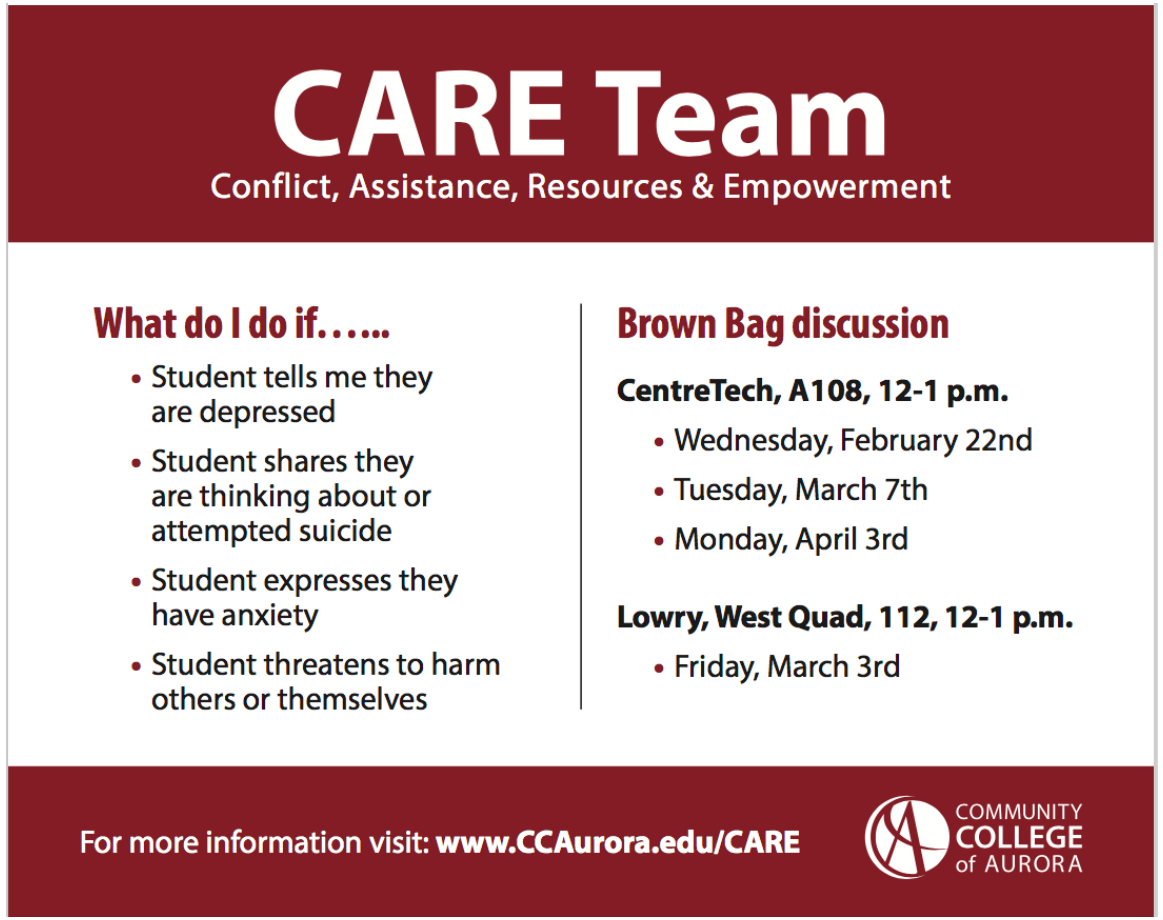


10. The University of Oklahoma



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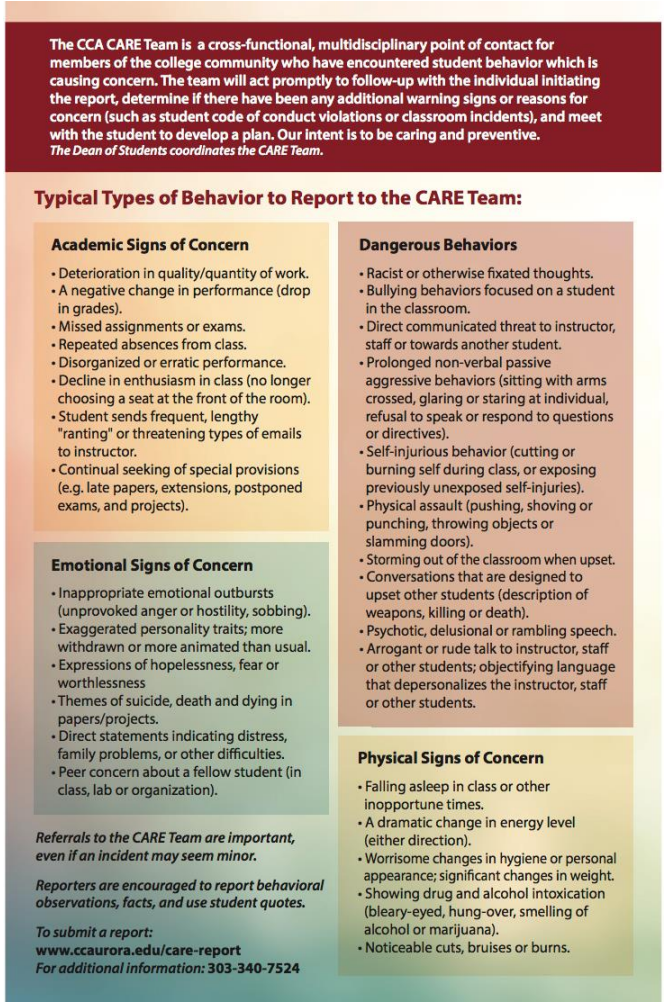
Standard 9: Community Education and Marketing



