As part of that mission for the USG Mental Health Initiative, we are excited to offer this BIT / CARE Team training. Each USG institution should have an active and current BIT/CARE Team.

Whether you are a new team just getting off the ground, or a seasoned team with a few years of experience under your belt, this session will help bring your team in line with National Best Practices.

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.
Overview
- The BIG Act
- BIT Basics
- Structure Professional Judgement
- Behavior Intervention Team, Threat Assessment or CARE Team
- Snap Shots

Team Setup
- What is the Team and Why?
- Meeting Flow
- CARE Team Manual
- Modeling
- NABIT Standards & Best Practices

The Process
- Assessment Tools Available
- NABIT Risk Rubric
- Violent Risk Assessment for the Written Word (VRAW)
- Case Studies

Agenda

Passed the U.S. House of Representative in 2021 & 2022
The Behavioral Intervention Guidelines Act (BIG Act) requires the Substance Abuse and Mental Health Services Administration (SAMHSA) to develop best practices for schools and higher education institutions.

The BIG Act text is now included as an amendment in the Restoring Hope for Mental Health and Well-Being Act of 2022.

The Secretary shall:

• Identify and facilitate the development of best practices to assist elementary schools, secondary schools, and institutions of higher education in establishing and using behavioral intervention teams.

• The best practices shall include guidance on the following:
  (1) How behavioral intervention teams can operate effectively from an evidence-based, objective perspective while protecting the constitutional and civil rights of individuals.
  (2) The use of behavioral intervention teams to identify concerning behaviors, implement interventions, and manage risk through the framework of the school’s or institution’s rules or code of conduct, as applicable.
  (3) How behavioral intervention teams can, when assessing an individual—
    (A) access training on evidence-based, threat-assessment rubrics;
    (B) ensure that such teams—
      (i) have trained, diverse stakeholders with varied expertise; and
      (ii) use cross validation by a wide-range of individual perspectives on the team; and
    (C) use violence risk assessment.

The Questions Being Posed by Attorneys and Courts to Schools and Colleges:

(1) Does your institution have a the behavioral intervention team?
(2) Was the student known to your team?
(3) What threat assessment tools does your team use?
(4) What was the level of assessment your team assigned to the student?
(5) What are the policies, protocols, and guidelines your team uses to make determinations or recommendations?

Benchmarking – National or Industry Standards

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.
What is Behavior Intervention

There have been and will be violent acts on college campuses which will suddenly and without warning take the life of a student, faculty or staff member. While no act of violence is predictable, some are preventable (Sokolow, et al, 2011) (Meloy, 2012) (Drysdale, et al, 2010).

- Background checks for admissions and employment provide a history for an individual. Mandating that students and employees report any arrest other than minor traffic violations provide a glimpse into recent activity. These are not predictors of violence.
- However, research does show that in most cases of violence and deadly attacks on college campuses some leakage did occur. Someone other than the perpetrator had some knowledge of intent to do harm to others or was extremely upset at someone (Sokolow, et al, 2011).
- A joint report by the Secret Service, Department of Education and the Federal Bureau of Investigation (Drysdale, et al, 2010) found that:
  - 73% of deadly attacks on college campuses were targeted towards a specific individual for various reasons.
  - 8% of those killed in these attacks were considered collateral, where an errant shot or attack of some type at a specific target struck an unintended victim.
  - In adolescent mass murders and school shootings, 58% of the perpetrators had some degree of leakage of the attack prior to the violent act.
  - 3% of the attackers moved between locations (building to building)
  - 4% of the attackers moved between rooms within the same building


What is Behavior Intervention

Defensible
If asked, using appropriately designed, vetted, and updated tools ensures that:
• The United States Constitution was followed
• Federal, State, and Local Laws were followed

Articulable
If asked, using appropriately designed, vetted, and updated tools ensures that:
• Behavioral and Threat Assessment, Industry Best Practices and Standards were followed
• System and Institutional Policy were followed
• A Structure Professional Judgement approach was used to ensure that all of the above was conducted in a fair, unbiased, and efficient manner to gather data, analyze that data, and administer interventions to de-escalated concerning behaviors.

A Behavioral Intervention Team has:

- A set membership
- A set meeting time
- A vision and mission statement
- A protocol
- A Web presence
- Marketing materials
- A decision-making rubric

Behavior Intervention is:
- NOT Crises Response/Management.
- NOT Threat Assessment.
- Structured Professional Judgement (SPI) approach to address a Individual of Concern (IOC) by de-escalating harmful behaviors.
Structured Professional Judgement

An approach for understanding an individual's potential for violence

“Prediction is very difficult, especially about the future.”
- Niels Bohr, Danish physicist

Structured Professional Judgement

Personally, I don’t want to fly on an airplane that doesn’t have a pilot, but I want that pilot to have a hell of a good computer.

- Dr. Stephen Hart
  University of California, Merced

Flight 1549 Landing In The Hudson

Structured Professional Judgement

1. Gather Information
2. Determine the presence of risk factors
3. Determine the relevance of risk factors
4. Develop a good formulation of violence risk
5. Develop scenarios of violence
6. Create case management plan based on those scenarios
7. Develop conclusory opinions about violence risk

Behavior Intervention Team, Threat Assessment, or CARE Team
Behavior Intervention vs Threat Assessment

Behavioral Intervention
- Passively collects all information.
- Seeks reporting of low-risk behaviors, including those that need to be referred to other offices (e.g., financial aid, academic advising, counseling).
- Is a tool for retention of the student or staff and those around, as the issue may be headed off before it escalates.

Threat Assessment
- Actively seeks threatening behaviors.
- Waits until the behavior is "threatening" or "risky" before seeking the data. Has a threshold for what they address.
- Is a tool to determine whether and how the student/staff may remain part of the community.

Threat Assessment is a component of what Behavioral Intervention Teams (BITs) do, not the sole focus.

What is Behavior Intervention

Pathway to Violence

Implementation

Acquisition

Planning

Ideation


What is Behavior Intervention

Initial thoughts...

Imagine a scale of behavior from 1-10. 1's are low concern and 10's are police response
What is Behavior Intervention

We all understand the importance of reporting higher end behaviors...

