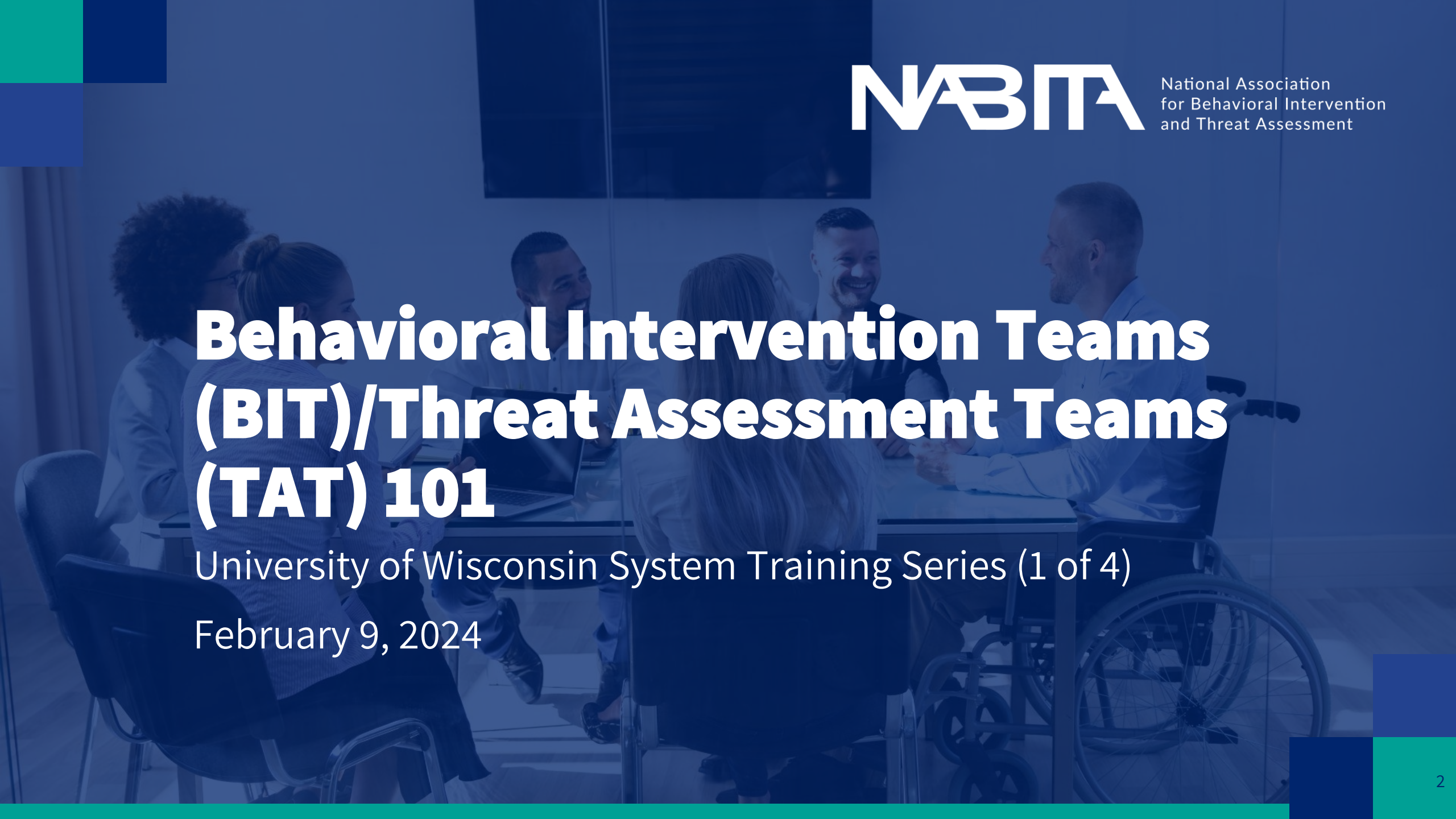
WELCOME!

- 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 course 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 course, an event will not show on your Lobby. Please email events@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

Behavioral Intervention Teams (BIT)/Threat Assessment Teams (TAT) 101

University of Wisconsin System Training Series (1 of 4)

February 9, 2024

Today's Agenda

BIT Standards Overview

- Structural Elements
- Process Elements
- Quality Assurance and Assessment

Structural Elements

- Team Authority and Scope
- Prevention vs. Threat Assessment
- Team Leadership, Membership, Training, and Information Sharing
- Procedure Manual

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Introduction

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

This training topic 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

Two Standards Documents



NABITA National Association for Behavioral Intervention and Threat Assessment

Standards for Behavioral Intervention Teams

PART I
STRUCTURAL ELEMENTS

Standard 1 **Team Authority and Scope**
The team has a mission statement, statement of scope, and the authority to fulfill its institutional charge.

Standard 2 **Prevention vs. Threat Assessment**
Institutions have one integrated team that addresses early intervention cases as well as threat assessment cases.

Standard 3 **Team Name**
The team's name accurately communicates the function of the team within the context of the institutional community.

Standard 4 **Team Leadership**
The team chair brings the team together and keeps discussions productive and focused while maintaining a long-term view of team development and education.

Standard 5 **Team Membership**
The team is comprised of at least five, but no more than ten, designated school officials.

Standard 6 **Team Training**
Team members engage in regular, ongoing BIT training to increase confidence, build competence, and foster team development.

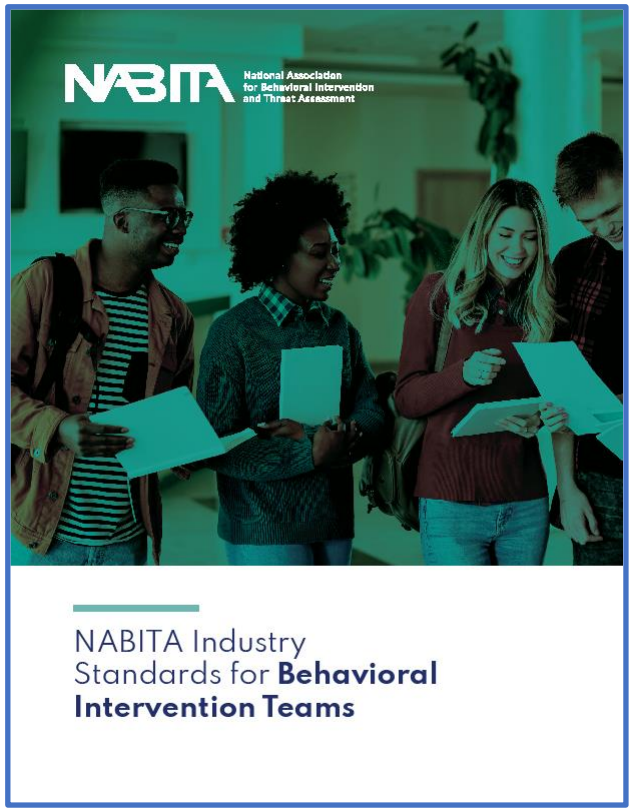
Standard 7 **Information Sharing**
Team members share information according to BIT standard operating procedures and comply with FERPA/ privacy/confidentiality requirements (as applicable) when accessing and sharing information.

Standard 8 **Team Budget**
The team has an established budget sufficient to meet these standards, the ongoing needs of the team, and the community it serves.

Standard 9 **Community Education and Marketing**
The team educates its community about bystander engagement, recognizing leakage, and making referrals. The team markets its function/services through advertising campaigns, websites, logos, and other promotional materials.

Standard 10 **Procedure Manual**
The team has a written procedure manual that supports an objective, consistent, and evidence-based functionality.

To read the full 2023 NABITA Standards for Behavioral Intervention Teams whitepaper, please visit NABITA.org/2023Standards



- Two-page summary document of all 21 standards
- 28-page detailed description of all 21 standards

© 2024 National Association for Behavioral Intervention and Threat Assessment

Why Do Standards Matter?

Field of Practice

A field of practice is established when most practitioners subscribe to the same practices.



Benchmarking

Standards allow teams to benchmark their performance, functions, and practices.



Risk Management

Standards allow teams to provide a rationale for their decisions and the practices they employ.



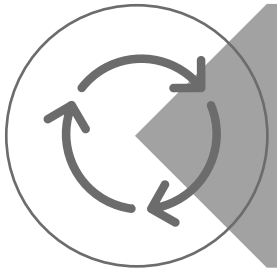
NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

NABITA Industry Standards Sections



Structural Elements

Team structure and function, establishing team mission, scope, team training, and marketing



Process Elements

Processes to best support the team's efforts in an objective, equitable, and accountable manner



Quality Assurance/Assessment Elements

Ongoing assessment strategy through supervision, reports, and team audit to ensure the team is working towards goals

© 2024 National Association for Behavioral Intervention and Threat Assessment

Structural Elements

Team Authority and Scope

Prevention vs. Threat Assessment

Team Leadership, Membership, Training, and Information Sharing

Procedure Manual

© 2024 National Association for Behavioral Intervention and Threat Assessment

NABITA Standards 1 and 2

Standard 1: Team Authority and Scope

Standard 2: Prevention vs. Threat Assessment

© 2024 National Association for Behavioral Intervention and Threat Assessment

CASE STUDY: PARKLAND

© 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland – February 14, 2018



- A former student walked into a building at Marjory Stoneman Douglas High School in Parkland, Florida armed with an AR-15 rifle.
- The percussion from firing the gun caused dust from the ceiling to drop and set off the fire alarm. The former student began shooting at students and teachers exiting classrooms.
- Approximately 6 minutes later, after navigating three floors of classrooms while killing 17 people and wounding 17 more, he put his weapon down and exited the building among the chaos he started.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland

- **Feb. 5, 2016** — A neighbor's son tells Broward Sheriff's Office (BSO) that Cruz, "planned to shoot up the school," and is seen pictured with guns on Instagram,

  A deputy responds, discovers Cruz owns knives and a BB gun, and informs the high's school resource officer Scot Peterson.

- **Sept. 28, 2016** — A peer counselor informs resource officer Peterson that Cruz may have ingested gasoline a week earlier and is cutting himself.

- **Sept. 2017** — A blogger in Mississippi warns the FBI that someone named "nikolas cruz" wrote on his YouTube page: "I'm going to be a professional school shooter."

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland

- **Nov. 1, 2017** — Katherine Blaine tells BSO her cousin, Nikolas' mother, died that day. She says Cruz has rifles, was supervising his 17-year-old brother, and requests BSO do a welfare check. A close family friend agrees to take possession of the weapons.
- **Nov. 30, 2017** — A caller from MA tells BSO that Cruz is collecting guns and knives and "could be a school shooter in the making."
- **Jan. 5, 2018** — A person close to Cruz contacts the FBI's tipline to report concerns about him, including his possession of guns.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland





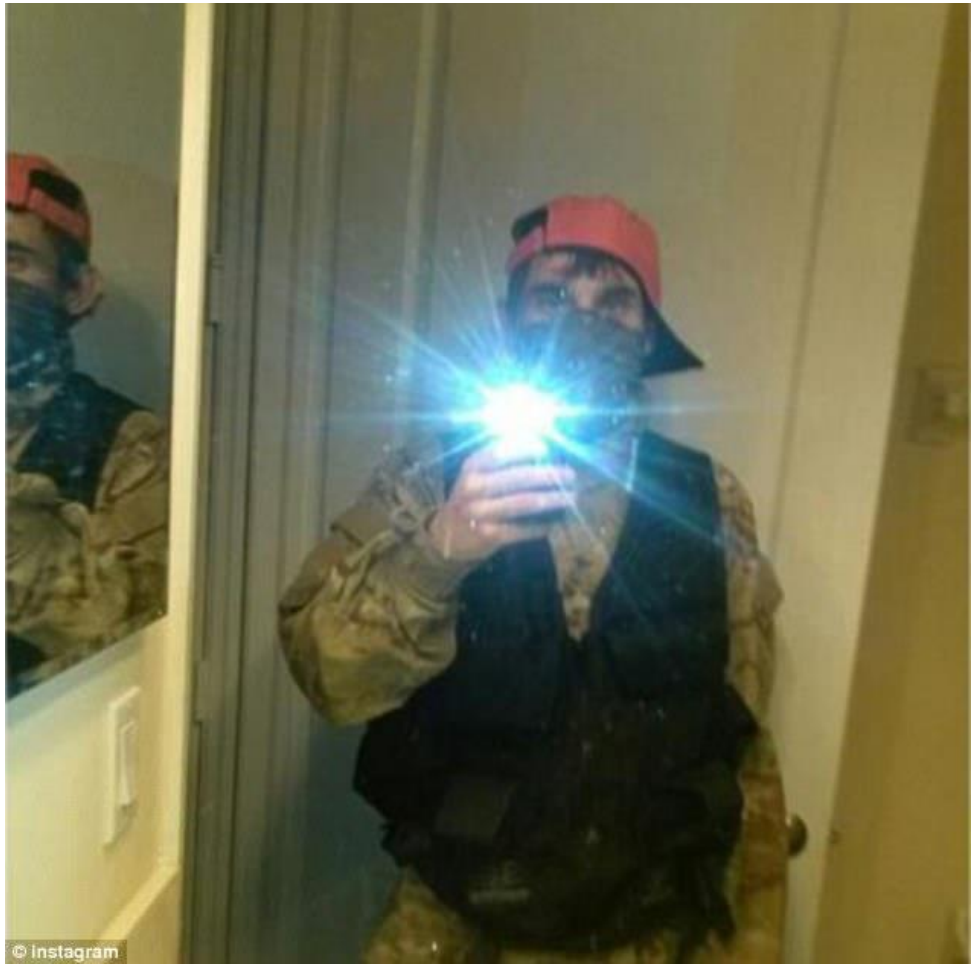
© 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland