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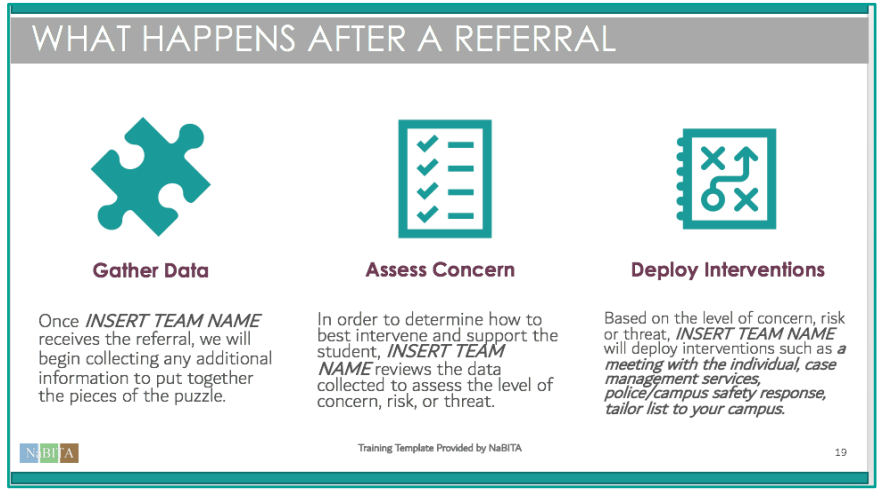
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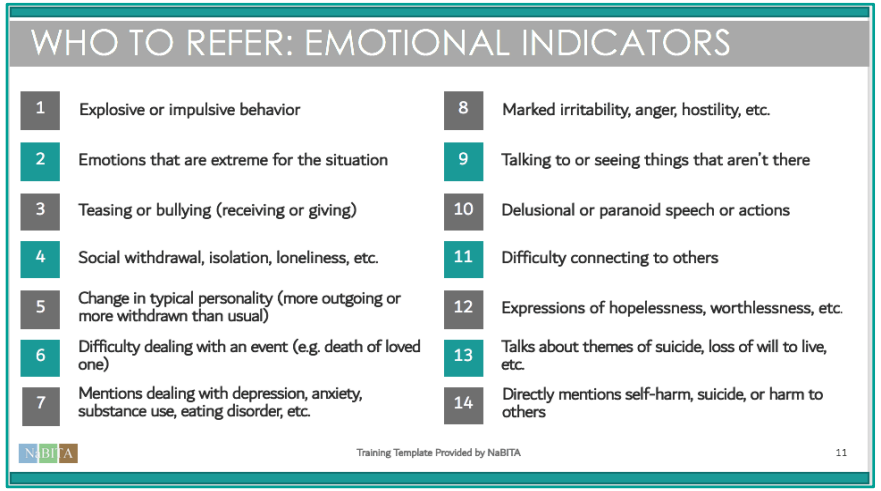
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Standard 9: Community Education and Marketing









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Standard 9: Community Education and Marketing

North Central's Behavioral Intervention Team

- North Central College's Behavioral Intervention Team works toward creating and maintaining a safe and secure community for all faculty, staff and students by providing systematic response for individuals who may be exhibiting concerning behavior that could result in harm to self or others.



Training Template Provided by NaBITA 7

Arkansas Tech University: Jerry Cares

- The CARE Team
- The primary work of the CARE Team (Campus Assessment, Response, and Evaluation Team) is to collect and assess all reports of threats or other alarming behaviors by any student or employee as well as others who might impact the safety or well-being of the university community.
- Mission Statement:
  - The CARE Team is a multidisciplinary proactive campus threat assessment and behavioral intervention team dedicated to improving campus safety through a coordinated, objective approach to prevention, identification, assessment, intervention, and management of situations that may pose a threat to the safety and well-being of individuals and the university community.

JERRY CARES
ARKANSAS TECH UNIVERSITY
CARE Team

Training Template Provided by NaBIT 7

CARE Network

- The CARE Network enables members of the University community to express their concern about a person, incident, or issue by submitting a referral to the CARE Network team.
- The CARE Network strives to connect students to appropriate resources to support their overall wellness and success at the University of Rochester.
- *CARE Network Staff: (1)Associate Director, (2) Assistant Directors, (1) Graduate Assistant*
- *CARE Team/Representatives from: CARE Network, Disability Resources, International Student Engagement, Advisement Services, Public Safety, University Counseling Center, Student Conduct, Residential Life, Office of Minority Student Affairs*

care
rochester.edu/CARE

Training Template Provided by NaBITA 7

Student Behavioral Consultation Team (SBCT)

- The **Student Behavior Consultation Team (SBCT)** coordinates the resources of RIT to review and address inappropriate, disruptive, and/or harmful student behavior in order to recommend collaborative and purposeful (non-punitive) interventions aimed at helping students achieve success. In addition, the SBCT assists faculty and staff in addressing instances of student behavior which may be inappropriate, harmful, or disruptive for the RIT living and learning community.
- Team Representatives from: Student Affairs leadership, National Technical Institute for the Deaf, Case Management, Student Conduct/Conflict Resolution, Residence Life, University Advising, Public Safety, Counseling & Psychological Services, Student Health Center

RIT
Rochester Institute of Technology

Training Template Provided by NaBITA 7

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Disruptive vs. Dangerous

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Disruptive vs. Threatening Behaviors



Disruptive

- Student monopolizes classroom discussions or makes loud/distracting noises during class
- Student interrupts/talks over others
- Student uses cell phone in class
- Student refuses to comply with faculty direction
- Excessive tardiness/walking in and out of class
- Sleeping/snoring in class

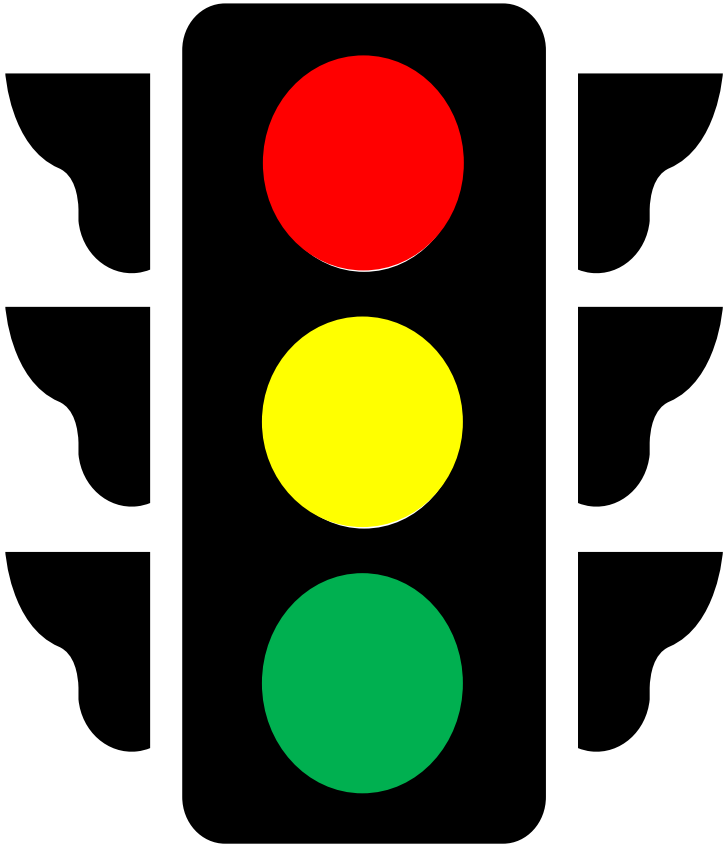


Threatening

- Student implies or makes a direct threat to harm self or others
- Student displays a firearm or weapon
- Student violates your personal space
- Student physically confronts/attacks another
- Student stalks or harasses another
- Student sends threatening emails, letters, or other correspondence