What is Behavior Intervention

It's the lower risk behaviors that provide the team with the puzzle pieces it needs to see the larger picture...

BIT or CARE Team

THE CARE NETWORK

A SAFE & CARING CAMPUS

https://sa.columbusstate.edu/create-care/
The individual may be struggling and their coping mechanisms may be failing or eroding. The impact of their difficulty is limited around others, with the occasional report being made to the BIT/CARE team out of an abundance of caution and concern rather than any direct behavior or threats.
Outsider

They may be having trouble fitting in, adjusting to college, making friends, or may rub people the wrong way.

Hardened Perspective

They alienate others with their thoughts or mannerisms, and there may be minor bullying and conflict.

Injustice Collector

The Injustice Collector keeps track of past wrongs and is often upset in a way beyond what would typically be expected.
Suicidal

The individual may engage in suicidal talk, self-injury that is not life-threatening, or substance intoxication without a life-risk.

Leakage

There may be leakage about the attack plan (social media posts that say “I’m going to be the next school shooter” or telling a friend to avoid coming to campus on a particular day) or the individual may go dark and become tactical.

Direct Threat

The individual may have a clear target for their threats and ultimatums, lethal means, and an attack plan to punish those they see as responsible for perceived wrongs. Without immediate intervention (such as law enforcement or psychiatric hospitalization), it is likely violence will occur.
Fantasy Rehearsal

There may be stalking behavior and escalating predatory actions prior to violence such as intimidation, telegraphing, and “test-runs,” such as causing a disruption to better understand reaction time of emergency response.

There may be costuming, role-play, or gaming behavior.

Fixation and Focus

As the individual’s frustrations emerge, they may make a person, place, or system feel more vulnerable by attacking self-esteem, image, and access to safety and support, possibly with negative or dehumanizing language. Others may feel threatened around this individual, while any threat may lack depth.

Action and Time Imperative

Conveys a sense of impending movement toward action, which may be communicated by mentioning a specific time, location, and/or event.
Lack of Empathy

The individual has difficulty connecting with other people, lacks the ability to form intimate relationships, and/or lacks the ability to form trust.

The individual displays little remorse for their actions, lacks understanding for the viewpoint of others, may act with detachment or bravado.

Access to Lethal Means

The individual has a weapon (or access to weapon), specialized training in weapon handling, interest in paramilitary organizations, or Veteran/Law Enforcement status.

While locks, cameras, and safety programs are a must in our efforts to provide a safe environment on college campuses, it is the human intelligence information gathering from those in contact with the individual in the midst of an aggression escalation that are the best tools campus community members have at their disposal.

Behavioral intervention teams provide a method for collecting and analyzing information, and for identifying and de-escalating troubling behaviors with individuals of concern.
What is Concerning Behavior

Physical or Emotional Safety of Self or Others

• Bobby said some things on Facebook like he was going to slap me and he’s been Twitter Poppin’ a lot about me since we broke up.
• This guy won’t leave me alone, so I have friends walk me to my car.

Real Life Examples

What is Concerning Behavior

Physical or Emotional Safety of Self or Others

• I am really worried about Bobby. He has lost weight, is not turning in work, and stopped participating in class.

Wellness Concern for Another

What is Concerning Behavior

Physical or Emotional Safety of Self or Others

• I caught Bobby using his Smartphone to get answers for the test.
• Bobby was arrested for aggravated battery.

Wellness Concern for Another

Violation of Institutional Rules or State and Federal Law
What is Concerning Behavior

Concerning Behavior Becomes Threatening

- Wellness Concern for another
- Physical or emotional safety of self or others
- Violation of Institutional Rules or State and Federal Law
- Escalation of 1 or more of these behaviors

The Ultimate Goal: A Successful College Experience

Team Setup
Overview
- The BIG Act
- BIT Basics
- Structuring Professional Judgement
- Behavior Intervention Team, Threat Assessment or CARE Team
- Snap Sheets

Team Setup
- Who's on the Team and Why?
- Meeting Flow
- CARE Team Manual
- Marketing
- NABIT Standards & Best Practice

Who's on the Team and Why?

BITs are comprised of four types of members each of which varies in their level of communication, access to database, and attendance at meetings.
Characteristics of Core Members:

- They NEVER miss a meeting.
  - They are always represented because they have a backup, often one that attends the meetings regularly.
  - Dean of Students, Chief of Police, Conduct Officer, Director of Residence Life, and Case Manager
- They have a mechanism for quickly reaching the other core members.
- They have full database access.
- They are likely also on the Threat Assessment Team (TAT).

Characteristics of Inner Circle Members:

- They are generally at every meeting.
- They represent a constituency that is critical to the team.
  - Greek Life, Athletics, Human Resources, and Faculty Representative.
- They are needed to help represent a group that is critical to reporting. Some teams add faculty for this reason.
- They have a proxy, but not a formal backup.
- They have access to the database, and likely full access.
- They might be on the Threat Assessment Team.

Characteristics of Middle Circle Members:

- They are invited when they may have insight into a constituent group that is not a large percentage of the overall population.
  - Veteran Affairs, Disability Services, Education and Medical Profession
  - Students in supervised teaching or clinical settings
- They may have insight or perspective into the particular student (or staff/faculty member) who is the subject of the report or who made the report.
- They have limited, if any, access to the database. (unless their job requires it).
The Process

Gather Data  Rubric/Analysis  Intervention

Work The Process:
This is why the Team is meeting
BIT Member Data Responsibilities

- Each member of the BIT has specific responsibilities regarding what data to bring to the BIT table.
- As team members are delivering their reports, care should be taken not to interrupt the speakers except for a clarification-type of question.
- Other members may take notes, but should remain unemotional and non-judgmental at this time.

What do you want to know?
Who knows it?

