



UNIVERSITY SYSTEM OF GEORGIA  
Mental Health Initiative

**Behavior Intervention Teams / CARE Team;  
What Your Institution Should Know and Why**

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Vice President for Enrollment Management,  
Columbus State University

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UNIVERSITY SYSTEM OF GEORGIA  
Mental Health Initiative

**Behavior Intervention Teams / CARE Team;  
What Your Institution Should Know and Why**

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.

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**NABITA** National Association  
for Behavioral Intervention  
and Threat Assessment

*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.*

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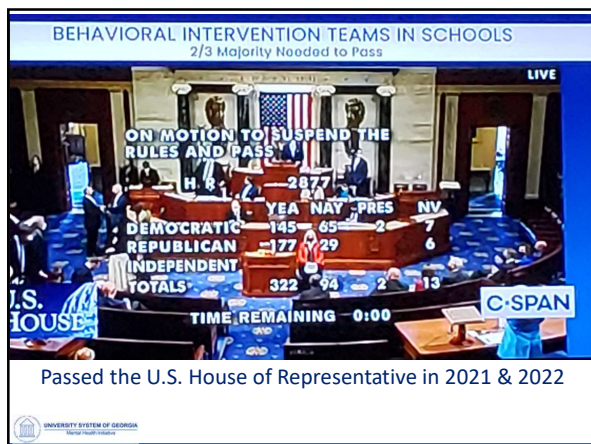
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**BIG News!**

The Behavioral Intervention Guidelines Act (BIG Act) has passed in Congress and will become law.


Learn more at [www.nabita.org/legislation](http://www.nabita.org/legislation).

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.

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.**



UNIVERSITY SYSTEM OF GEORGIA  
Restoring hope and well-being

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**BIG News!**

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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.

- (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.**



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Restoring hope and well-being

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## Benchmarking – National or Industry Standards

**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?



Picture, Benchmarking retrieved August 10, 2013 from <http://www.benchmarkportal.com/files/default/auditfiles/images/look-center-benchmarking-value-cycle.jpg>



Sokolow, B., Schuster, S., & Lewis, S. (2012, December). *NabITA threat assessment tool part 2*. NabITA Threat Management Institute, Bonita Springs, FL.

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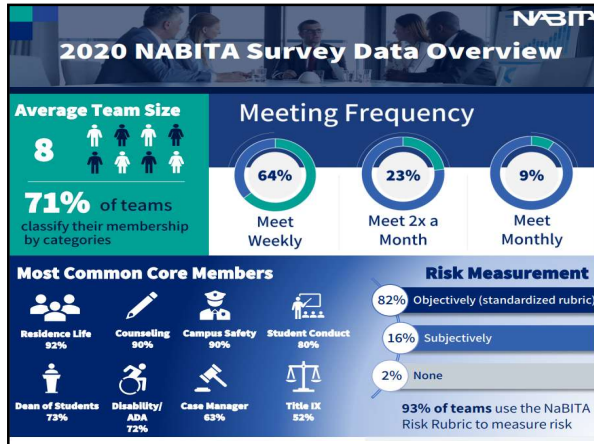
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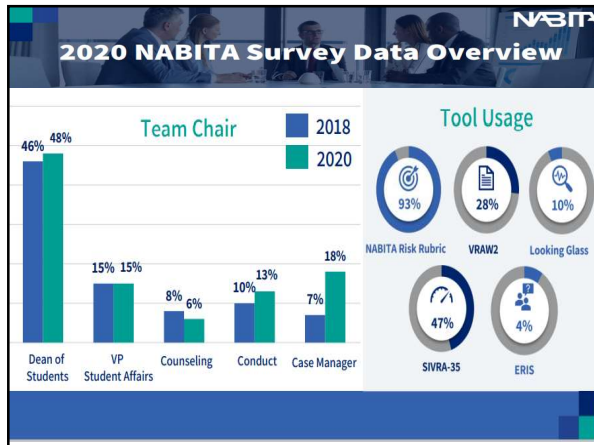
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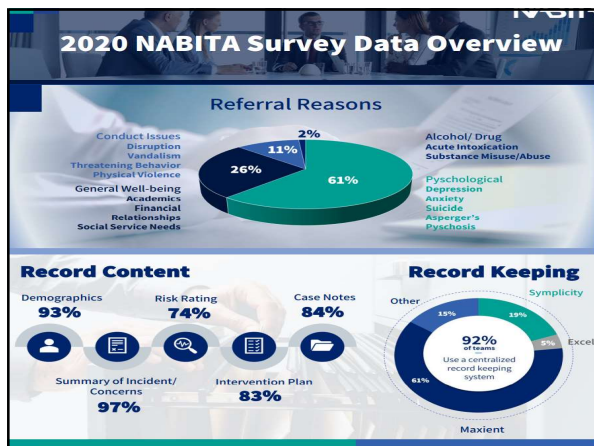
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Behavioral Intervention Teams are *small groups* of school officials who *meet regularly to collect and review concerning information* about at-risk community members and *develop plans* to assist them.