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Responding To Disruptive And Dangerous Behavior



Red light behavior: Behavior that is actively dangerous.

- Stop and call for help
- Increase safety: ask student to leave, remove yourself/others, stay calm
- Fill out BIT referral

Yellow light behavior: Behavior that is significantly disruptive or potentially risky.

- Pause and address the situation either in the moment or in private after class
- Offer assistance and resources as appropriate
- Make a referral to BIT

Green light behavior: Mildly disruptive behaviors.

- Pause and address the situation in the moment or in private after class
- Make a referral to BIT

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How to Respond: A Guide for The Referral Source

- Name the concern
- Ask open-ended questions
- Demonstrate empathy
- Summarize what you heard



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How to Respond: A Guide for The Referral Source

Name the Concern

"I noticed that…"

"Lately you've seemed…"

"It seems like…"

Open-ended Questions

"How have things been going for you?"

"What has been difficult for you lately?"

"What could help make things better?"

Demonstrate Empathy

"Wow, thank you for sharing that. It must be difficult."

"You're really dealing with a lot right now. I imagine you feel exhausted"

Summarize

"So what I heard you say…"

"Ok, let me make sure I understand…"

"What I'm hearing from you…"

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How to Respond: A Guide for The Referral Source

"Thank you for telling me about this. I'm pretty worried about you and everything you've been going through. There is team here on campus, the Care Team, that helps students with these types of issues. They are great at getting you the support you need. I'm going to make a referral and they will reach out to you to check in."

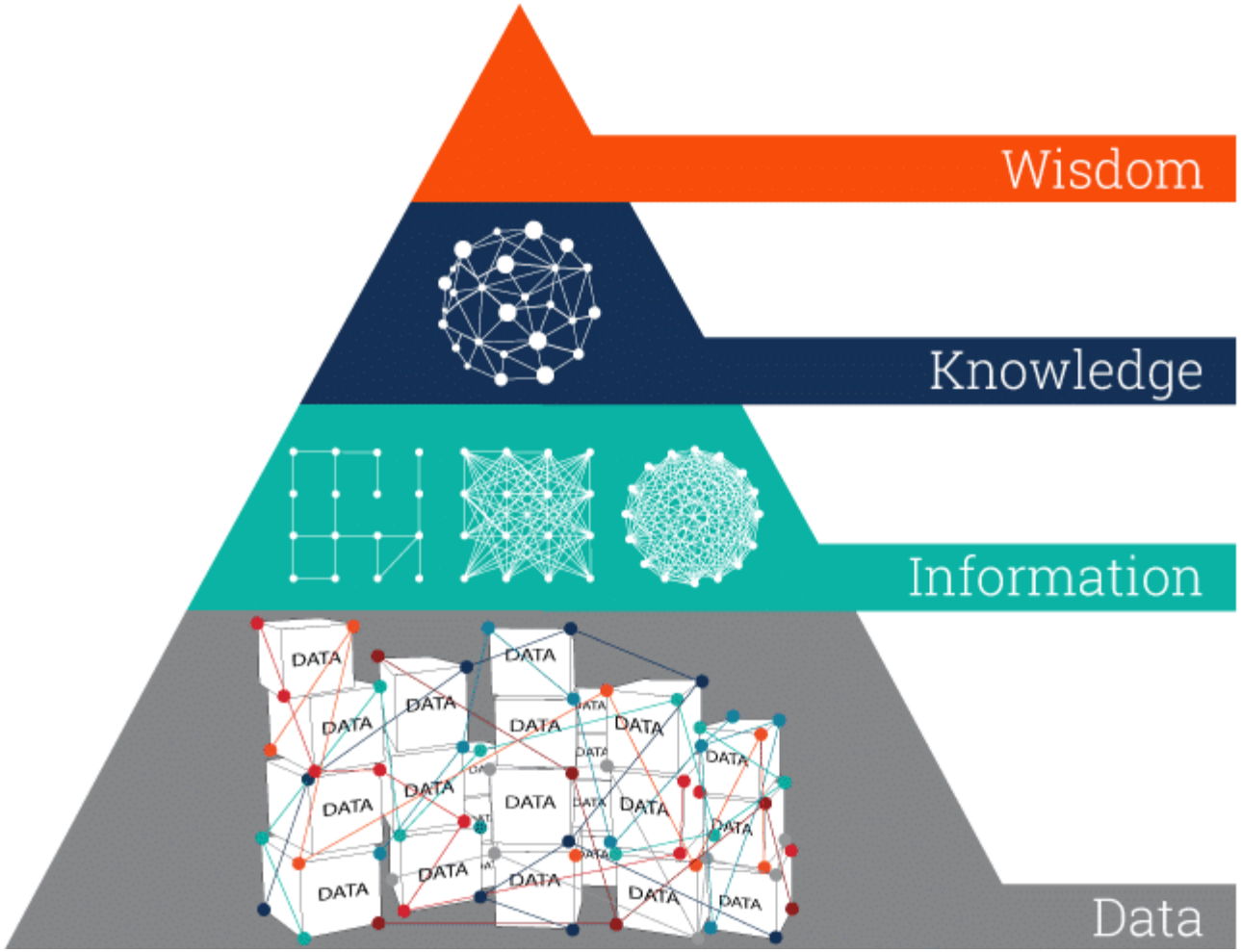
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Quality Assurance and Assessment