BIT Chair:
- Brief overview of the incident report (members should have already read the report).
- Initial rating of the NABITA Threat Assessment Tool (this is only a starting point based on the facts surrounding the incident report).
- Billing information from student accounts office to include financial aid.
- The reported incident could be as simple as: “The IOC is having difficulty paying the tuition bill and is frustrated. Working with the financial aid office to solve this problem may be all that is necessary.”
BIT Member Data Responsibilities

Dean of Students (student conduct):
- Case history of IOC: academic and non-academic discipline, and BIT reports.
- Are there reoccurring themes of behavior or possibly escalating behaviors?
- Is the IOC well known to the student conduct office?
- In any previous cases, what was the level of assessment using the NABITA Tool?
- If a behavioral baseline has been established for this IOC, is the currently reported behavior in line with the assessment baseline?

Student Life/Greek Life:
- Clubs and organization membership:
  - Is the IOC involved on campus?
  - Does the organization have systemic problems?
  - Is there a strong student leader or faculty advisor who may offer be a good mentor for the IOC?

Police/Campus Safety:
- Criminal history:
  - Was the IOC hired or admitted to the institution with a known criminal history? Could the same type of behavior be taking place now?
- Police contact and reports:
  - There may be a report with no charges of which only the police are aware. The IOC may be a repeat witness to events; this may bring into question if the person is actually part of that problem. Has the IOC been a recent victim of a crime?
- Social Media:
  - Are posts by the IOC dark or concerning? Do they have threatening statements or overtones? Who are the IOC's "friends" and what do they post? What groups, activities, etc., does the IOC like? Are there writing on social media that could possibly be evaluated using the LookingGlass?
BIT Member Data Responsibilities

Housing and Residential Life:
- Professional staff’s reflections on the latest face-to-face encounter — upon receiving an incident report, it is important to have someone talk to the IOC, even if it is a casual conversation.
- Room Condition — Does residence life have a vehicle for conducting a room inspection? Is the IOC clean to the point of OCD? Is the room a health hazard? Are there pictures or posters of concern (e.g., depicting guns, death, or destruction)?
- Roommates’ Impression of the IOC — Care should be taken in obtaining this information.
- Recent Room Changes:
  - Does the IOC have difficulty making friends?
  - Is the IOC intentionally creating a roommate conflict to drive others away to get a private room?

Recent Maintenance Requests:
- Are these request normal types of requests?
- Is there more than what would be considered normal wear and tear?

What do you want to know?
Who knows it?
- BIT Chair
- Dean of Students
- Student Life/Greek Life
- Police/Campus Safety
- Housing/Res Life

Gather Data
Rubric/Analysis
Intervention

BIT Member Data Responsibilities

Case Manager:
- If the IOC is currently in the case management program, the Case Management Coordinator should have a good bit of data to share.
  - Have goals been discussed and established with the IOC? If so, what is the progress?
  - The Case Manager could offer an additional SIVRA-35 assessment.
  - The Case Manager could offer an additional NABITA Threat Assessment Tool rating.

What do you want to know?
Who knows it?
- BIT Chair
- Dean of Students
- Student Life/Greek Life
- Police/Campus Safety
- Housing/Res Life
- Case Manager

Academic Affairs:
- Review IOC admission application.
  - Did the IOC check the box associated with a criminal history? Did the IOC check the box noting having been suspended or expelled from another institution? Does the IOC’s application and transcripts from other institutions match? Did the IOC write in the space asking why the person wanted to attend your institution? Is there an admission essay, and if so, what does it say?
  - Academic history (e.g., high school and college transcripts, and recent grades in past terms).
    - Are current grades consistent with what should be normally expected? Are there dips in grades with a return to normal (e.g., Did the IOC withdraw from school for medical reasons? Did the IOC receive Fs because the person should have withdrawn for medical, but did not)?
BIT Member Data Responsibilities

Academic Affairs:
• Current class attendance, participation, and demeanor.
  • Is the IOC attending? Was the person attending, but lately stopped? Does the IOC take an active and constructive part in class discussions? Does the IOC turn in assignments? What is the regular appearance and hygiene associated with the IOC?
• Class disturbances addressed independently by the instructor.
  • Has the instructor had any unreported issues during class or possibly on-line with the IOC?

What do you want to know? Who knows it?
• BIT Chair
• Dean of Students
• Student Life/Greek Life
• Police/Campus Safety
• Housing/Res Life
• Case Manager
• Academic Affairs

Gather Data Rubric/Analysis Intervention

BIT Member Data Responsibilities

Human Resources:
• The director of human resources (HR) provides information related to reports concerning faculty or staff members, as well as student-employee situations. Depending on the need for privacy, the HR director may work with a subset of the CARE team to assess and develop intervention strategies for faculty or staff in distress.
• Information Sharing and Meeting Participation Responsibilities:
  • Employment Records
  • Prior history of employee discipline or other difficulties
  • Update from current supervisor

What do you want to know? Who knows it?
• BIT Chair
• Dean of Students
• Student Life/Greek Life
• Police/Campus Safety
• Housing/Res Life
• Case Manager
• Academic Affairs
• Human Resources

Gather Data Rubric/Analysis Intervention

BIT Member Data Responsibilities

Counseling:
• The team member from the counseling center most likely will not share any knowledge of a particular IOC unless a release has been signed or there has been a public incident, such as suicide attempt in the resident halls. The counseling representative may be able to speak professionally to the public knowledge of an event.
• Counselors may also be able to share professional insight in a general sense, such as recalling a similar situation when working at another institution.
• Counselors may assist by educating the team about certain disorders that present in the IOC based on observable behaviors being described by other team members at the meeting.

What do you want to know? Who knows it?
• BIT Chair
• Dean of Students
• Student Life/Greek Life
• Police/Campus Safety
• Housing/Res Life
• Case Manager
• Academic Affairs
• Human Resources
• Counseling Center

Gather Data Rubric/Analysis Intervention
BIT Member Data Responsibilities

Disability Services:

Veteran Services:

Title IX Coordinator:

Athletics:

International Services:

General Counsel:

What do you want to know? Who knows it?