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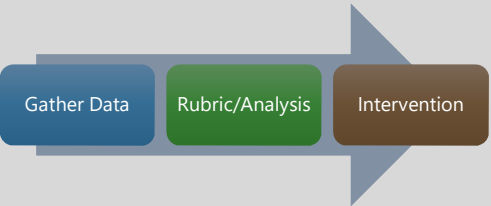
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### The Process



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graph LR; A[Gather Data] --> B[Rubric/Analysis]; B --> C[Intervention];
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# BIM

Overview

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### What is Behavior Intervention

**What this training is not ... ..**

Research base methodologies and associated techniques to prevent targeted acts of aggression and violence, or stopping acts of terrorism.

**What this training is ... ..**

Research base methodologies and associated techniques to prevent targeted acts of aggression, violence, and terrorism which are preventable.

**Preventing, preventable targeted acts of violence in ... ..**

- Our elementary schools
- Our high schools
- Our colleges
- Our parks
- Our work places
- Our places of worship
- Our recreation centers
- Our shopping centers

Targeted  
Acts of Violence

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### 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) (Maloy, 2012) (Drysdale, et al, 2010).

- Background checks for admissions and employment provides a history for an individual. Mandating that students and employees report any arrest other than minor traffic violations provides a glimpse into recent activities, 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 somebody (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.
  - 6% 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 shooting, 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

Drysdale, D., Modakowski, W., & Simons, A. (2010). Campus attacks: Targeted violence affecting institutions of higher education. U.S. Secret Service, U.S. Department of Homeland Security, Office of Safe and Drug-Free Schools, U.S. Department of Education, and Federal Bureau of Investigation, U.S. Department of Justice, Washington, D.C., 2010.

Sokolow, R., & Lewis, Schuster, S., Byrnes, J., Lowery, J. & Van Brunt, B. (2011). Preventing the preventable: The 2011 NABITA Whitepaper. The National Behavioral Intervention Team Association.

Maloy, R. (2012, December). Eight warning behaviors of violence. Paper presented at the 4th Annual NABITA Conference, Bonita Springs, FL.

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## 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

NBSM 19

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## What is Behavior Intervention

**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

NBSM 20

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## What is Behavior Intervention

**Behavior Intervention is:**

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

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## Structured Professional Judgement

An approach for understanding an individual's potential for violence

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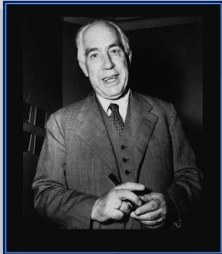
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## Structured Professional Judgement

“Prediction is very difficult, especially about the future.”

- Niels Bohr, Danish physicist




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## Structured Professional Judgement

- Understanding the possibility – what if ....
- Understand what we don't know and to try to create plans to deal with that uncertainty
- We can consistently do a good job at dealing with this uncertainty through structure and systematization

Flight 1549 Landing In The Hudson



<https://youtu.be/5RpDNTbSa10>

Hart, S., Sturme, P., Logan, C. & McMullan (2011). Forensic Case Formulation. *International Journal of Forensic Mental Health*, 10, 115-126.

Hart, S. & Logan, C. (in Press). Formulation of violence risk used evidence-based assessment: The structured professional judgment approach. In P. Sturme and M. McMullan (Eds.), *Forensic case formulation*. Chichester, UK: Wiley-Blackwell.

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### 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



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### 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

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

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### Behavior Intervention vs Threat Assessment

Behavioral Intervention	Threat Assessment
<ul style="list-style-type: none"> <li>Passively collects all information.</li> <li>Seeks reporting of low-risk behaviors, including those that need to be referred to other offices (e.g., financial aid, academic advising, counseling).</li> <li>Is a tool for retention of the student or staff and those surround, as the "issue may be headed off before it escalates.</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks threatening behaviors.</li> <li>Waits until the behavior is "threatening" or "risky" before seeking the data. Has a threshold for what they address.</li> <li>Is a tool to determine whether and how the student/staff may remain part of the community.</li> </ul>

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

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### What is Behavior Intervention

#### Pathway to Violence

Deisinger, G., Randazzo, M., O'Neil, D., Savage, J. (2008). *The Handbook for Campus Threat Assessment & Management Teams*. Boston, MA: Applied Risk Management.