NABITA Behavioral Intervention Team Standards 19-21

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DIKW Pyramid

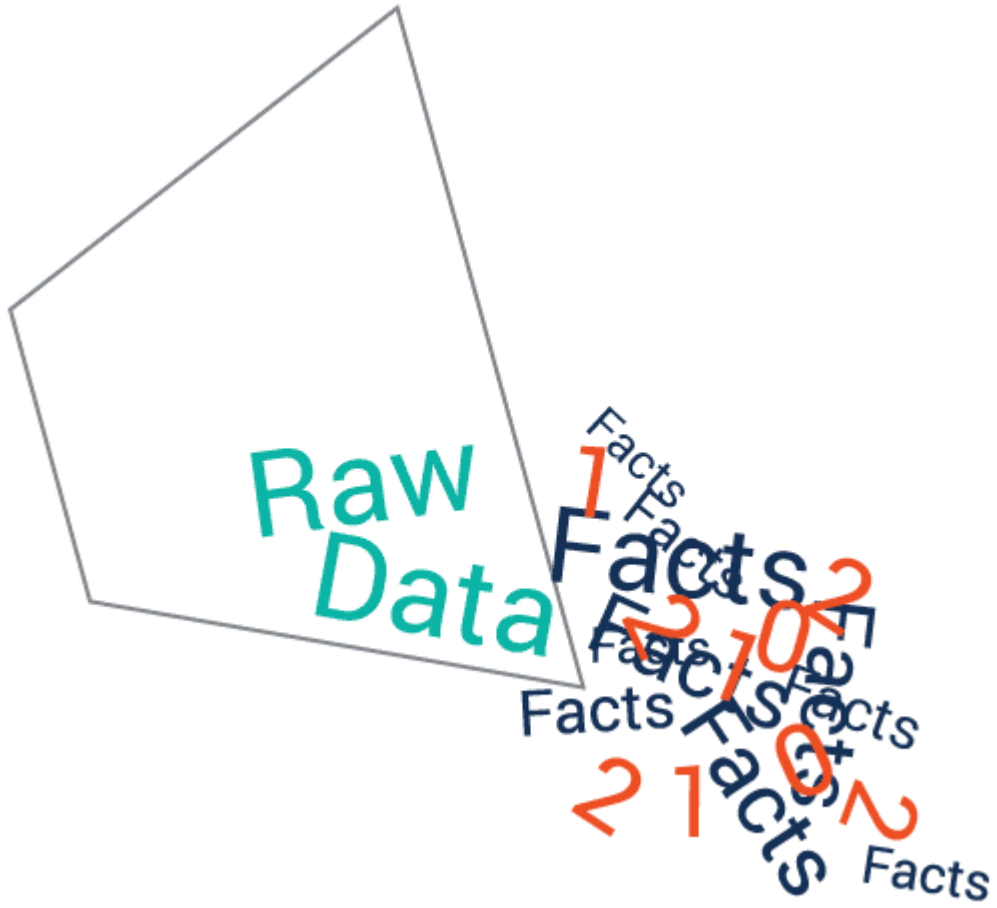


Each **step up** the pyramid answers questions about and **adds value** to the initial data

Rowley, Jennifer (2007). "The wisdom hierarchy: representations of the DIKW hierarchy". Journal of Information and Communication Science. **33** (2): 163–180

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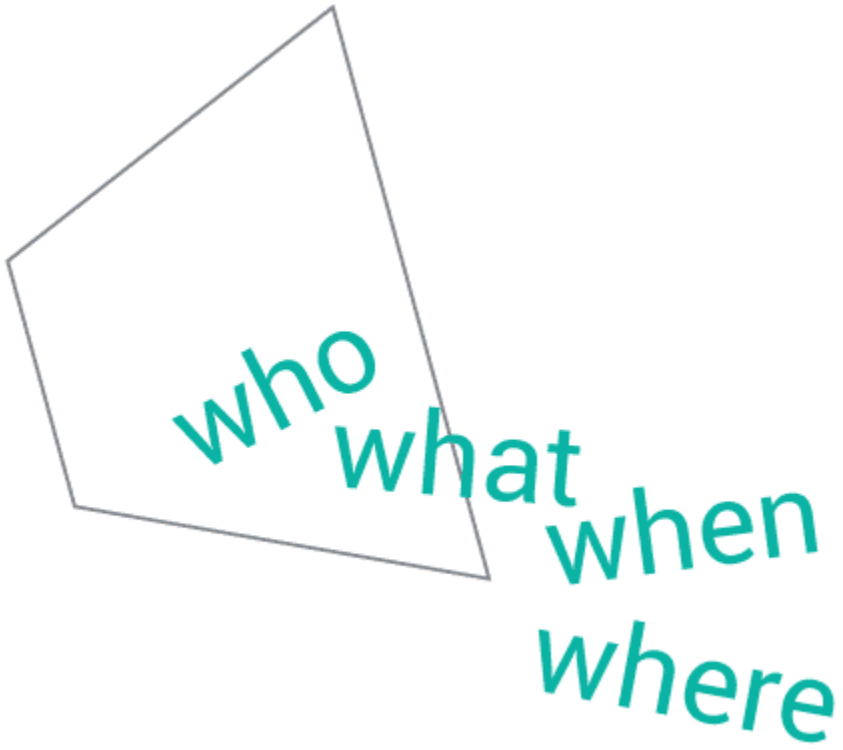
Data



A collection of facts in a raw or unorganized form

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Information



Data that is easier to measure, visualize & analyze for a specific purpose

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Knowledge



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Wisdom

why
do
something?

what is best?