- BIT Chair
- Dean of Students
- Student Life/Greek Life
- Police/Campus Safety
- Housing/Res Life
- Case Manager
- Academic Affairs
- Human Resources
- Counseling Center
- Others

Table of Contents

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2. Team Membership
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5. Psychological, Threat, and Violence Risk Assessments
6. Team Training and Supervision
7. Community Engagement & Education
8. Documentation & Records
9. Quality Assurance
10. Budget Considerations
Marketing to All Stakeholders

“This is highly confidently, so, yes, we built a little fort”

Community Engagement & Education

The CARE team recognizes that educating the community about what to refer is one of the most essential aspects of having a successful and effective team. Driving a multi-faceted marketing and education strategy is the philosophy that community members should be equipped to identify, support, and refer an individual of concern.

It is the responsibility of faculty, staff, and students to refer any individual who is struggling academically, emotionally, or psychologically, or who presents a risk to the health or safety of the college or its members. The CARE team therefore engages in efforts to increase the awareness of the team and to educate the community on who should be referred to the team and how to refer them.

When developing marketing and education content for the CARE team, the following information is a priority to communicate through all the various outlets:

- What to Refer
- How to Contact the Team
- Composition of the Team

CARE Team Advertising to the Campus Community

- Web page
- Brochure
- Posters
- In-Person Training
NABITA Standards for Behavioral Intervention Teams

NABITA’s goals for creating this document are to provide quality recommendations and guidelines for use by school practitioners to build and maintain campus CARE teams and BITs. The standards aim to:

1. Ensure that BITs are guided by best practices that promote a safe, effective, and efficient means to deliver BIT services.
2. Enhance the quality of BIT services provided to the institution, its students, faculty, and staff.
3. Advocate for students’ rights so that they may be successful, have access to school services and resources, and be appropriately included in decision-making that affects their own health and wellbeing.
4. Encourage institutional and school wide participation in the development, refinement, and integration of best practices and standards for BIT services.
5. Establish a framework that fosters continual research, professional development, and practice that will further the profession for caring practitioners.

Okay Bobby, let me see if I got this right – What your team does is secret and you are in charge of making sure nothing happens. You can’t tell me the number of times nothing happened and you guys work so hard at making nothing happen you need more resources to ensure nothing keeps happening. . . . . . . Seriously?™

“I just got promoted again, it’s easy to succeed if everyone likes you”
Exemplary Standard 3. Team Name:
Team names communicate the role and function in a way that resonates with the campus community.

Standard 8. Team Scope:
Teams address concerning behavior among students, faculty/staff, affiliated members (parents, alumni, visitors, etc.) and should work in conjunction with appropriate law enforcement and human resource agencies when needed.

Standard 2. Prevention vs. Threat Assessment:
Schools have an integrated team that addresses early intervention cases as well as threat assessment cases.

Standard 4. Team Leadership:
A team leader serves to bring the team together and keep discussions productive and focused while maintaining long-term view of team development and education.

Standard 5. Team Membership:
Teams are comprised of at least 5, but no more than 10 members and should at a minimum include: dean of students and/or vice president of student affairs (principal or assistant principal in K-12), a mental health care employee (adjustment counselor or school psychologist in K-12), a student conduct staff member; police/law enforcement officer (school resource officer in K-12).
Standard 6. Meeting Frequency:
Teams have regularly scheduled meetings at least twice a month with the capacity to hold emergency meetings immediately when needed.

Standard 7. Team Mission:
Teams have a clear mission statement which identifies the scope of the team, balances the needs of the individual and the community, defines threat assessment as well as early intervention efforts, and is connected to the academic mission.

Standard 15. Record Keeping:
Teams use an electronic data management system to keep records of all referrals and cases.

Standard 17. Psychological, Threat and Violence Risk Assessments:
BITs conduct threat and violence risk assessment as part of their overall approach to prevention and intervention.

Standard 11. Objective Risk Rubric:
Teams have an evidence-based, objective risk rubric that is used for each case that comes to the attention of the team.

Standard 12. Interventions:
A team clearly defines its actions and interventions for each risk level associated with the objective risk rubric they have in place for their team.

Standard 13. Case Management:
Teams invest in case management as a process, and often a position, that provides flexible, need-based support for students to overcome challenges.

Standard 14. Advertising and Marketing:
Teams market their services as well as educate and train their communities about what and how to report to the BIT through marketing campaigns, websites, logos, and educational sessions.

Standard 16. Team Training:
Teams engage in regular, ongoing training on issues related to BIT functions, risk assessment, team processes, and topical knowledge related to common preventing concerns.

Standard 18. Supervision:
The BIT chair regularly meets with members individually to assess their functional capacity, workload and offer guidance and additional resources to improve job performance.

Standard 19. End of Semester and Year Reports:
Teams collect and share data on referrals and cases to identify trends and patterns and adjust resources and training.
Standard 9. Policy and Procedure Manual:
Teams have a policy and procedure manual that is updated each year to reflect changes in policy and procedures the team puts into place.

Standard 10. Team Budget:
Teams have an established budget in order to meet the ongoing needs of the team and the community it serves.

Standard 20. Team Audit:
Teams assess the BIT structure and processes and ensure it is functioning well and aligning with best practices.

Summary

Recommendation
• The Reviewer feels that the most important next step for the Create Care CSU Team is the creation of a solid policy and procedures manual.
• Developing an operational manual will help the Team resolve many of the members concerns expressed in the SSAT survey.
• The Reviewer suggests a small committee (2 members and the chair) to utilize the Policy and Procedure Manual template created by NABITA to develop a manual for the Columbus State University.
The Process

Overview
- The BIG Act
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Team Setup
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- Meeting Flow
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- Marketing
- NABIT Standards & Best Practices

The Process
- Assessment Tools Available
- NABIT Standards
- NABIT Risk Rubric
- Violent Risk Assessment for the Written Word (VRAW)
- Case Studies

Structured Professional Judgement

Ways to Make Meetings Better
1. Be prepared
2. Have an agenda
3. Start on time and end on time
4. Have regular meetings
5. Connect people that exclude
6. Maintain the focus
7. Capture and assign action items
8. Get feedback

Structured Professional Meetings

“T’m just saying we can’t be all a crossroads and in-anchored territory.”

(Allen and Economy, 2008)
Assessment Tools Available

The Structured Interview for Violence Risk Assessment (SIVRA-35) is a thirty-five-item inventory designed to assist with individuals identified as elevated, severe, or extreme risk by the NaBITA Threat Assessment Tool or using similar methodologies.