© 2024 National Association for Behavioral Intervention and Threat Assessment

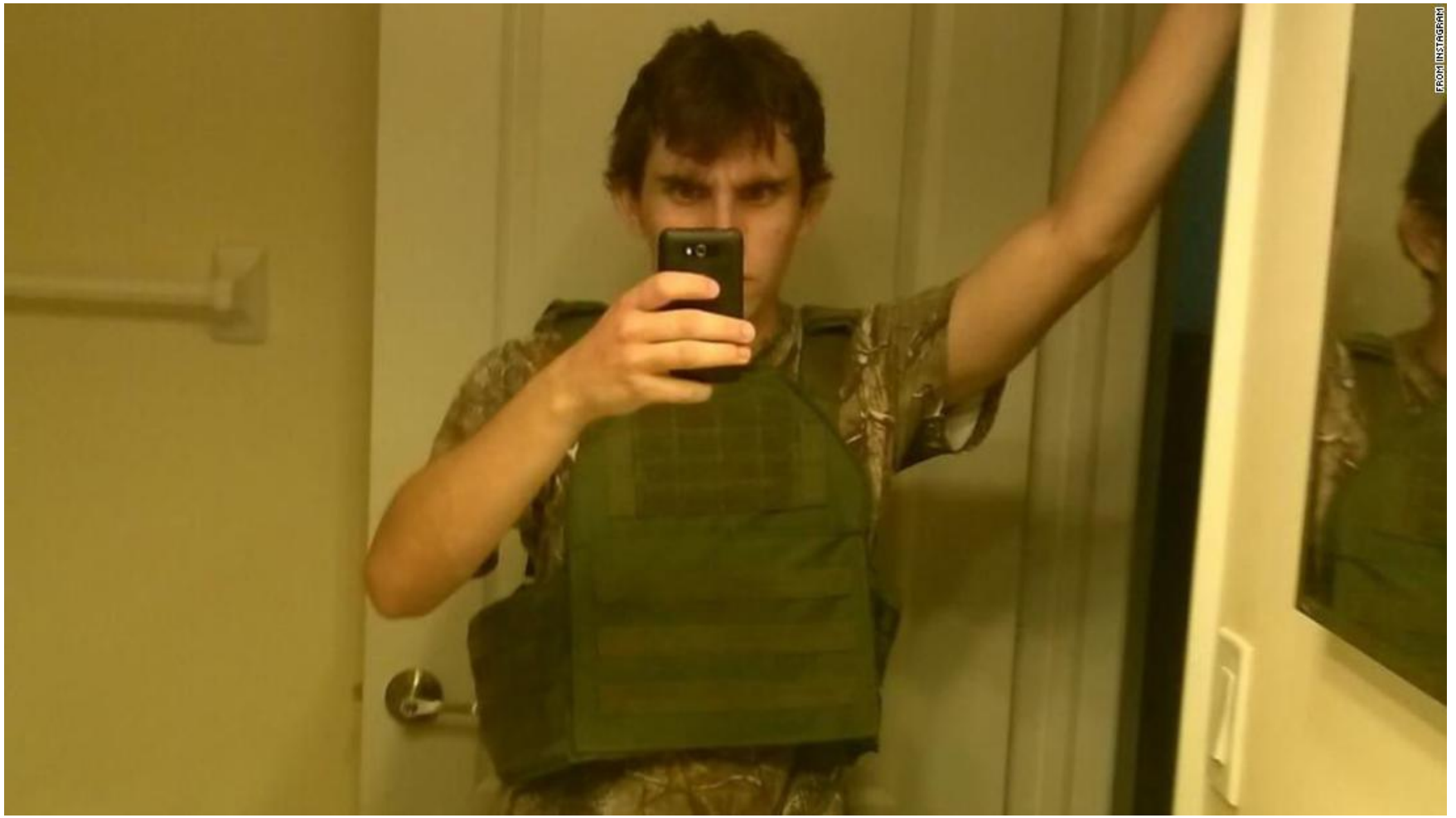
Case Study: Parkland





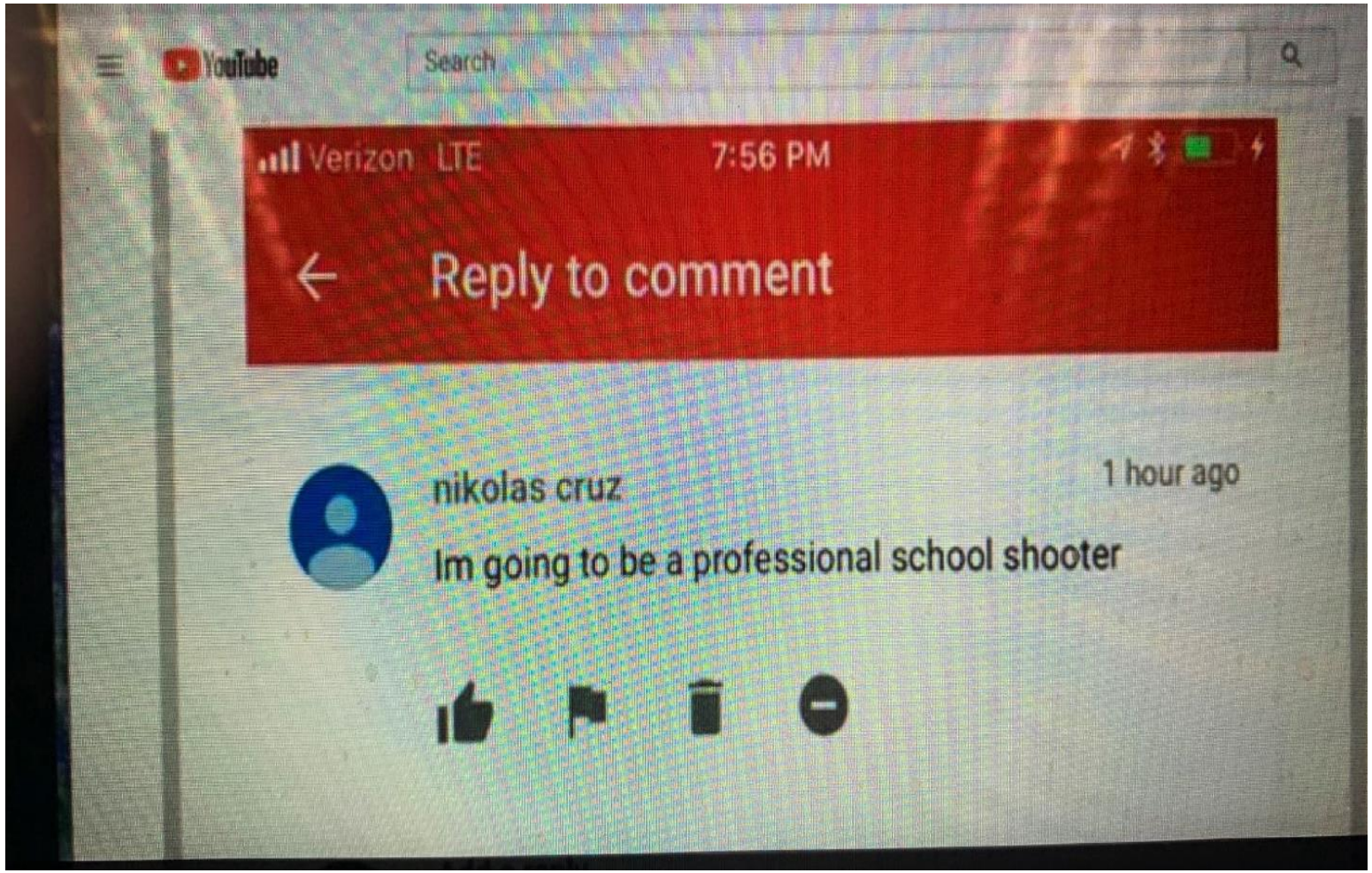
© 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland



© 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland



© 2024 National Association for Behavioral Intervention and Threat Assessment

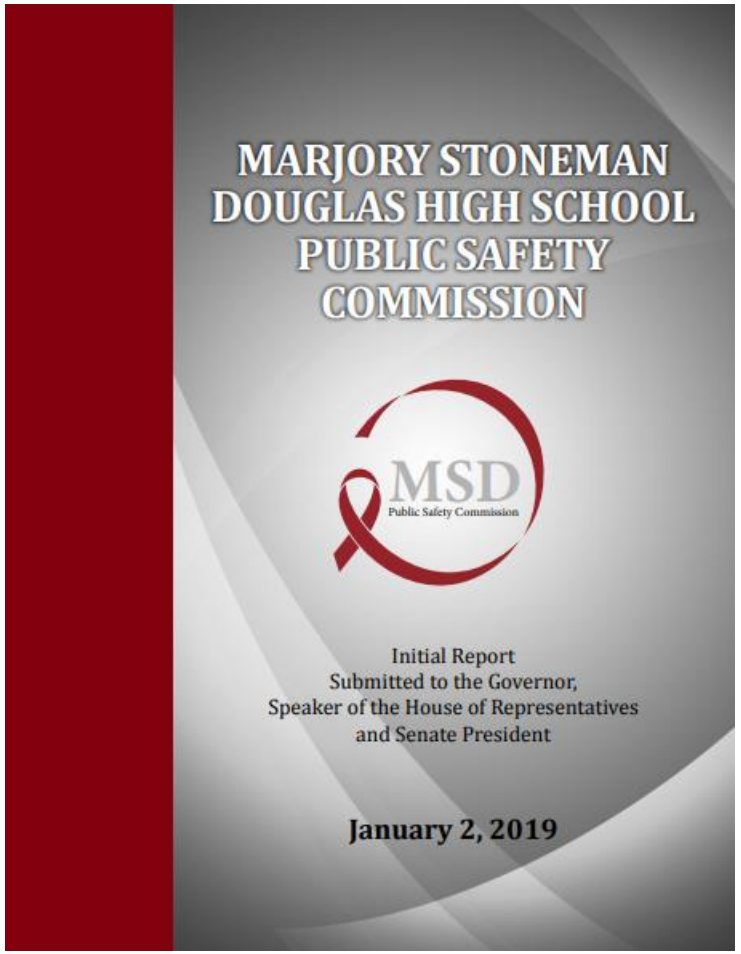
Case Study: Parkland



© 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland

"At least 30 people had knowledge of Cruz's troubling behavior before the shooting that they did not report, or they had information that they reported but it was not acted on by people to whom they reported their concerns."