Wisdom is knowledge applied in action



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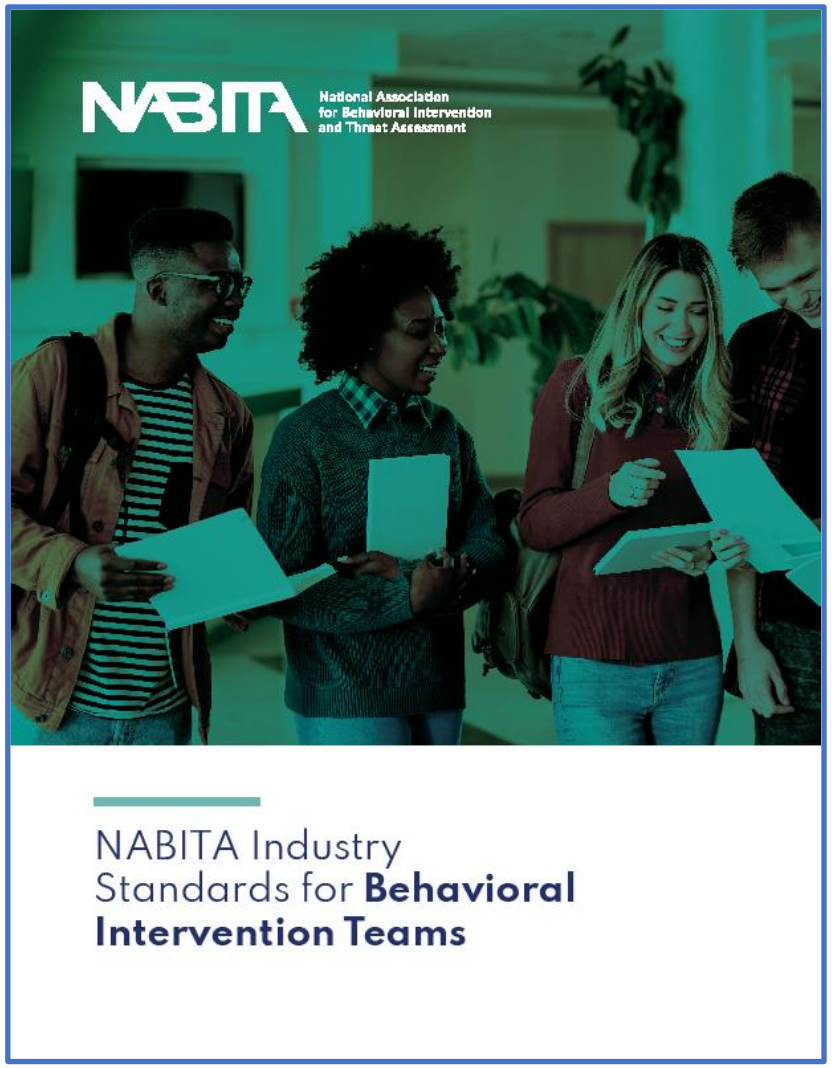
NABITA Standards 19

End of Semester and Year Reports

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Standard 19: End of Semester and Year Reports

The team collects data to **identify trends or patterns**, publishes its findings in semester or annual reports, and **adjusts resources, marketing, and/or training in accordance with its findings**.



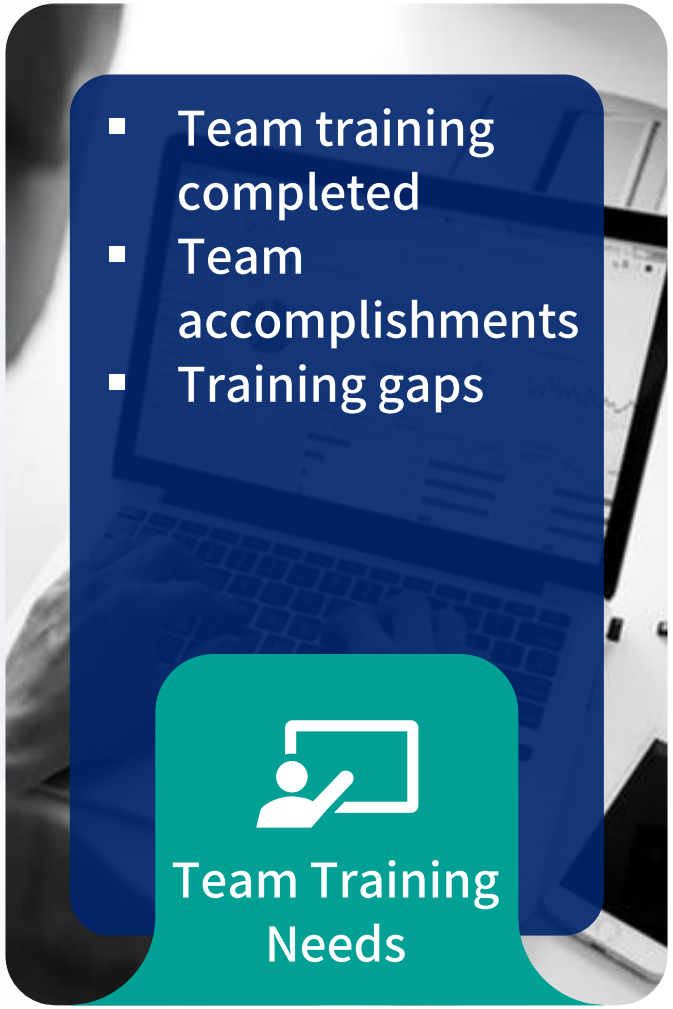
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Data Collection



- Referral source demographics
- Referred individual demographics
- Presenting issues
- Risk level data
- Interventions

Referral Trends



- Team training completed
- Team accomplishments
- Training gaps

Team Training Needs



- Community training and education
- Specific audiences reached/not reached
- Community education gaps

Community Education

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Standard 19: End Of Semester And Year Reports

Aggregate, de-identified reports should be:

- Shared with key stakeholders
- Made available on the team website
- Used to make informed decision about resource allocation