What Tools are Available

Other Tools / Information Sources:
- Academic Transcripts
- Application
- Financial Aid Transcripts
- General Bill
- Social Media
- Written statements from family or friends
- Written communication
- Police Reports

Gather Data
Rubric/Analysis
Intervention
Objective Risk Tools

- **10x NaBITA Risk Rubric**
- **25x Violence Risk Assessment of the Written Word (VRAW)**
- **50x Structured Interview for Violence Risk Assessment (SIVRA-35)**
- **75x Extremist Risk Intervention Scale (ERIS)**

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NABITA Risk Rubric

The NABITA Risk Rubric is designed to be the initial assessment applied to every case. Following this triage assessment, teams should deploy additional assessments and gather additional data to most effectively assess risk.

The Risk Rubric gives teams a framework for understanding the risk present in a case and offers possible interventions to reduce the risk. Once the rubric is applied, it will often be useful to apply additional assessments measuring unique risk and protective factors.
General Summary

**MILD**

The individual here may be struggling and not doing well. The impact of their difficulty is limited around others, with the occasional report being made to the BCC. They seem out of an abun-
dance of caution and concern rather than any direct behavior or threats. They may be having trouble fitting in, adjusting to college, making friends, or may risk people the wrong way. They

**MODERATE**

May not notice unless you are already aware of the situation or have special training.

May be somewhat distracting to others in the classroom.

Is distracting to the point where class is completed distracted and cannot continue.

**ELEVATED**

May not notice unless you are already aware of the situation or have special training.

In this stage, there is a serious risk of suicide. Self-threatening or injury, dangerous risk taking in getting a prescription or on top speed at night with the lights off, and suicide or self-harm will be 

**CRITICAL**

in this stage, a person may have a history of suicide attempts, and premeditated thoughts or plans of suicide. They may display racing thoughts, high risk substance dependence, intense anger, and/or perceived physical or psychological harm. The individual may also display suicidal ideation, planning, or a history of suicide attempts.

Behavior at this elevated stage is increasingly disruptive (with multiple incidents) and involves multiple offenses such as unsheltered or unclean, verbal, or physical. Unrelated events or isolated incidents may also be ignored but may not be ignored. The individual may be at risk for suicide or self-harm. The individual's actions are likely to affect their own health, the well-being of others, or the safety of others. The individual may be at risk for suicide or self-harm. The individual's actions are likely to affect their own health, the well-being of others, or the safety of others.
Examples:

- A student begins to spend more time studying and joining websites related to white supremacy. He starts talking with others who share his beliefs and filters out those with differing opinions. Another example includes a falling out between those who had common cause, which results in a polarization of perspectives.

- A student believes the nursing faculty is on a mission to drum him out of the program since he is a male. He argues publicly with them and shares his thoughts with other students. This is the kind of debate you never win, as there is no desire to see eye-to-eye as in academic debate, but to bring about capitulation.

- A student gets a letter from Financial Aid telling her the forms needed for this semester are not on file. The student knows she filed the forms and storms into the office, upends a display stand and proceeds to curse at the staff for their incompetence and accuse them of targeting her.

- A staff member receives a parking ticket and her request for an appeal is denied. This is her fifth parking ticket of the semester for illegal parking. The staff member claims the refusal was racially motivated and writes dozens of letters to the board of regents and forms an underground organization to find ways to make the on-campus parking department's job more difficult.

- A student creates a Facebook group called “Everyone hates Terry.” In that group, she posts things about Terry such as “Terry lies to all of her friends, she talks behind your backs constantly. Terry pretends to be a sweet girl, but she is really a drug-addled whore.”

- A student upset with how campus safety escorted him off campus for handing out brochures about a concealed carry protest calls the officers “monsters” and warns them that he was taught how to deal with monsters during his time in the army. He threatens to return again tomorrow.

- A student becomes enraged at his girlfriend and punches the wall next to her and says, “Next time that’s your face, bitch.”

- A faculty member brings a gun into a meeting with other faculty and demands they get on their knees to beg for their lives.

Examples:

Seung-Hui Cho at Virginia Tech, Steven Kazmierczak at Northern Illinois University and Eric Harris and Dylan Klebold from the Columbine High School massacre. Each case is different, so every element of the summary may not apply to each case. Instead, the summary offers an overall description to help the team better evaluate the risk.

Teams should use an additional descriptor to address movement or trajectory (+/-), when assigning an individual to a Mild, Moderate, Elevated, or Critical level.
Interventions

Harmony of the Tools

Tools assist in gathering and organizing data, preparing this data to then be applied against the NABITA Risk Rubric, and analyzed by the BIT.

SPJ: Tools do not make decisions; Professionals make Judgements through a Structured process.

The NABITA Risk Rubric

No matter what other risk assessment inventory or proprietary tools your team uses or accesses, the results of those measures should be funneled back into the NABITA Risk Rubric to guide team action.

This tool is how a BIT measures escalation and de-escalation, setting the level of risk of harm to self and/or others, and establishing the basis for appropriate intervention.
Once the level of risk has been assessed, it is the team’s responsibility to identify the interventions appropriate to the risk present. A thoughtful intervention responds to the assessed risk level and is tailored to the individual’s core issues.

Mild Interventions
- 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 the individual to offer support or to gather more information

Case Study
An approach for understanding an individual’s potential for violence

The Twelve
Case Study #1

CASE STUDY #1

A report comes to your attention:

1. How did it arrive?
2. Status of the reporter? (Faculty, Student, Staff, other)
3. Status of the Individual of Concern?
4. Initial assessment with the NABITA Risk Rubric:
   a) Harm to Self?
   b) Harm to Others?
   c) Neither?