© 2024 National Association for Behavioral Intervention and Threat Assessment

Case Study: Parkland

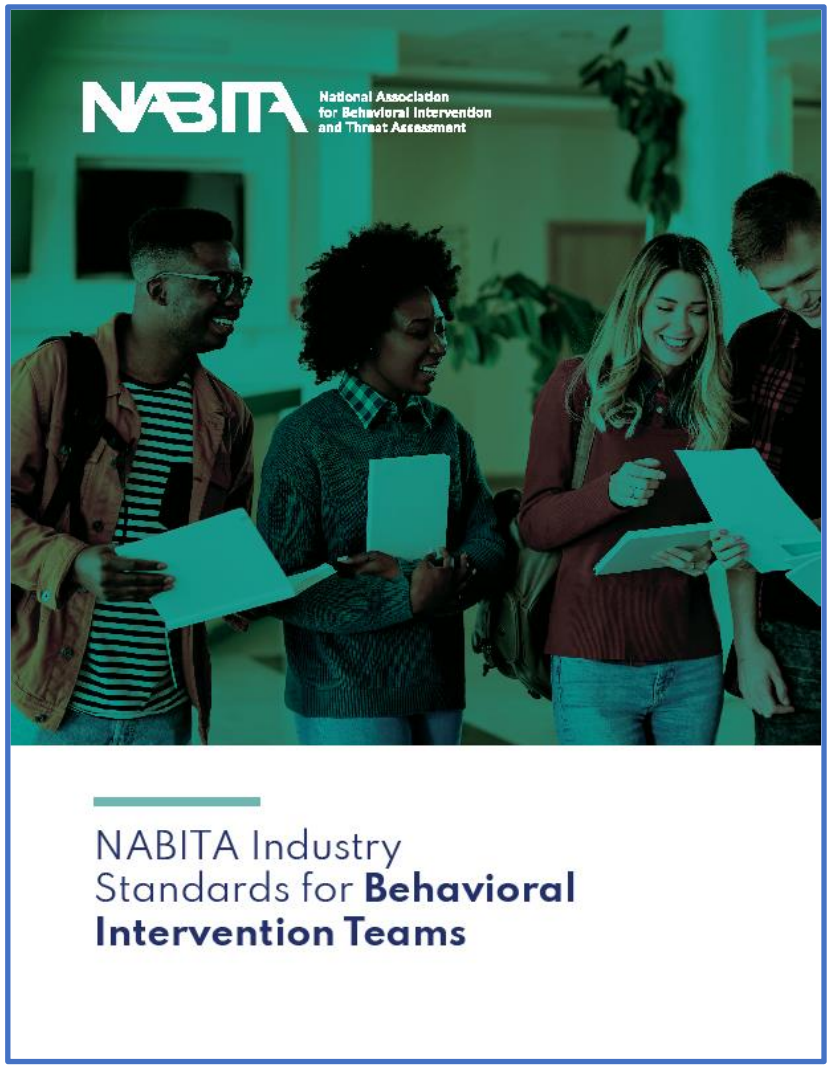
Recommendations

- Establish behavioral threat assessment teams that identify concerning behavior, not just actual threats, to initiate assessment and intervention.
- Teams should have specific, static members.
- Teams should be required to meet at least monthly, and be proactive, not reactive.
- Teams need to have consistent processes and be well trained.
- School personnel should be required to refer concerning behavior to the team.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 1: Team Authority And Scope

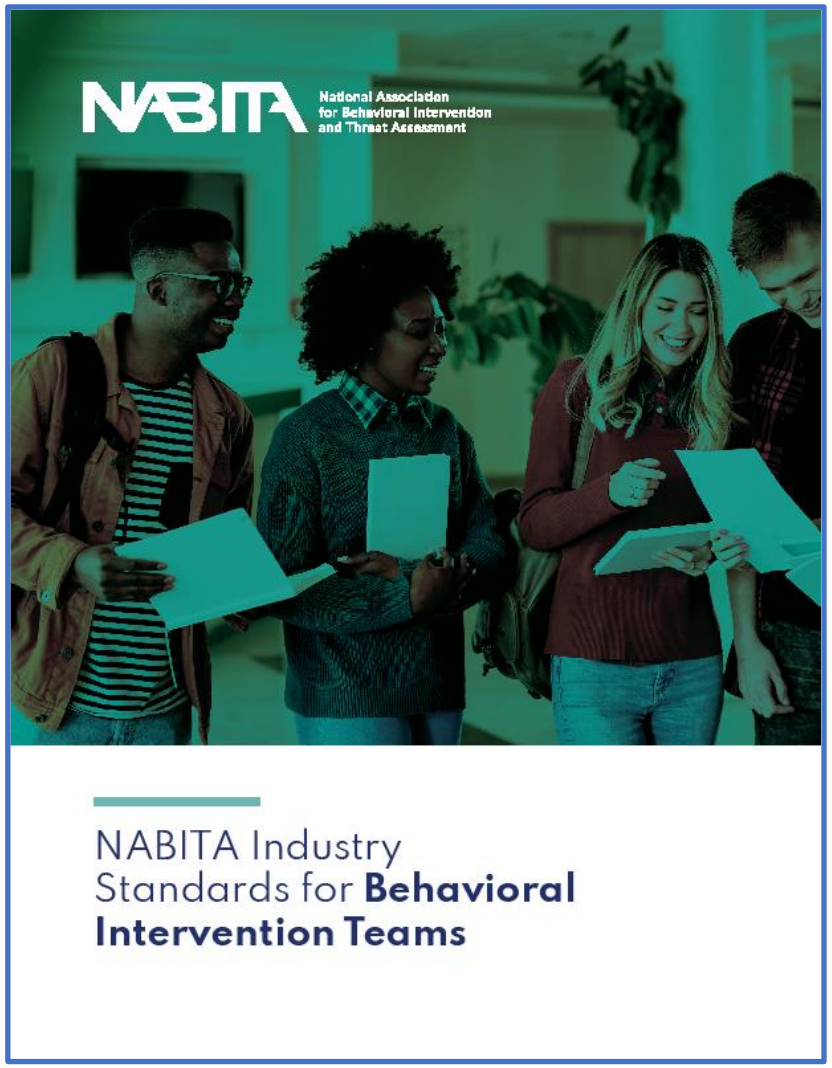
The team has a **mission statement**, **statement of scope**, and the **authority to fulfill its institutional charge**.



© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 2: Prevention vs. Threat Assessment

Institutions have one integrated team that addresses **early intervention** cases as well as **threat assessment** cases.

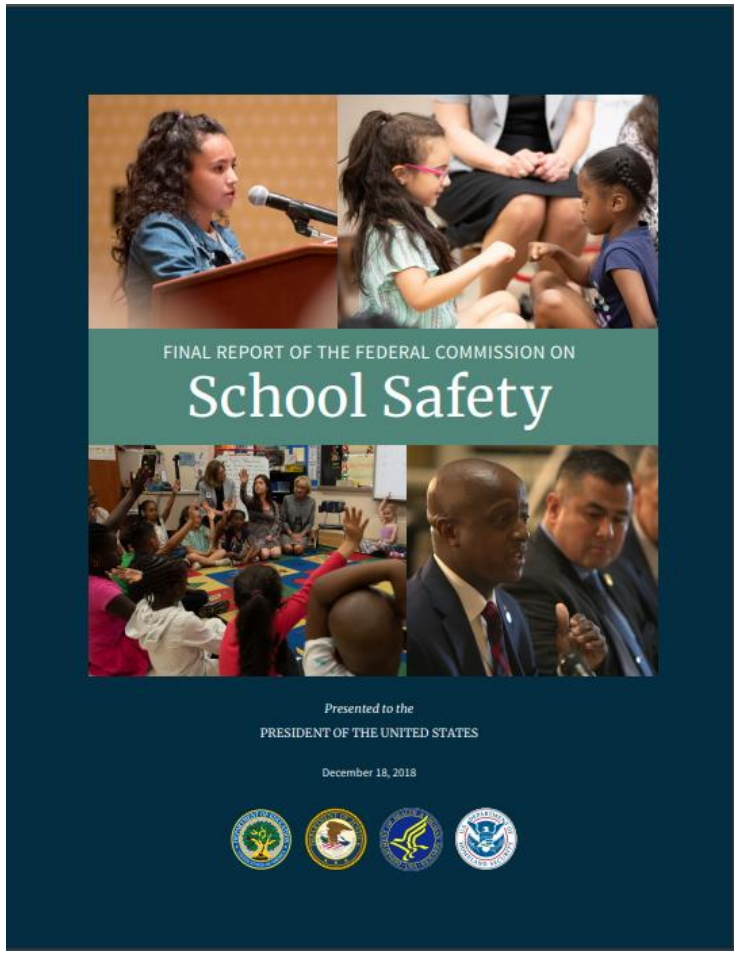


© 2024 National Association for Behavioral Intervention and Threat Assessment

Behavioral Intervention Teams are ***small groups*** of school officials who ***meet regularly*** to ***collect and review concerning information*** about at-risk community members and ***develop plans*** to assist them.

© 2024 National Association for Behavioral Intervention and Threat Assessment

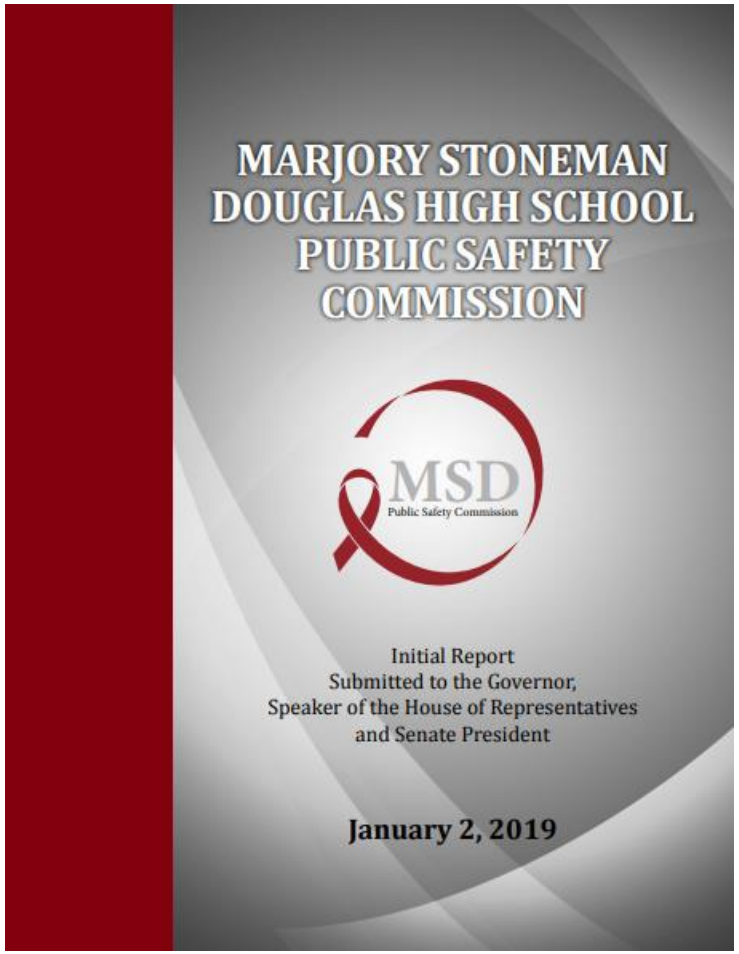
Standards 1 & 2: Team Authority And Scope & Prevention vs. Threat Assessment



"What remains certain is that effective ***programs addressing suspicious activity reporting*** and ***threat assessment*** can significantly ***reduce – or prevent – violence.***"

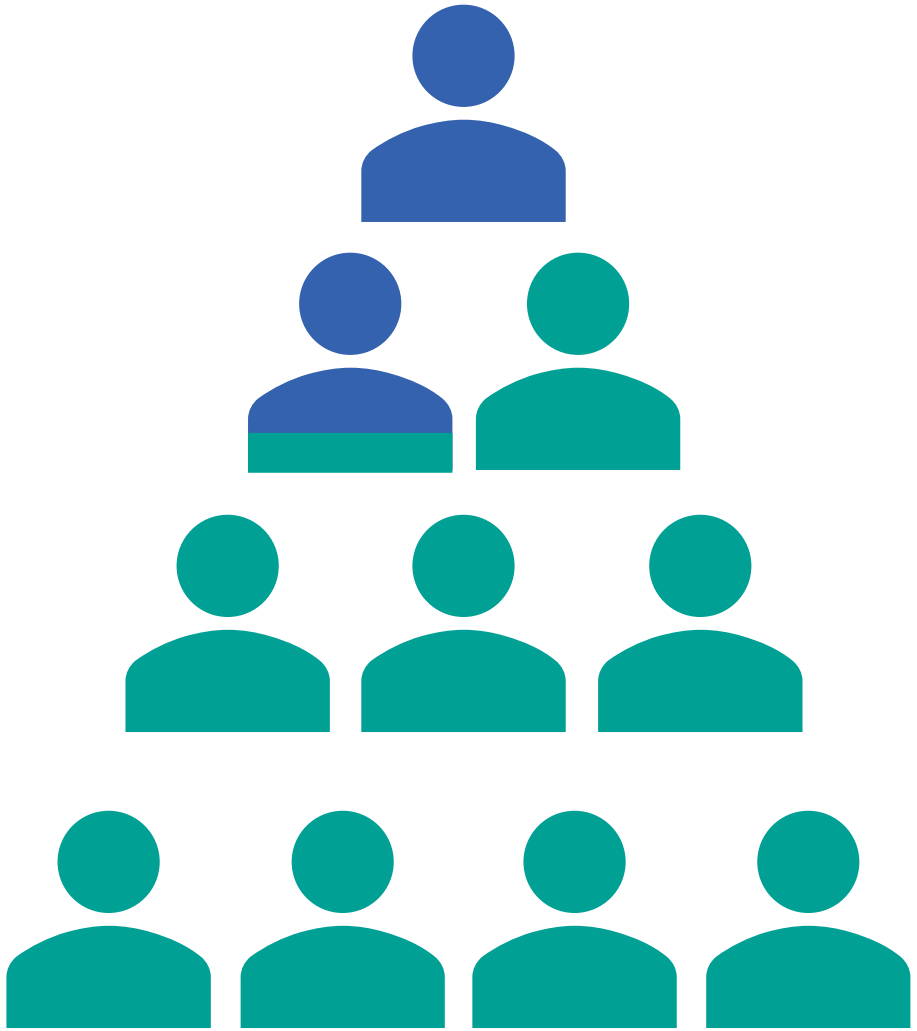
© 2024 National Association for Behavioral Intervention and Threat Assessment

Standards 1 & 2: Team Authority And Scope & Prevention vs. Threat Assessment



"Behavioral threat assessment teams are one of the most important opportunities to provide a safer school environment and head off concerning behavior before it manifests into actual harm."