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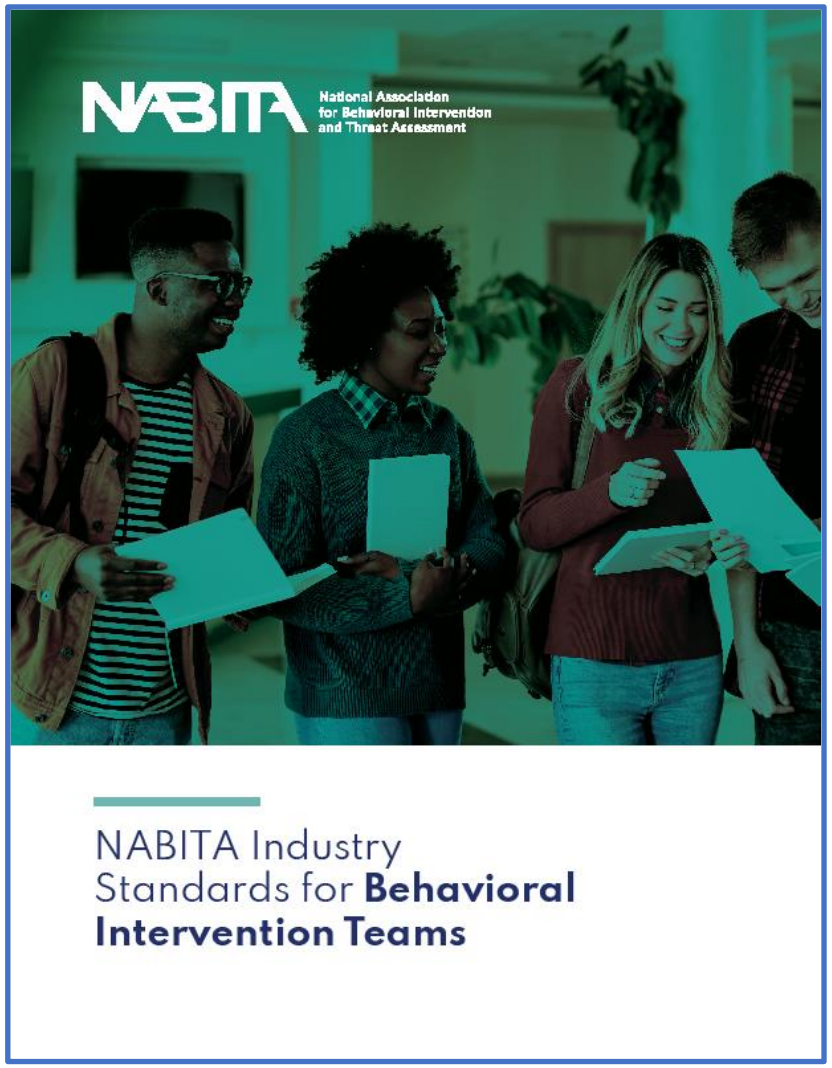
NABITA Standards 20

Team Audit

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Standard 20: Team Audit

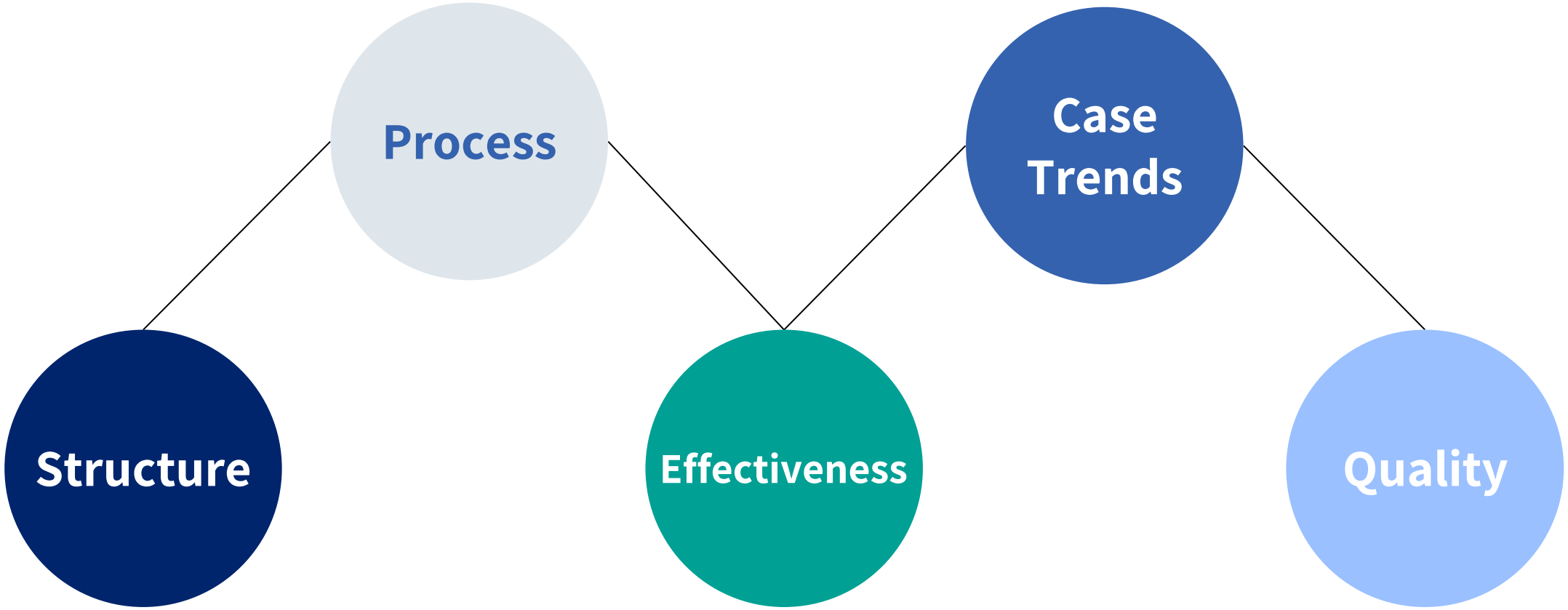
The team **regularly assesses** it structure and processes to ensure it is **functioning effectively** in alignment with **best practices**.



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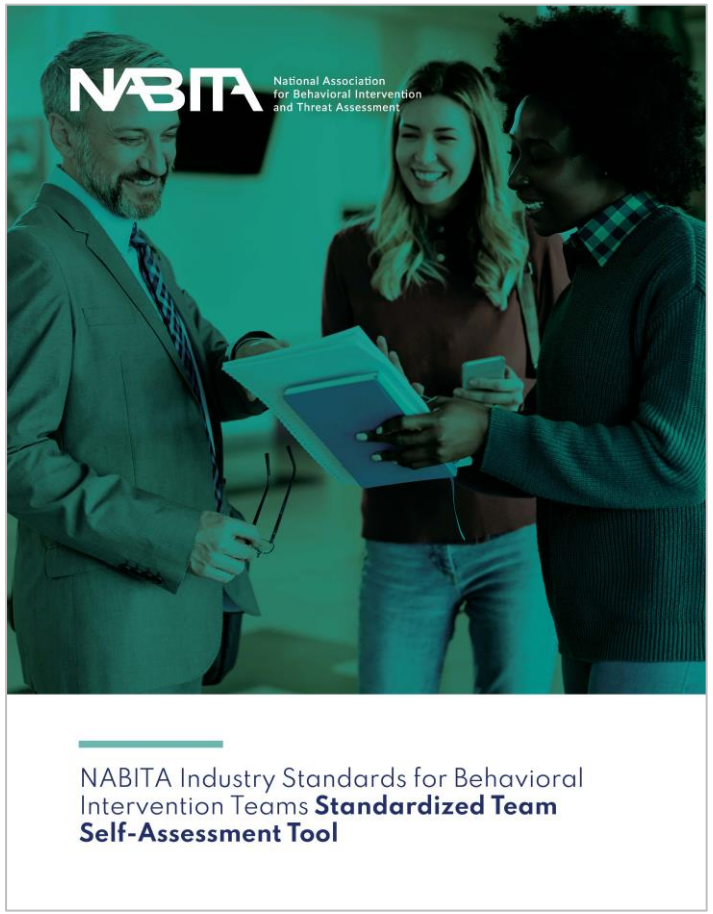
Standard 20: Team Audit