5. Start directing traffic

---

Incident Reporting Form

Submitted on September 16, 20XX at 12:51:06
Type: Non-Academic Misconduct
Urgency: normal
Incident Date: 20XX-09-16
Incident Time: 12:51 pm
Incident Location: internet

Reported by:
Name: Suzie Scott
Title: President of KLS
Email: scott_suzie@gmail.com

Reason for Report:
CSU Creed Violation, Disorderly Conduct, Harassment

Involved parties:
Becky Simpleton
Suzie Scott

Incident description:
On Tuesday, September 16th, 20XX at 12:51 pm, Suzie Scott received an email notification from Twitter stating that Becky Simpleton requested to follow her. Becky Simpleton has been notified previously and in writing that she is not to contact Suzie Scott at all even via social media.

Ms. Simpleton has broken these rules and therefore is committing “Disorderly Conduct with failure to comply with University personnel”
Residence Life

- One of the RAs that you supervise came to you as they are concerned for Alex. Alex hasn’t left his room much in the last few weeks and the RA has heard him crying at night.
- The RA notes that the few times he has seen Alex out of the room, he is withdrawn and quiet which is unusual for him.
- Alex has also seemed drunk often, even on the weekdays.
- The RA knows Alex’s girlfriend recently broke up with him and she seemed to be his closest friend at school.

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Case Study #2

BIT Chair – Initial Rating

When the referral arrives:

Refer to the Team Care Manual

Meeting Flow

The Higher Education BIT Table

- Academic Affairs
- Veterans Affairs
- Residence Life
- Student Life/Greeks
- Human Resources
- Case Manager
- Disability Services
- Counseling Center
- Student Officer
- University Police
- Department of Students
### Case Study #2

#### ADVISOR
- Alex was a strong student in high school and came to the school as an honors student.
- He is hoping to major in biology or chemistry with the dream of going to med school.
- In the fall, he seemed to struggle to adjust to college life. He earned low grades in his classes and was placed on academic probation.
- Midterm grades were issued for spring semester and you see that Alex has low grades again.

#### FACULTY
- At the beginning of the semester, Alex (who is in the honors program) performed well in class and participated regularly.
- He seemed eager to learn the material and was trying hard. Over the last few weeks, however, Alex has started to miss class.
- When Alex does show up, he is late and looks disheveled and tired.
- Yesterday, he left in the middle of an exam appearing tearful.
- On the last question of the exam he wrote, "I'm sorry. I just can't do this. I need time to myself."
EMPLOYER

- You hired Alex after a glowing recommendation from his honors program advisor.
- He was a great employee for you until the last few weeks.
- A few weeks ago, you remember Alex getting a phone call that seemed to upset him.
- He appeared agitated during the call and left work right away.
- Since then, he has been calling off work, or not showing up at all.
- A few times, when he did come to work, he appeared hungover.

Case Study #2

One of the kids that you sponsored came to you as they were concerned for Alex. Alex wasn’t seen much in the last few weeks and school has heard him crying at night. The ESH notes that the last time he was seen was the day before the call. The teacher noted that he was agitated and left the room. A few times, when he did come to work, he appeared hungover.
Meeting Flow
The Higher Education BIT Table
- Academic Affairs
- Veterans Affairs
- University Police
- Residence Life
- Dean of Students
- Student Life/Greeks
- Conduct Officer
- Human Resources
- Disability Services
- Case Manager
- Counseling Center
- Gathering Data
- Rubric/Analysis
- Intervention

Case Study #2

Team Rating
Interventions?

CASE STUDY: ALEX, A FRESHMEN STUDENT
- Rating?
- Trajectory?
- Case-Management / Follow-up?
- Quarterly Review?
Case Study #3

Putting All the Pieces Together

The Process

Tim – Case Study

Gather Data Rubric/Analysis Intervention

What do you want to know? Who knows it?

Text from Chief Long

8:49 pm

Student in class tonight demanded floor from faculty and then demanded classmates film him get into a rant that freaked everyone out. Faculty here all had the same reaction. Should like he faced a university crossing. Asked them to send me an email with his name. Finally, something is going to take a BT. Cpl Smith has some videos and photos which are not to be shared.=================================================

8:50 pm

Chief Lawson

9:28 pm

Dean Smith

Yes. Afraid so. They are pulling some preliminary info together so I can send you. Can start ball rolling.

Chief Lawson

10:02 pm

Dean Smith

A very concerning incident occurred in a classroom this evening. No one was injured, however this was a major classroom disturbance. We discussed the next steps this evening with campus first and at the time that student was not located. We need to have a specially called BIT meeting at 8:30 a.m. tomorrow (Wednesday). We will meet in the Student Affairs conference room. Please respond that you will or will not be able to meet.

Dean Smith

STUDENT: Tim Mason (909123456)

Dean Smith

46
From: John Thompson
To: Dean Smith
Cc: Bob Johnson
Re: Tim Mason (ID: 909123456)

Hi Dean Smith,

A student went off on a rant this evening in my 7:30pm International Mgmt class. It started out benign but then got tense - Univ Police was called although the student left before police arrived. I and other students gave a report to Police which should be ready by 8AM tomorrow.

What occurred was:

1. student entered and insisted on being recorded because he had something important to say - he started speaking at around 7:28PM (just before an exam was to begin)
2. he insisted that he be recorded due to the importance of what he was going to say
3. he began speaking from the front of the room as if he were giving a class presentation and it started to concern me when he made claims I had a disclaimer and I had no reason to be, students and faculty can be ordered - this is common practice so it can be reviewed. He also mentioned that he had to send in the previous two seminars with a response and that was not mentioned in his file. He kept on going and I was concerned. The student insisted on recording everything. The instructor was told by the student that he was in the presence of Mason. The police have a copy of the recording. I think some of the students in the class became quite frightened and could possibly suffer some level of light trauma - it will take to follow up with you very soon to go over next steps to ensure their well being

From: Bob Johnson
To: Dean Smith
Cc: John Thompson

Dean Smith,

I had been intending to file a BIT report on this student with regard to an event in one of his other classes. This student showed up in my office on September 11th, saying he wanted to sue the university for discrimination, over an event in Dr. Hurt's Human Resource Management class.

He was upset because the professor had jokingly said to him to stop making noise with his computer or he would throw it out the window. I arranged a meeting between the faculty member and student. Initially, it went poorly, with the student raising his voice, attempting to stand up, and accusing the faculty member of lying. I told him the meeting would end if he could not stop that and he calmed down.