© 2024 National Association for Behavioral Intervention and Threat Assessment

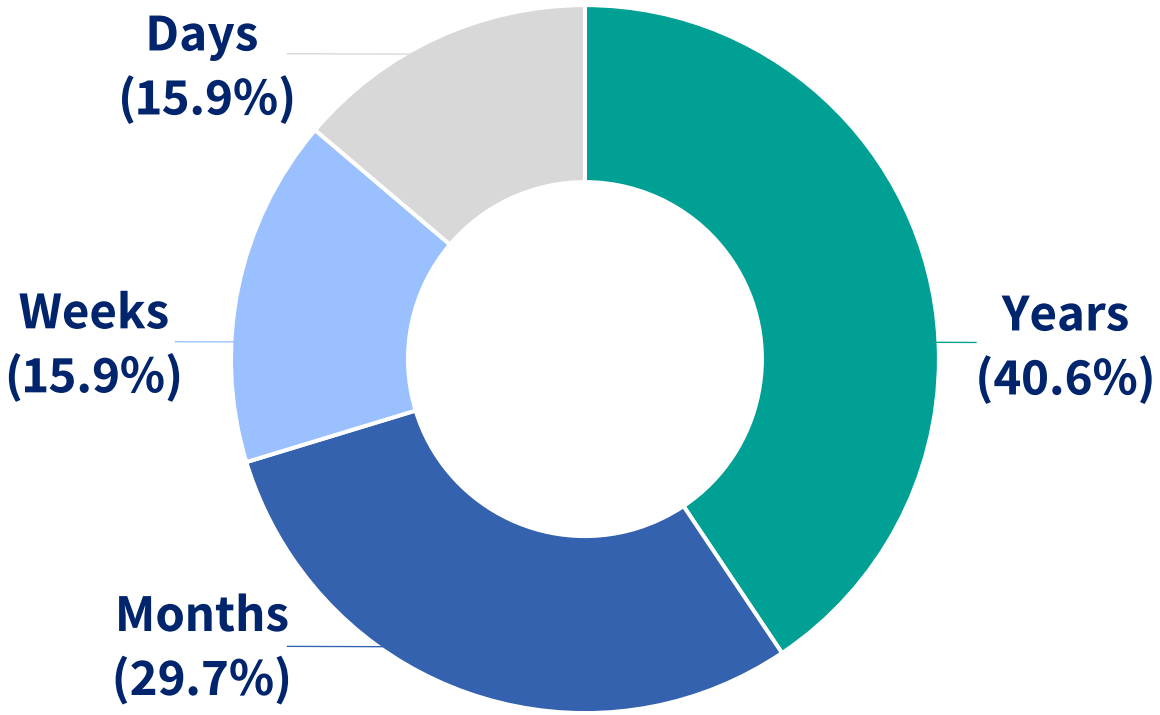


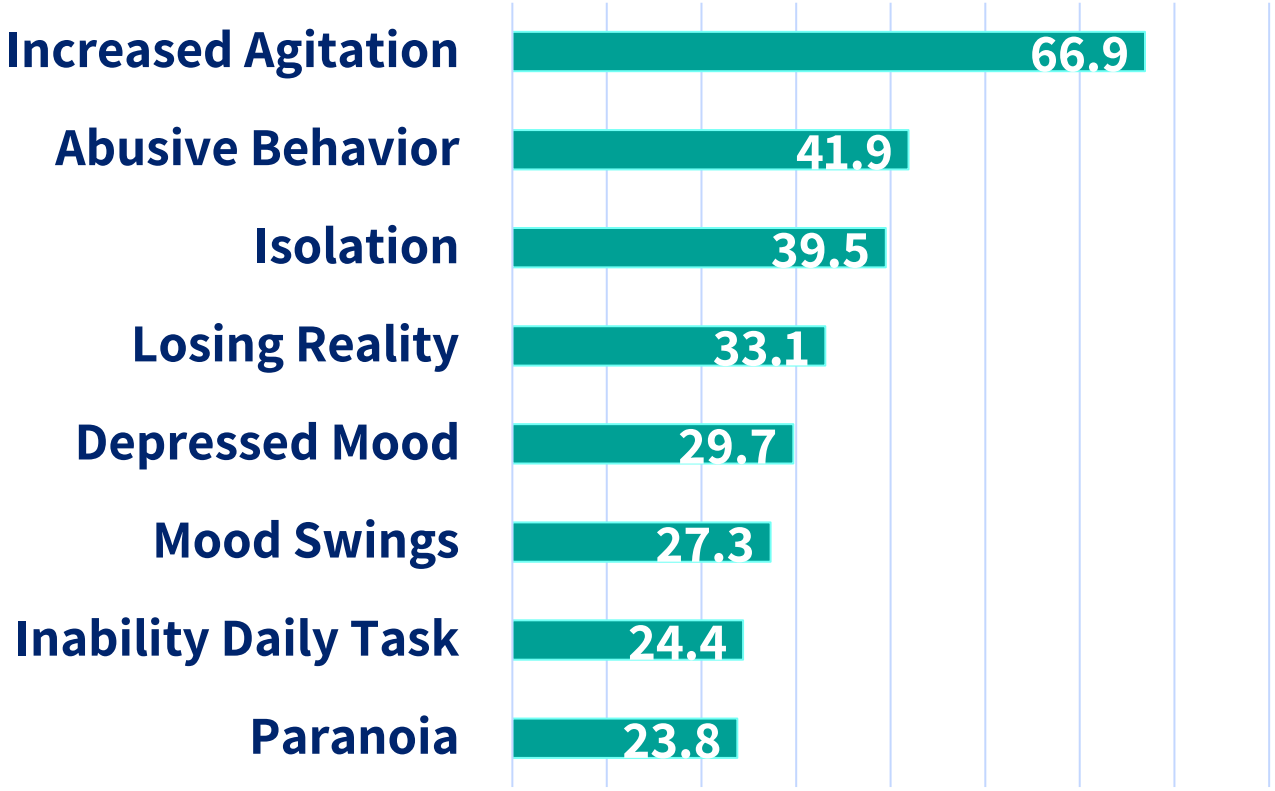
87% of school shooters
were in a *noticeable crisis*
prior to the shooting

Source: The Violence Project: https://www.theviolenceproject.org/mass-shooter-database-3/key-findings/

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Signs Of A Crisis In A Mass Shooter





"Most shooters who were in crisis exhibited 1-4 symptoms. However, over a third of shooters showed 5 or more signs of a crisis"

- The Violence Project



0 Signs
18%



1-4 Signs
43.15%

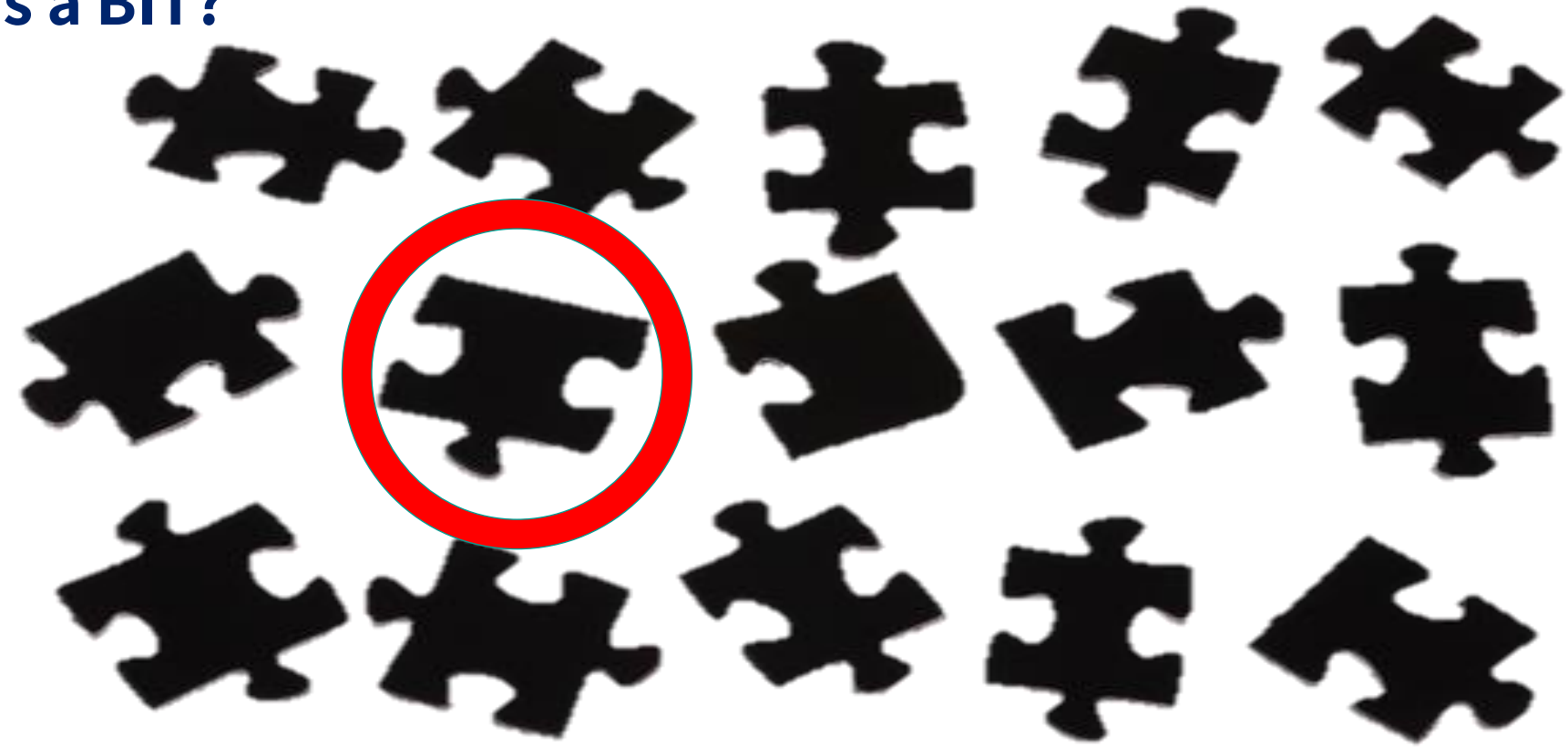


5+ Signs
37.7%

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 2: Prevention vs. Threat Assessment

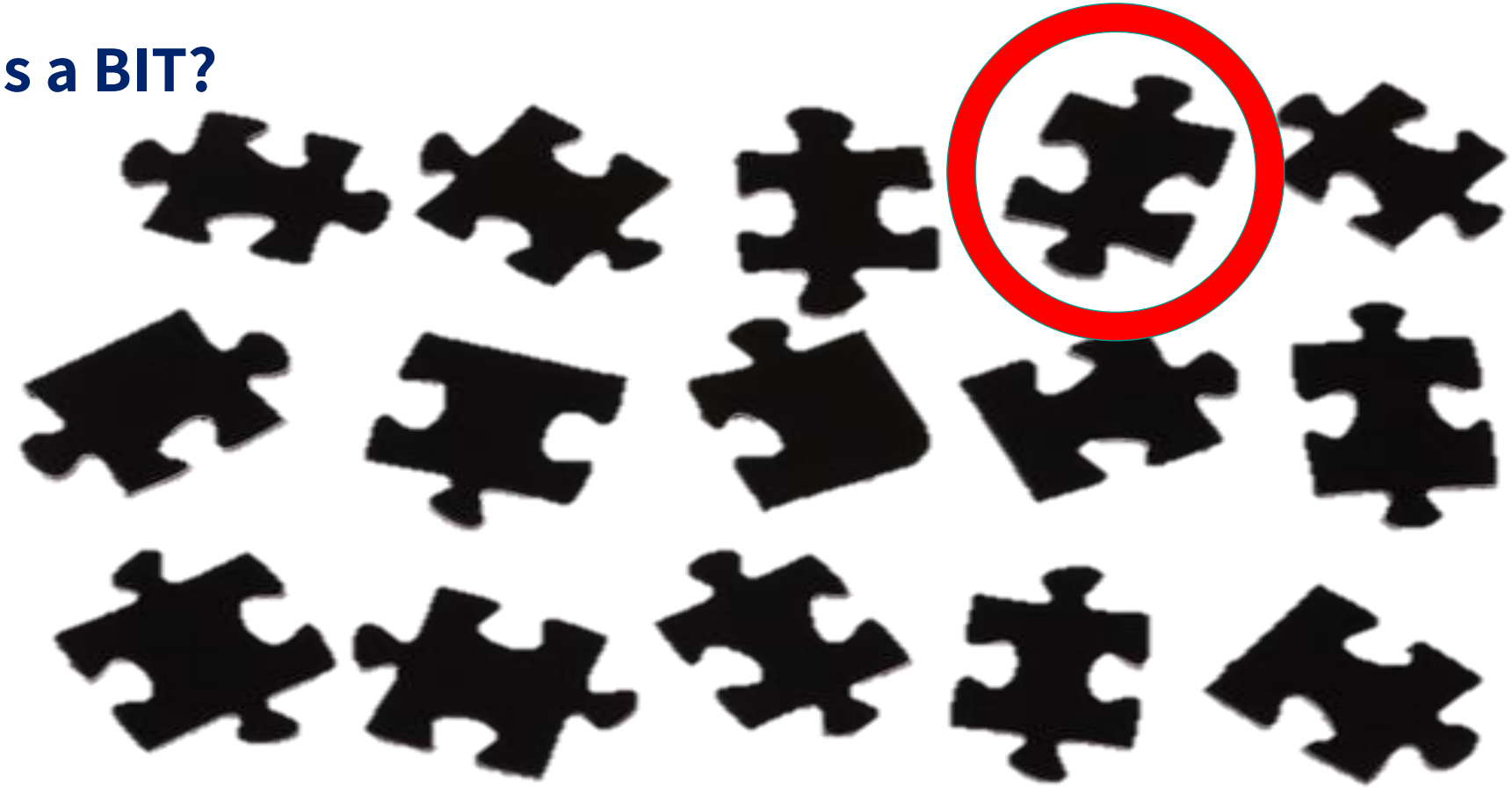
What is a BIT?



© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 2: Prevention vs. Threat Assessment

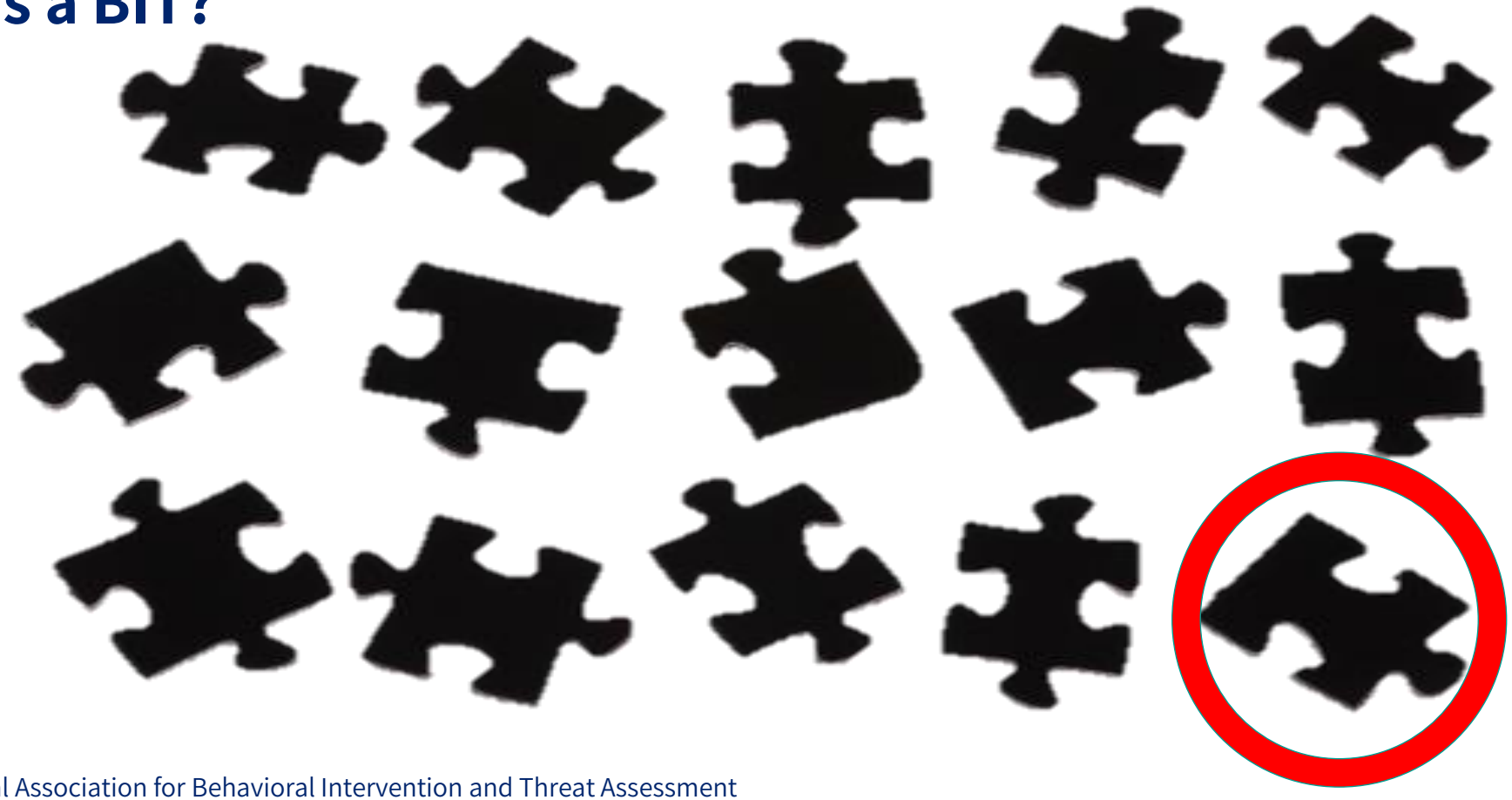
What is a BIT?



© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 2: Prevention vs. Threat Assessment

What is a BIT?



© 2024 National Association for Behavioral Intervention and Threat Assessment

Teams address cases across the spectrum of risk.



© 2024 National Association for Behavioral Intervention and Threat Assessment

Challenges With Different Models

Two Teams

- Decentralized reporting/referral process
- Team overlap creating duplicative work for members
- Silos information gathering/response processes
- Complicated/unclear process for when cases move between the two teams
- Documentation issues
- Creation of two policy/procedure manuals
- Lack of sufficient marketing/training/ resources for two teams

Threat Assessment Team Only

- Misses opportunity for early intervention
- Silos information
- Places burden on employees to support students in isolation
- Has the risk of infrequent meetings and less-practiced teams – likely responding to the riskiest situations

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 1: Team Authority and Scope

Mission Statement

- Balances individual needs & community safety
- Commitment to addressing spectrum of risk
- Connected to the academic mission

Statement of Scope

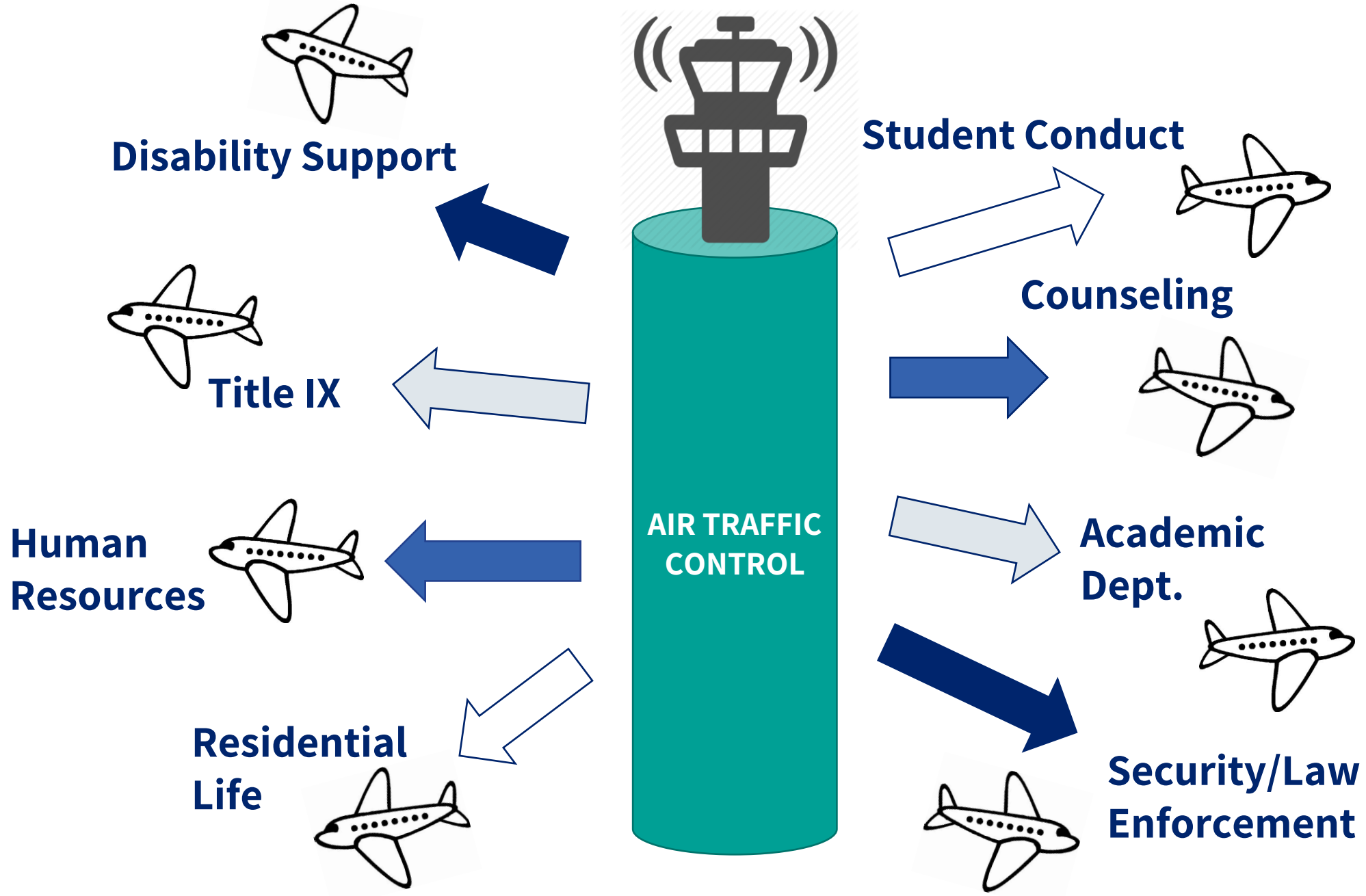
- Includes behavior that occurs on & off campus for students, faculty, & staff
- Includes behavior that has a nexus to the institution for alumni, visitors, parents, etc.

Institutional Authority

- Publicly accessible written policy establishes & authorizes the team's mission, membership, scope, and functions



NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment



© 2024 National Association for Behavioral Intervention and Threat Assessment

NABITA Standards 4, 5, and 6

Standard 4: Team Leadership

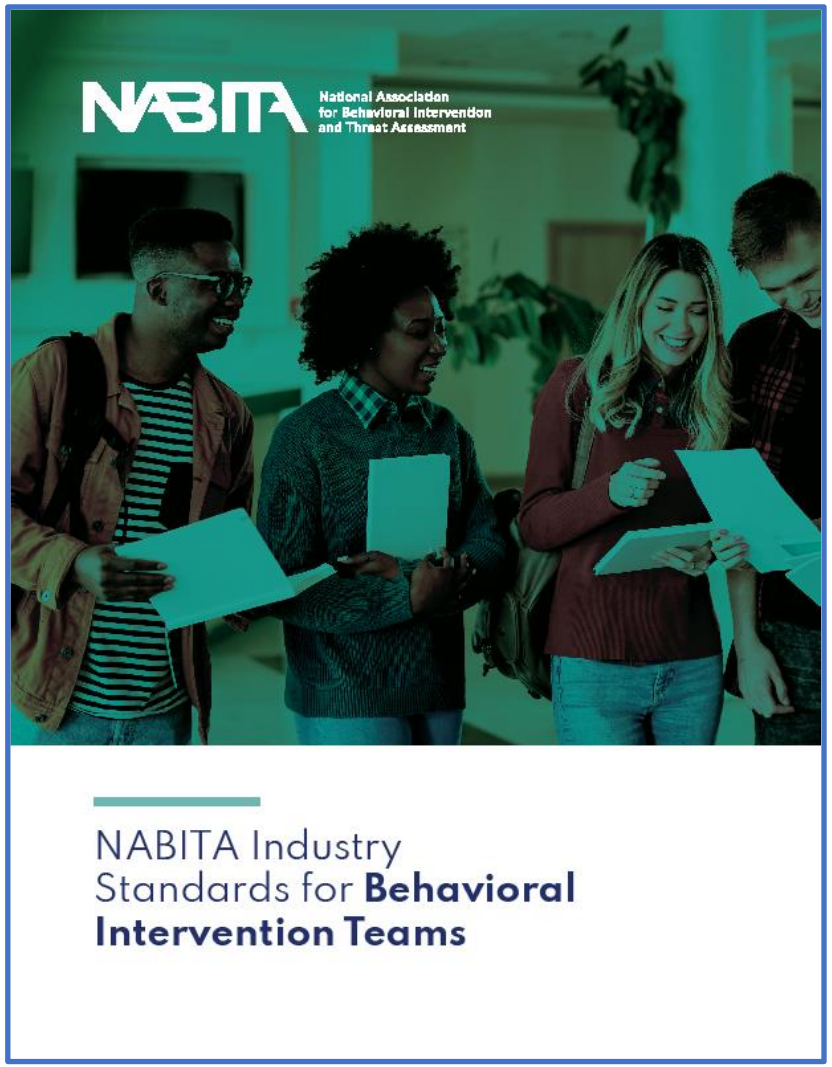
Standard 5: Team Membership

Standard 6: Team Training

© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 4: Team Leadership

The team chair **brings the team together** and **keeps discussions productive** and focused while **maintaining a long-term view** of team development and education.