Every two years, the team conducts an internal or external review of these team elements:



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Standardized Assessment Tool



Standard 1 **Team Authority and Scope**

The team has a mission statement, statement of scope, and the authority to fulfill its institutional charge.

Evidence to review: Institutional policies, procedure manual, team mission and scope, website

- ___ Behavioral Intervention Teams are small groups of school officials who meet regularly to collect and review information about at-risk community members and develop intervention plans to assist them. **(N/A points)**
- ___ The team's mission statement balances supporting the needs of the individual with the safety of the community. **(1 point)**
- ___ The team's mission statement outlines the team's commitment to addressing the spectrum of risk, including early intervention as well as violence risk assessment. **(1 point)**
- ___ The team's mission statement is connected to the academic mission of the institution. **(1 point)**
- ___ The team addresses behavior that occurs on and off campus for current students, faculty, and staff. **(1 point)**
- ___ The team addresses behaviors that are connected to the institution for alumni, visitors, parents, or others. **(1 point)**
- ___ A written institutional policy establishes and authorizes the team, setting its mission, membership, and scope. **(1 point)**
- ___ Institutional policy guides the team and outlines the team's authority to engage in the three main functions of BITs:
  - ___ Gather Data **(1 point)**
  - ___ Assess Risk **(1 point)**
  - ___ Deploy Interventions **(1 point)**
- ___ The institutional policy guiding the BIT is publicly accessible. **(1 point)**

Total possible points: 10

Total Score: _____

Score Ranges:
0 – 2 = Deficient
3 – 5 = Needs Improvement
6 – 8 = Proficient
9 – 10 = Exemplary

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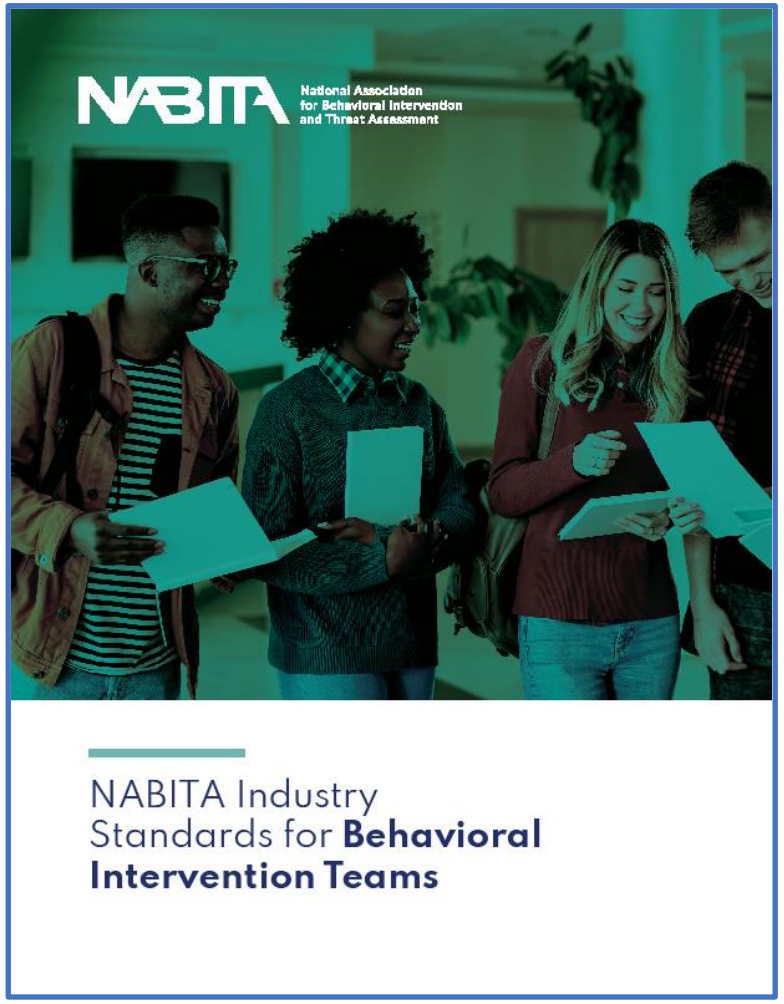
NABITA Standards 21

Program Effectiveness

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Standard 21: Program Effectiveness

The team **deploys various research methods to assess the team's effectiveness** in meeting goals and outcomes.



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Elements of an Effective Assessment Plan

IS IT CLEAR?

-Outcome is specific and includes a detailed action statement

-Outcome is compatible with the unit's mission and goals



IS IT MEASUREABLE?

-Outcome provides evidence of the educational benefits

-Outcome is observable



IS IT USEFUL?

-Outcome guides the decision-making process

-Outcome centered on effectiveness



IS IT ALIGNED AND APPROPRIATE?