Dr. Hurt was remarkably patient and understanding and offered an apology for the misunderstanding, and repeatedly told Mr. Mason that he was a valued student and that Dr. Hurt cared for him. Mr. Mason was reluctant that he had been treated badly and wanted the faculty member disciplined, but the faculty member apologized, and everyone was fine. I told him to contact the student, and he had no further problems, but I was clearly uneasy about it. After the meeting, I spoke with Ms. Reynolds in our student services office, and she indicated that the student had come in several times before, declaring a business major and had filled out a degree progress form for business. After filing out I've spoken directly with the same information. I interviewed the student, and she indicated that the student had come in several times before, declaring a business major and had filled out a degree progress form for business. After filing out, I've spoken directly with the same information. She indicated that the student had come in several times before, declaring a business major and had filled out a degree progress form for business. After filing out, I've spoken directly with the same information. She indicated that the student had come in several times before, declaring a business major and had filled out a degree progress form for business.

He became upset and complained about poor "customer service". She indicated that the event made her uncomfortable.

The Process
Good morning all,

I just got this email (in quotes below) from a female student in the class (the "Tim" mentioned is the student that went on the rant last night). I have responded to her telling her that I would be in contact with Dean of Students, Police (and I will also be emailing the entire class on the latest status on things). This situation will require some added and ongoing attention.

EMAIL content from female student

"Good morning, Tim is in all 4 of my classes on campus. I am terrified of going to class with him in fear of what he might do. He’s messaged me multiple times on the university email explaining how he is infatuated with me. What should I do? Thank you."

The Process

From: John Thompson Wed, Oct 1 at 6:11 AM
To: Bob Johnson
Cc: Dean Smith

Good morning all,

I just got this email (in quotes below) from a female student in the class (the "Tim" mentioned is the student that went on the rant last night). I have responded to her telling her that I would be in contact with Dean of Students, Police (and I will also be emailing the entire class on the latest status on things). This situation will require some added and ongoing attention.

EMAIL content from female student

"Good morning, Tim is in all 4 of my classes on campus. I am terrified of going to class with him in fear of what he might do. He’s messaged me multiple times on the university email explaining how he is infatuated with me. What should I do? Thank you."

The Process

----- Forwarded message ----- Email to Classmate
From: Tim Mason Date: Wednesday, September 24, 20xx
Subject: Hey To: Lynn Ray
On Wednesday, September 24, 20xx, Tim Mason wrote: Lynn, this is Tim from Organ Behavior and International Management. I prefer my middle name over my first, hence the discrepancy.

First off I confess, I do find you incredibly fascinating. My life has been a tempest, and when our eyes locked, I was immediately drawn in like a ship to a lighthouse guiding me through stormy seas. Sitting next to you was like finding the one port in a world with nothing but ocean. I immediately fell for you when we looked each other in the eyes, and I think that you would agree that it felt as if our souls caressed.

I haven’t dated anyone in a long time. I come to school, then I go home and spend my time alone acting like a crazy mad scientist, which keeps me up all night. I don’t get involved with anyone because I have too many issues and it would not be fair to drag them onto someone else. Thats the reason for the mixed signals. But if things were different, I would want to be with you.

PS: I really hope this is the correct email address I am not player or anything like that. That I promise.

On Wed, Sep 24, 20xx at 10:00 PM, Lynn Ray wrote: I’m really sorry but I’m in a serious relationship for over 4 years. I’m from South Georgia and down there everyone is that friendly and sociable. I apologize if you were mistaken.
The BIT Table

Disability Services & VA Office are Inner Circle – were Pinged by Maxient

Notes from Faculty:
- Always come to class; is always on time.
- Quizzes and tests grade to the low 80s.
- Class participation is very important.
- Appears to have a special relationship with the professor.
- Always seems to be in the right place at the right time.

Notes from Student:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Peer:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Professor:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Administration:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Alumni:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Community:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Media:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Government:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Competitors:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Colleagues:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Friends:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Family:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.

Notes from Self:
- Very knowledgeable and approachable.
- Appears to be very well-prepared for class.
- Always seems to have a positive attitude.
- Always seems to be ready to help others.
Disability Services & VA Office are Inner Circle – were Pinged by Maxient

The BIT Table

Veterans Affairs
DD214
Disability Services Report

- Student receives extra time on quizzes & exams due to a traumatic brain injury (TBI).
- Has been occasionally argumentative and demands the use of one particular testing room that has a window and a back door.
- The testing coordinator does not report this behavior because they didn’t want to get him in trouble.

Class Participation

What do you think at this point?

University Police have located IOC and have him at the Main Campus Station
Dear Mr. Mason:

This letter is to inform you that you have been charged with violating the policies of the Columbus State University Student Handbook. The alleged violation is:

1. Disorderly Conduct a.
2. Disorderly Conduct b.
3. Concern with Statements Made

The violation occurred at College of Business on September 30, xxxx, 7:30 pm. As a result of this alleged violation:

a. You have been placed on Interim Suspension, effective immediately (see note below).

Interim Suspension

b. You are not to enter any property of Columbus State University until such time you are contacted to do so by the office in order that you may obtain due process with regard to these charges.

I encourage you to review the sections of the handbook that cover the violations with which you are being charged, review your right as a Columbus State University student, and become familiar with the Procedures for an Administrative Hearing. If you have any questions or concerns regarding this process, call the Student Affairs Office.

Sincerely,

Dean Smith

Interim Suspension
To all concerned: First off, I sincerely apologize to the students of International Management for the fear and trauma I have caused and that I had approached the situation in a more calm demeanor.

That being said, this one semester I have been the victim of unethical behavior from professors in your institution. One instance was the victim of bullying. After whistleblowing, the third party mediator did not maintain neutrality and attempted to take active steps to impede proper justice from occurring. The second incident I was discriminated and harassed because of my beliefs (yes there are witnesses to this event). Also, it is a coincidence that I was the only Asian in all instances?

Additionally, I see professors abusing their positions to take advantage of other students and I hear numerous accounts of specific professors doing the same. Due to my experiences in your University this semester, it became clear that the normal channels of dealing with issues in regards to these unethical behaviors are ineffective.