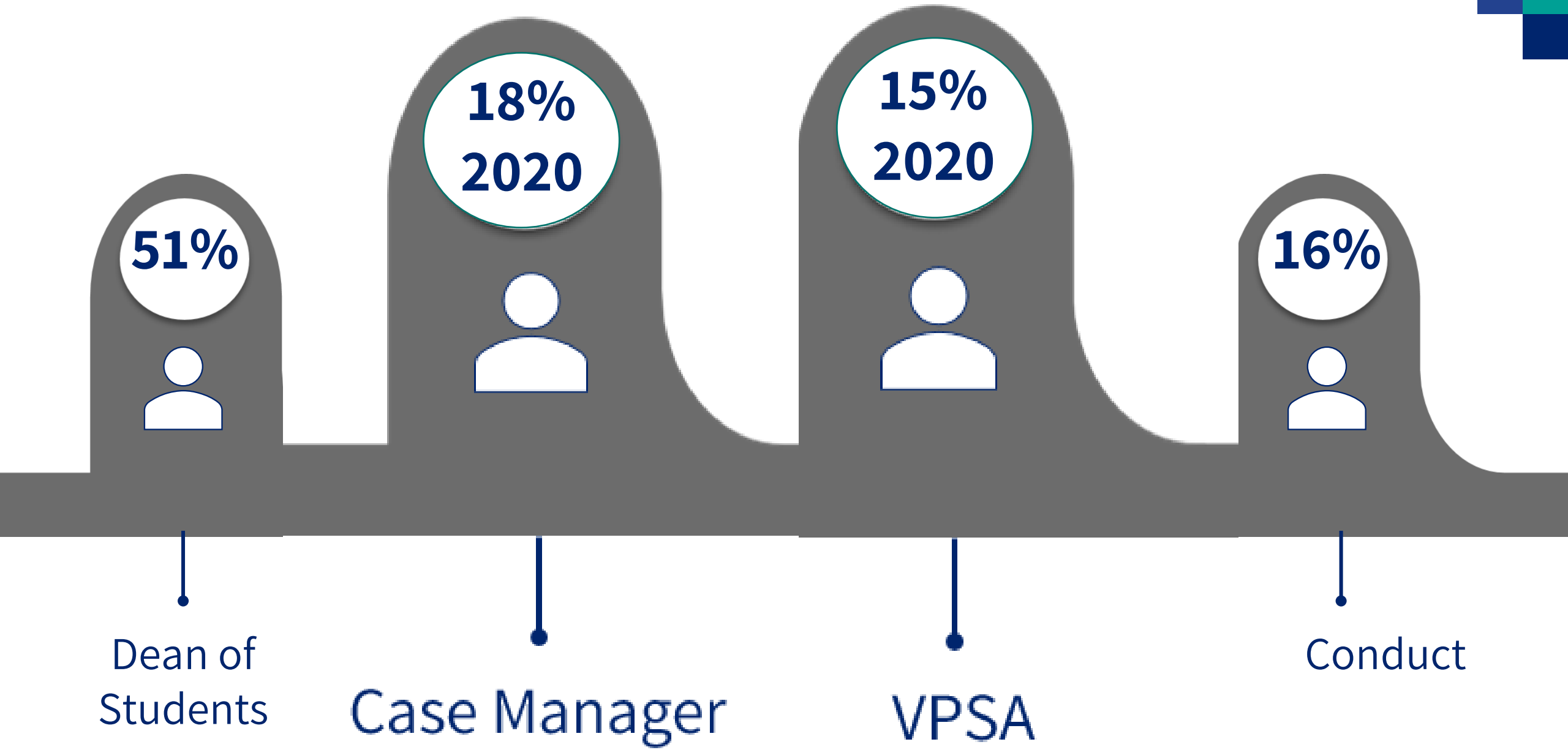


© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 4: Team Leadership

1. Permanent, consistent, reliable (non-rotating)
2. Institutional authority; working knowledge of cases
3. Familiarity with education and disability laws
4. Time to dedicate to the role and no conflicting roles that limit information sharing
5. Regularly meets with team members to assess performance/provide support
6. Facilitates team operations (policy and procedure updates, team training, agenda setting, etc.)
7. Leads risk analysis efforts and oversees deployment of interventions
8. Uses effective conflict management and consensus building skills
9. Works to increase team efficacy
10. Understands the team's and the institution's strategic mission/objectives

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

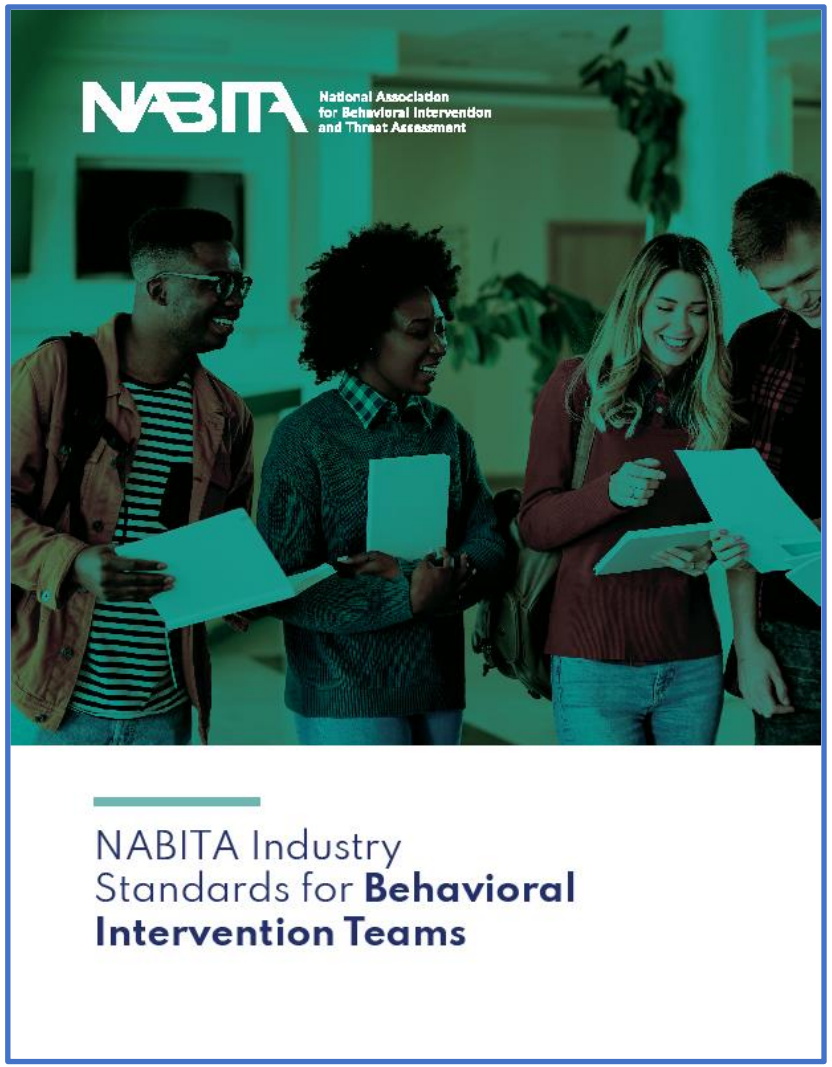


Source: NABITA 2022 State of the Field Survey

© 2024 National Association for Behavioral Intervention and Threat Assessment

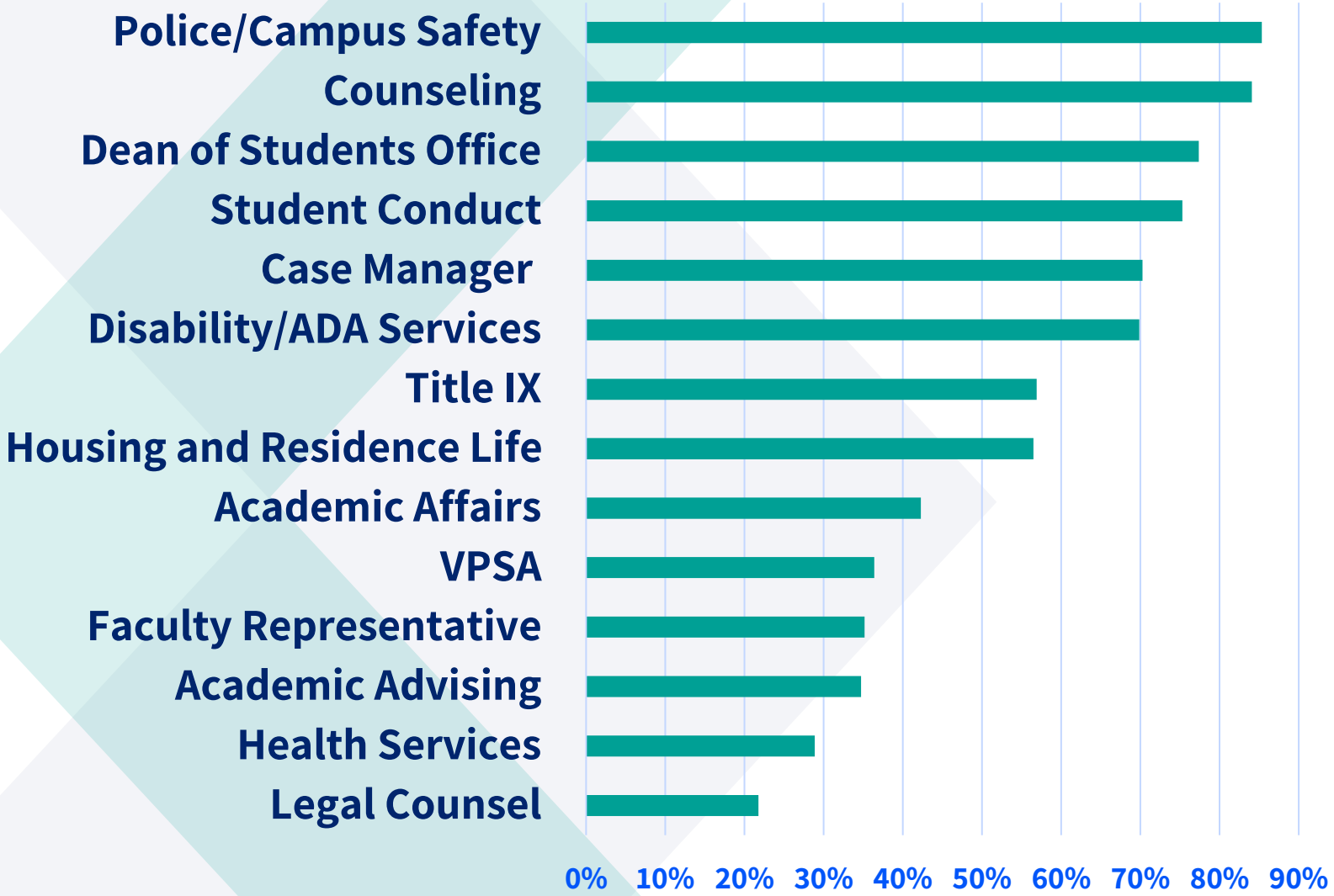
Standard 5: Team Membership

The team is comprised of **at least five, but no more than ten, designated school officials**.