-Method(s) linked to specific outcome

-Criteria for achieving outcome identified

-Direct method(s) for assessing learning is used as appropriate

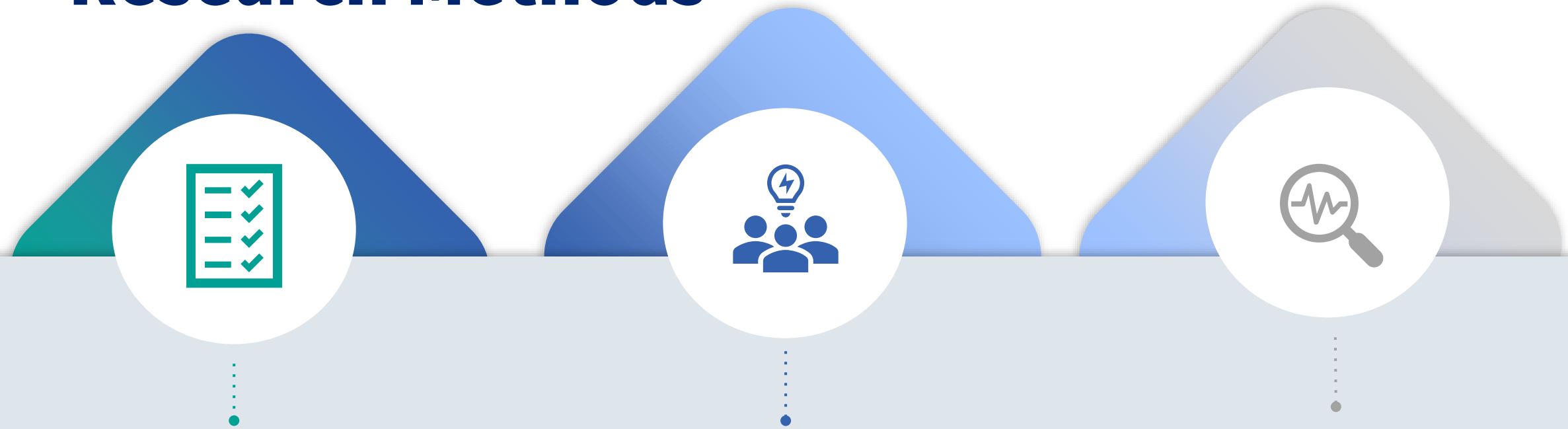
-Method(s) used is logical choice for measuring stated outcome



Adapted from Oregon State University Student Affairs Assessment Council

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Research Methods



Pre/Post Surveys

- Demonstrate reduction in distress or symptoms
- Assess knowledge gained
- Assess change in overall wellness scores

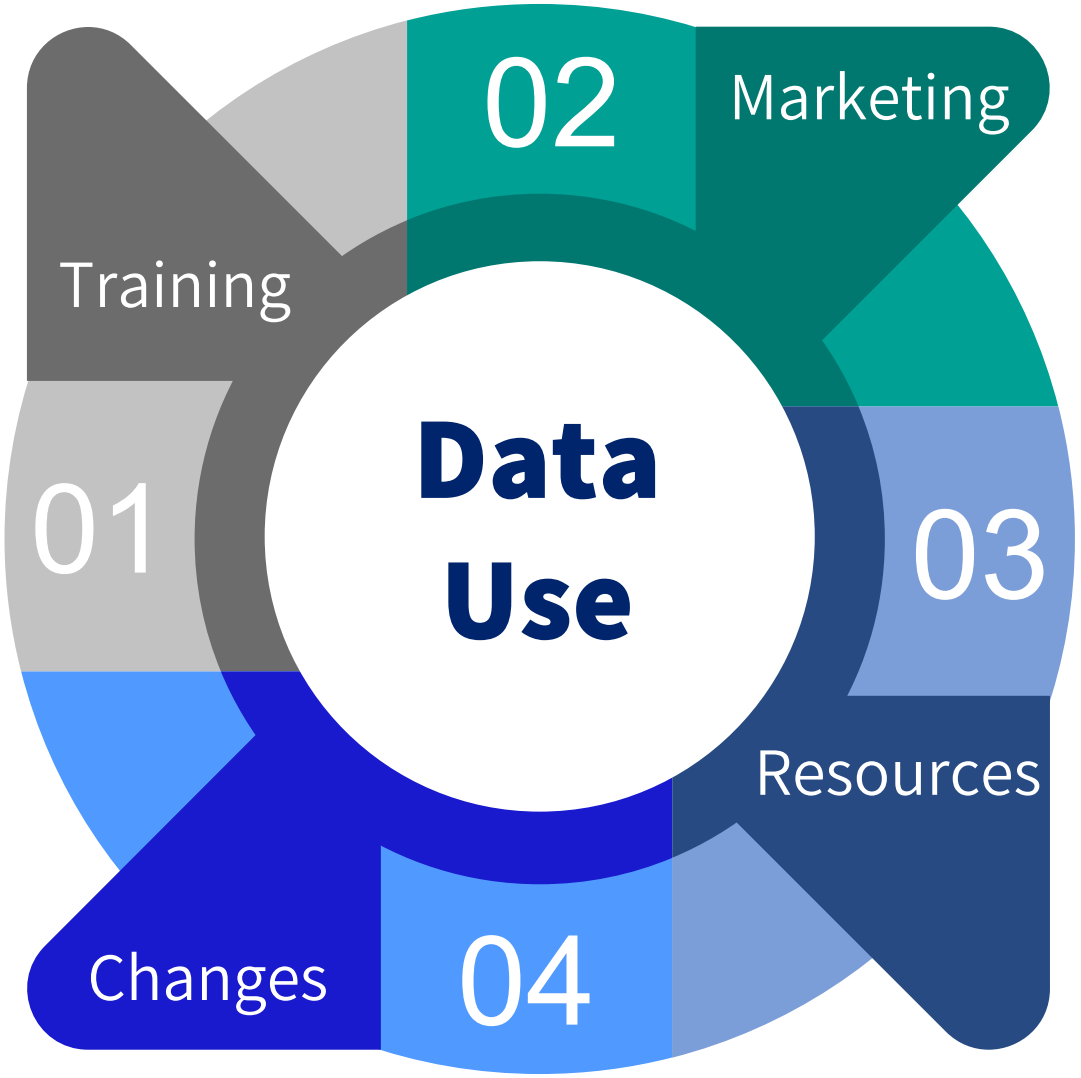
Focus Groups

- Assess perceptions of case management or other wellness services
- Assess mental health literacy, institutional climate

Secondary Data

- Risk Level reduction
- Referrals facilitated per risk level
- Successful connections for intakes

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"You can have data without information, but you cannot have information without data."

— Daniel Keys Moran

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Managing Expectations and Perceptions of the Team

- Discuss privacy/follow-up procedures regularly
- Actively train community regarding what, when, and how to refer to the team
- Share what happens after a referral is received
- Maintain an appropriate and proactive feedback loop/transparency
- Be culturally respectful and increase cultural competencies
- Do quality assurance and assessment to measure trends, satisfaction, and perceptions

Don’t forget to get the newly released BITKit!

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