Therefore, I made the costly decision to throw myself under the bus in order to bring light to these prevalent issues.

Might there have been a better way? Most certainly, but do not feel that my actions were unjustified. A campus police officer asked If I suffered from PTSD from the military and my answer was no. (Yes) looking back, I believe it is likely that my actions were spurred on by back to back personal attacks by two different professors and the unethical practices of the third party mediator.

I make an effort to intentionally live my life as a monk and people view that as something obscene, or unfortunate, because for most, the amount of self discipline required is impossible to comprehend. This lifestyle is incredibly difficult and yet incredibly rewarding.

Due to the fact that I live my life in the service of others and not in the service of myself, my pattern recognition skills when applied to understanding human behavior and the incentives behind their actions are on the level of genius. Many will view this as crazy, but I have a 100 percent batting average with these things and I AM SURE about Dr. Johnson (1995) that someone takes a much much closer look, but not for my sake.

I hope you all get passed the thinking I am crazy part and start taking a good hard look at yourselves and your institution. There are important ethical issues on your campus and I hope that they are fixed so that the events I experienced do not happen to another student.

I have no desire to return and will attempt to pay all penalties and fees related to these events, and am seeking all necessary legal steps in order to pay these costs.

I am a person of utmost integrity and I would not say any of the above if I did not hold them to be true. The rest is out of my hands.

In regards to Student Handbook violations, except that I violated all listed minus those that might be construed for the VA office:

1. Disorderly Conduct b., Disorderly behavior on the campus. Response: Not Violated
2. 2. Disorderly Conduct b., Disorderly behavior on the campus or at functions sponsored by the University or any recognized university organization is prohibited. Response: Violated
3. 3. Disorderly Conduct a., Behavior that disrupts the academic pursuits, substantially injures the academic reputation, or infringes upon the privacy, rights, or privileges of other persons is prohibited. Response: Violated
4. 4. Disorderly Conduct g., The Board of Regents’ Policy Statement-The Board of Regents stipulates that any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be disrupted or held on any campus of the University System of Georgia is considered by the board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures. Response: Violated
**The Process**

**Class Participation**

What do you think at this point?

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**Overall Analysis**

**Validation of Research Triangulation**

Endorsed: Factor A: Fixation and Focus
Factor B: Hierarchical Thematic Content
Factor E: Injustice Collecting

Not Endorsed: Factor C: Action and Time Imperative
Factor D: Pre-Attack Planning

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**The Process**

**Disposition Letter**

Did Not File an Appeal -- Went Dark for Nearly 30 Days.

Does the BIT have any responsibility after the POC is separated from the institution?
The Process

Integrity vs The Top Down Inbreeding of an Unethical Culture

Vice Chancellor @usg.edu
Mon, Nov 3, 20xx at 9:06 AM
From: Tim Mason Date: November 3, 20xx at 1:33:57 AM EST
To: Subject: Integrity vs The Top Down Inbreeding of an Unethical Culture

Dear Mr. Evans,

While a student at USA University, I was a victim of coercion attempts and wanton, malicious and oppressive conduct perpetrated by members of the faculty leadership and Captain of the University Police Department. I was bullied, sexually harassed and discriminated by professors. I was mocked for my religious beliefs and place of origin, and further harassed due to not cavorting with a married professor.

Additionally, I was ignored and publicly shamed in retaliation after flirting with a student in the married professor’s classroom. I witnessed and was the victim of unethical behavior spawned from amorous relationships involving students and their professors.

I attempted to communicate the violations of my civil rights to the President and Dean of Students to no avail.

Complaint to BOR

The Process

Due to the inbreeding of a unethical culture, the institution was not there to support or protect its students. It was there to prey on the students. That and the near-time proximity of the events created a perfect emotional and psychological storm and I became confronted with two choices: Accept the status quo or put my foot down and stand up for student and civil rights.

I stood up for my rights while in a classroom, creating a scene by way of yelling and complaining about the violation of my rights. This resulted in my expulsion. After the event, I mentioned to the Dean the sexual harassment and other unethical acts I was victim to.

As a response, the Dean proceeded to mock my faith and place of origin and take actions in retaliation to my whistle-blowing comments. I was expelled without a hearing.

I was unable to use the university’s appeal process due to manipulation, coercion and the issuance of a criminal trespass warning.

In addition to the fear of being arrested for setting foot on campus, I was traumatized and intimidated by the unethical and illegal acts of the Dean, who heads the appeal process.

Since my expulsion, the university has vastly changed their faculty policy with regard to teacher-student relationships and the synonymous unethical practices that are associated with said relationships.

I did ten years in the Army. Competence and always doing the right thing over the easy wrong made me a leader. At a corrupt university among self-serving faculty, it made me academically and financially ruin.

Class Participation

What do you think at this point?
Upon review by the BOR, the institution's decision was upheld. Does the BIT have any responsibility regarding the POC?

The Process

Disposition Letter
Did Not File an Appeal - Went Dark for Nearly 30 Days

Complaint to BOR
OCR Complaint Filed

The Process

Gather Data Rubric/Analysis Intervention

Man's Body Found in Legacy Parking Lot

Panama City Beach Police responded to Legacy By the Sea at 6 a.m. Friday after a body of an unidentified white man was found in the parking lot.

Investigators say they believe the victim fell to his death. They do not believe foul play was involved. Police turned the body over to the Medical Examiner's Office.

Authorities will provide more details once they've identified the body and notified his family.
Ripples are those little waves that go out in all directions when a rock is dropped in a quiet pond.

- Our human tendency is to watch the splash, to talk about the splash; now the splash is over, but the ripples continue to move.
- BITs cannot stop all of the splashes (incidents of harm to self or others), but BITs can watch for the ripples.
- A person who is concerned for their personal safety may not be able to concentrate on building friendships, self-confidence, or making academic progress.
- BITs should look away from the splash and quickly identify individuals that may be susceptible to the ripples.
- Utilizing a professional electronic database, such as Maxient, can assist the Team greatly in ripple management.