© 2024 National Association for Behavioral Intervention and Threat Assessment

Team Membership



Average Team Size

8



60%
classify their membership by categories

Source: NABITA 2022 State of the Field Survey

© 2024 National Association for Behavioral Intervention and Threat Assessment

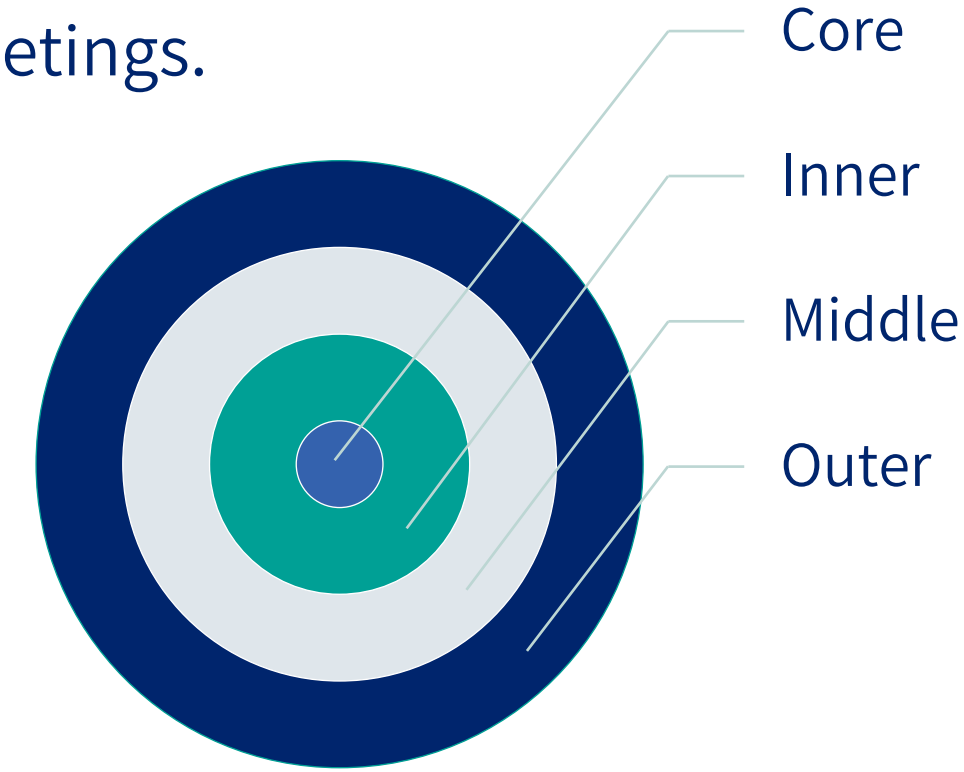
Standard 5: Team Membership

NO STUDENTS	CULTURAL COMPETENCY	PRIORITIZATON	JOB DESCRIPTION
			
Team *does not* include undergraduate students. Grad students only if applicable employment role.	Team is comprised of members who are representative of the diverse community.	Membership is a priority and team members are prepared for meetings.	Job descriptions include BIT responsiblities and time commitment.

© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 5: Team Membership

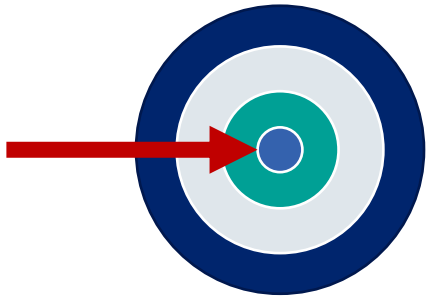
BITs are comprised of four types of members, each of which varies in their level of communication, access to the BIT database, and attendance at meetings.



© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 5: Team Membership

Characteristics of Core Members:

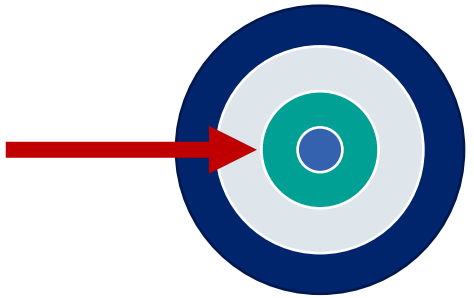


- NEVER miss a meeting.
  - They are always represented because they have a backup, often one that regularly attends meetings.
- Have a mechanism for quickly reaching the other core members.
- Have full database access (for BIT).
- Areas represented in Core Membership:
  - Dean of Students (or designee) or VPSA (or designee)
  - Mental Health Care Employee
  - Student Conduct
  - Campus Security or Law Enforcement

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 5: Team Membership

Characteristics of Inner Circle Members:

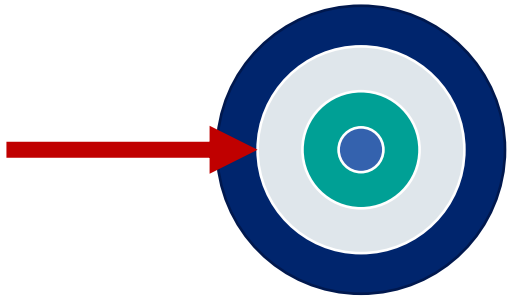


- Generally at every meeting.
- Represent a constituency that is critical to the team.
  - e.g., when a large percentage of the student population is from a specific group such as fraternity and sorority life or athletics.
- Needed to help represent a group that is critical to reporting. Some teams add faculty for this reason.
- Have a proxy, but not a formal backup.
- Have access to the database, and likely full access.

© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 5: Team Membership

Characteristics of Middle Circle Members:

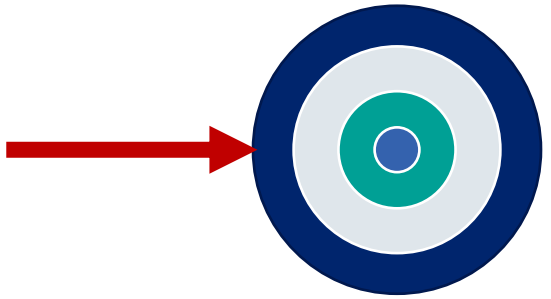


- Invited when they may have insight into a constituent group that is not a large percentage of the overall population.
- May have insight or perspective into a particular student (or staff/faculty member) who is the subject of a report or who made the report.
- Help represent an important reporting group.
- Limited, if any, access to the database (unless their job requires it).

© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 5: Team Membership

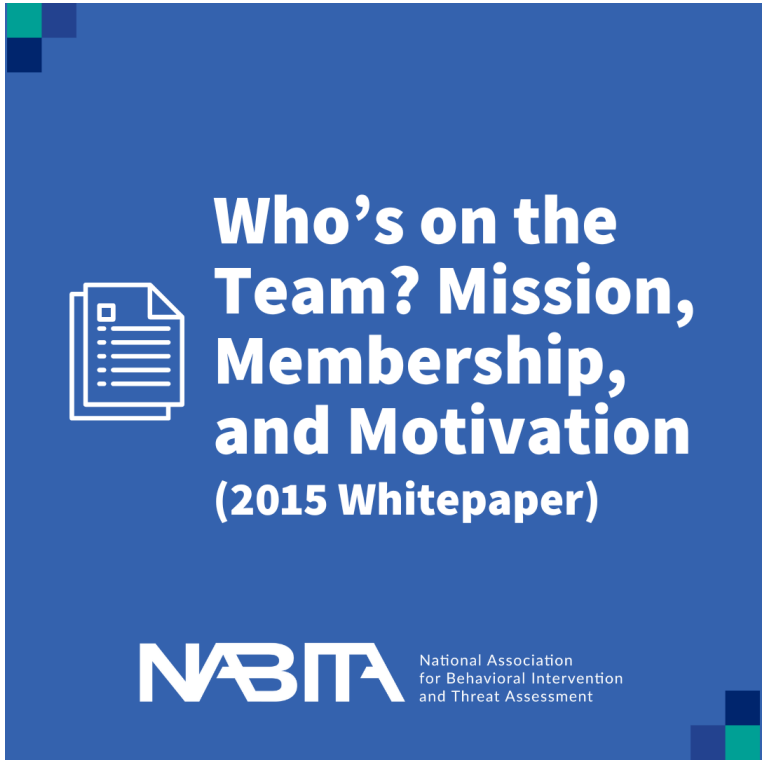
Characteristics of Outer Circle Members:



- Do not attend meetings, but core or inner circle members may reach out to them as needed.
- Needed to help provide outreach to the student of concern or some related party.
- NO access to the database unless some other part of their job requires it.

© 2024 National Association for Behavioral Intervention and Threat Assessment

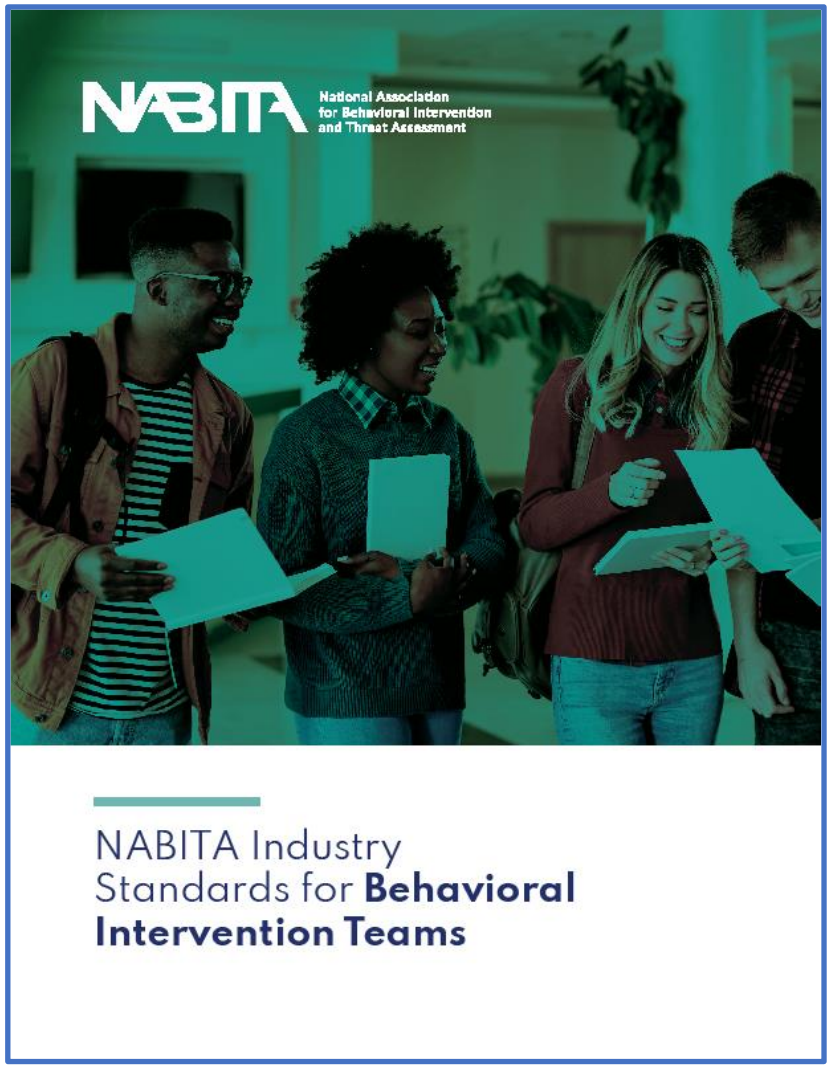
Additional Resource



© 2024 National Association for Behavioral Intervention and Threat Assessment

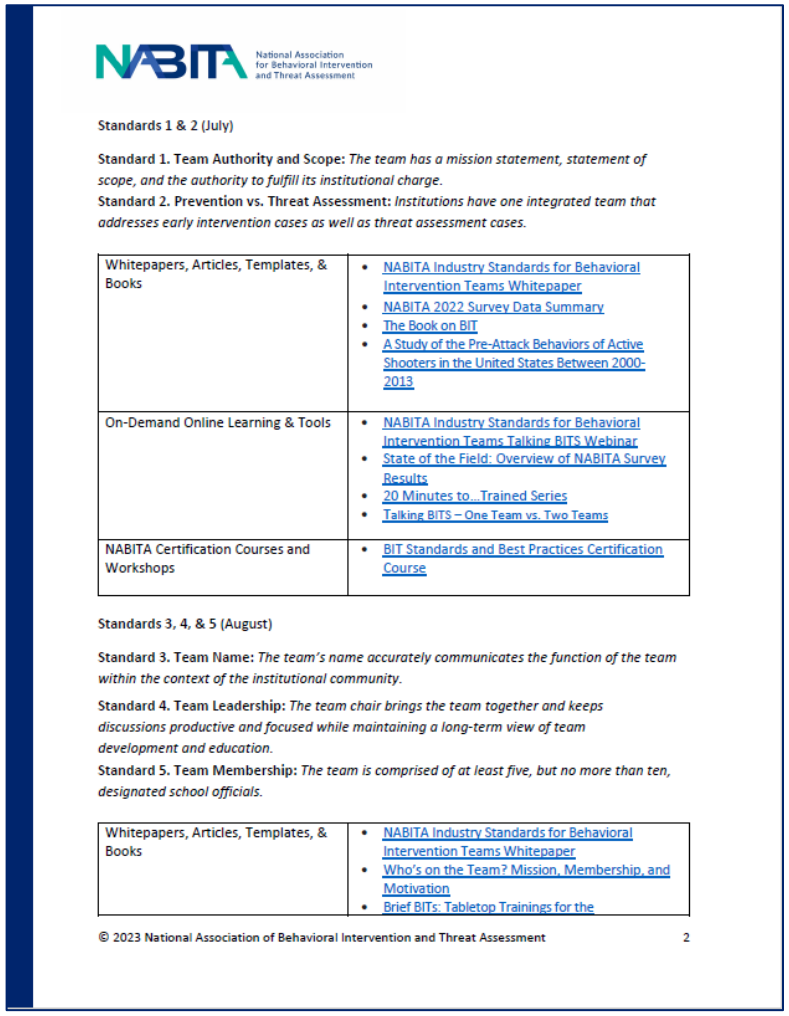
Standard 6: Team Training

Team members engage in **regular, ongoing BIT training** to **increase confidence, build competence,** and **foster team development.**



© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 6: Team Training



NABITA National Association for Behavioral Intervention and Threat Assessment

Standards 1 & 2 (July)

Standard 1. Team Authority and Scope: *The team has a mission statement, statement of scope, and the authority to fulfill its institutional charge.*
Standard 2. Prevention vs. Threat Assessment: *Institutions have one integrated team that addresses early intervention cases as well as threat assessment cases.*

Whitepapers, Articles, Templates, & Books	• NABITA Industry Standards for Behavioral Intervention Teams Whitepaper • NABITA 2022 Survey Data Summary • The Book on BIT • A Study of the Pre-Attack Behaviors of Active Shooters in the United States Between 2000-2013
On-Demand Online Learning & Tools	• NABITA Industry Standards for Behavioral Intervention Teams Talking BITS Webinar • State of the Field: Overview of NABITA Survey Results • 20 Minutes to...Trained Series • Talking BITS – One Team vs. Two Teams
NABITA Certification Courses and Workshops	• BIT Standards and Best Practices Certification Course

Standards 3, 4, & 5 (August)

Standard 3. Team Name: *The team's name accurately communicates the function of the team within the context of the institutional community.*

Standard 4. Team Leadership: *The team chair brings the team together and keeps discussions productive and focused while maintaining a long-term view of team development and education.*
Standard 5. Team Membership: *The team is comprised of at least five, but no more than ten, designated school officials.*

Whitepapers, Articles, Templates, & Books	• NABITA Industry Standards for Behavioral Intervention Teams Whitepaper • Who's on the Team? Mission, Membership, and Motivation • Brief BITs: Tabletop Trainings for the

© 2023 National Association of Behavioral Intervention and Threat Assessment

Chair creates training calendar

- The time to develop a training schedule is not after a crisis.
- Write down the months of the year and then identify training topics for each month.
- Use the NABITA training schedule to find a host of resources for your training.
- Use tabletop exercises, Talking BITs, *20 Minutes to… Trained*, and other recordings.

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 6: Team Training



- **Competency areas:**
  - Risk and threat assessment
  - Mental health
  - Cultural awareness
  - Bias mitigation
  - Intra-team communications
  - FERPA compliance
  - Recordkeeping
  - Intervention techniques
  - Recognizing leakage
  - Empowering a culture of reporting
  - Relevant education and disability laws
  - Institutional/community engagement

NABITA © 2024 National Association for Behavioral Intervention and Threat Assessment

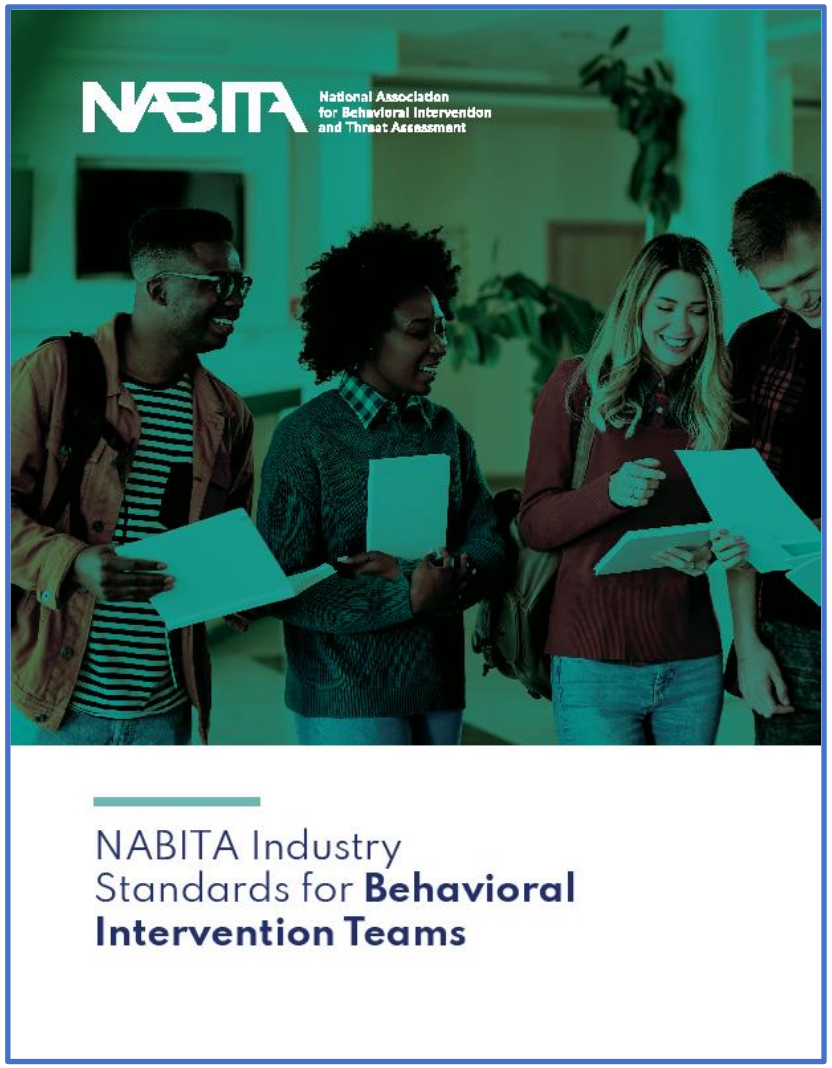
NABITA Standard 10

Procedures Manual

© 2024 National Association for Behavioral Intervention and Threat Assessment

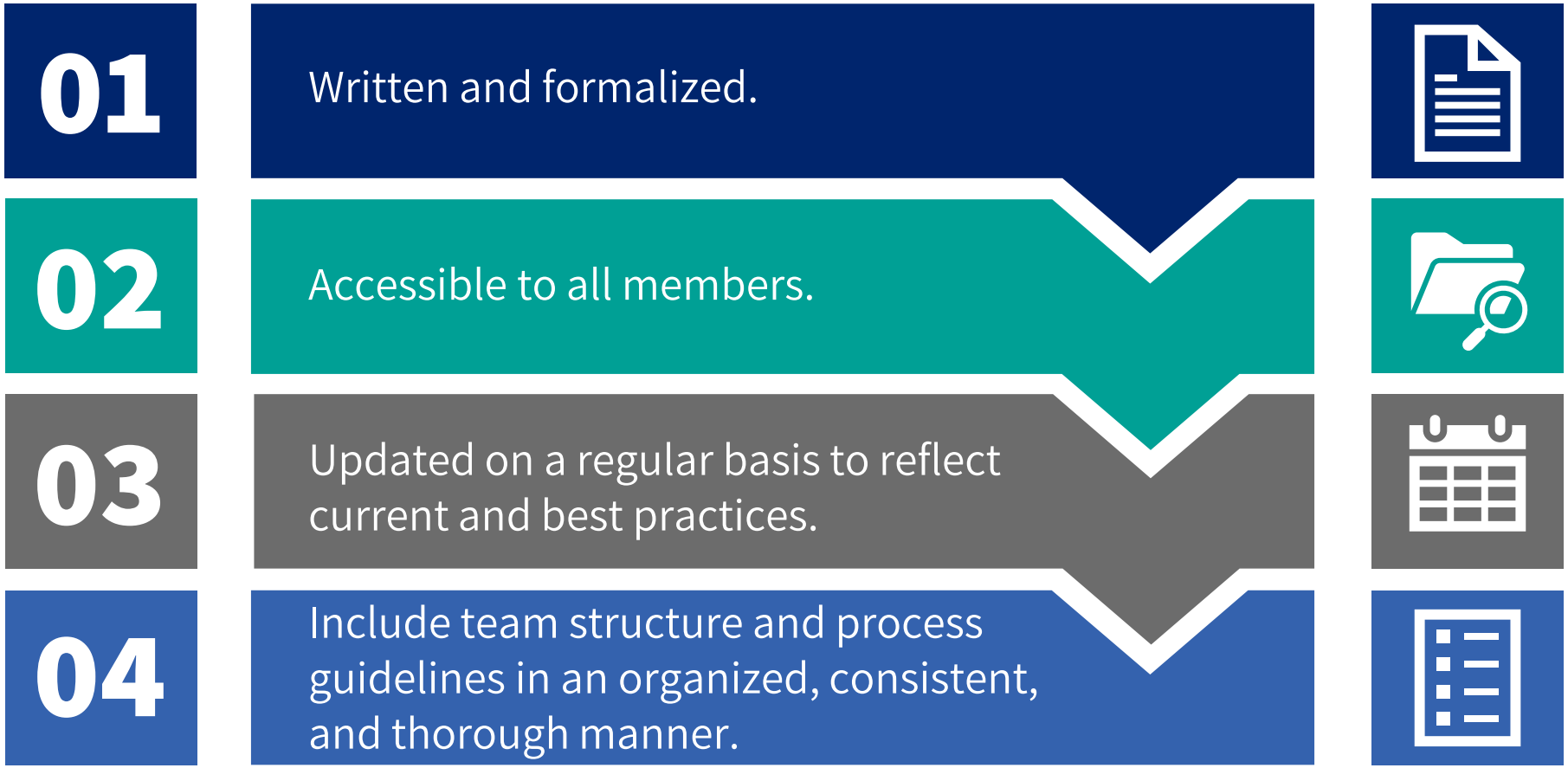
Standard 10: Procedures Manual

Teams have a written **procedure manual** that supports an **objective, consistent, and evidence-based functionality**.



© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 10: Procedures Manual

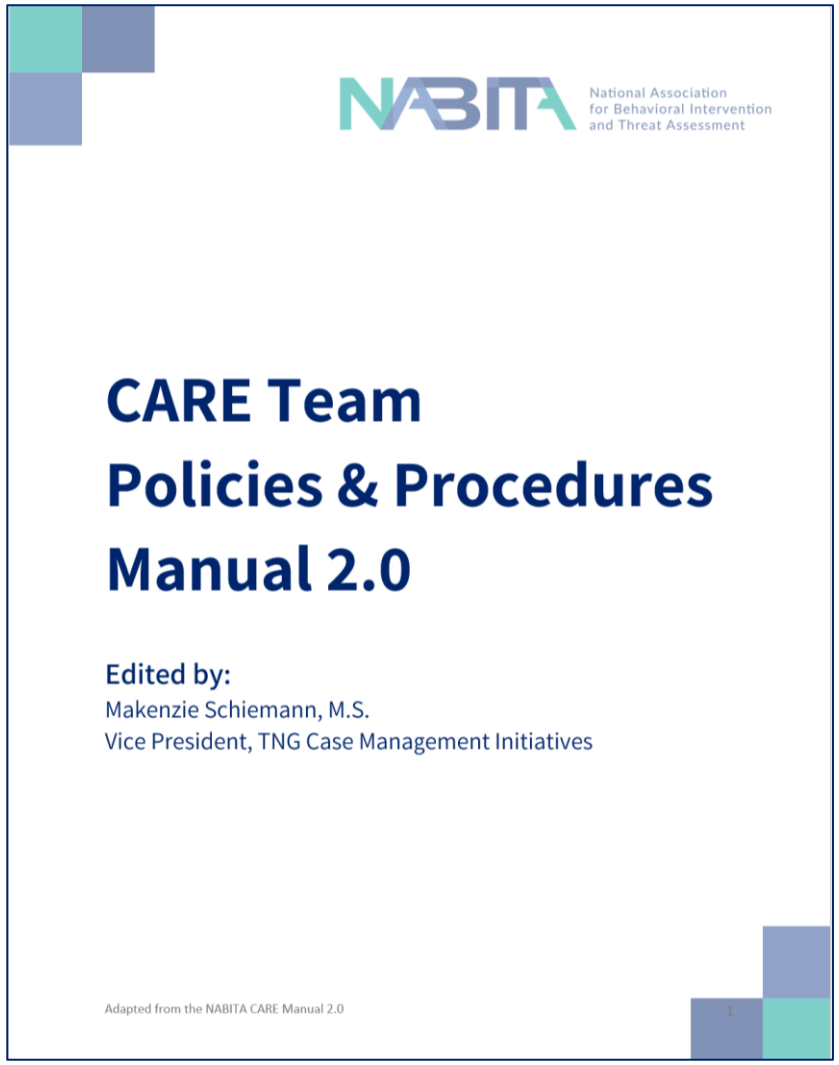


© 2024 National Association for Behavioral Intervention and Threat Assessment

Standard 10: Procedures Manual

Manual Contents

- Team Mission and Scope
- Team Structure and Process
- Meeting Frequency
- Communication/FERPA
- Risk Rubric and Interventions
- Recordkeeping
- Marketing and Advertising
- Team Training



© 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.