NISM 29

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### 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

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### What is Behavior Intervention

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

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### What is Behavior Intervention

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

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### BIT or CARE Team

#### THE CARE NETWORK

A SAFE & CARING CAMPUS

Columbus State University (2018). Create Care Team, Office of the Dean of Students. <https://sa.columbusstate.edu/create-care/>

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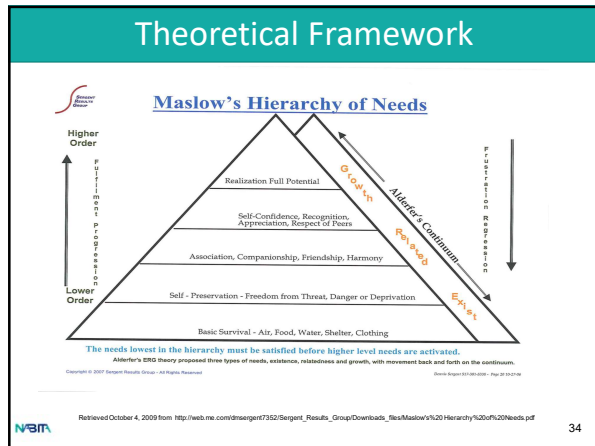
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## Outsider



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## Injustice Collector



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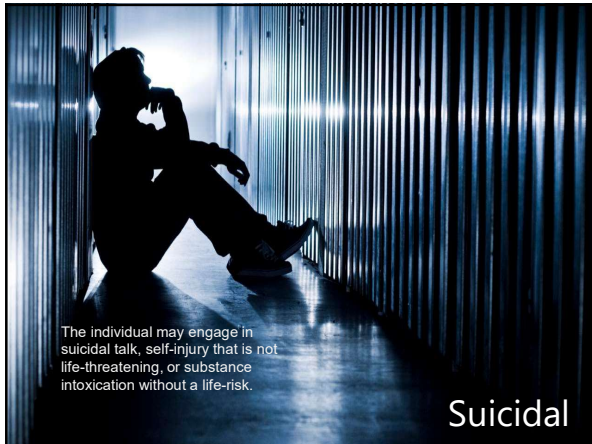
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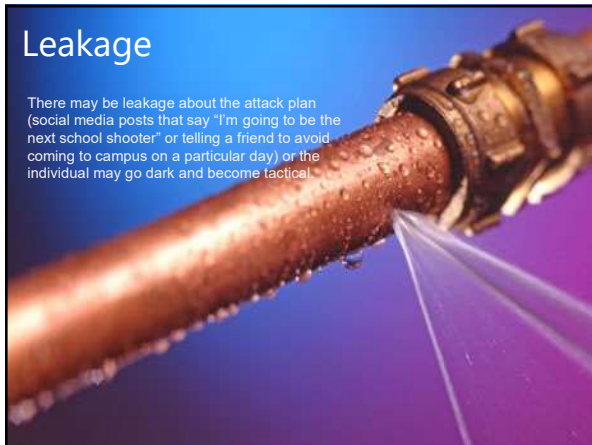
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## Fantasy Rehearsal

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.



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## 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.



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

## Action and Time Imperative



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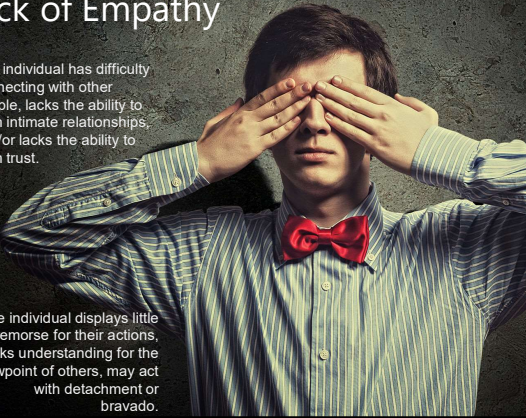
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## Lack of Empathy

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.




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## 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




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**NABITA** National Association for Behavioral Intervention and Threat Assessment

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.

Reese, A., (2013). An Evaluation of the Behavioral Intervention Team for a Georgia Regional University. Dissertation, Argosy University.

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### What is Concerning Behavior

**Physical or Emotional Safety of Self or Others**

**Real Life Examples**

- 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.

NISM 49

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### What is Concerning Behavior

**Physical or Emotional Safety of Self or Others**

**Wellness Concern for Another**

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

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### What is Concerning Behavior

**Physical or Emotional Safety of Self or Others**

**Wellness Concern for Another**

**Violation of Institutional Rules or State and Federal Law**

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

NISM 51

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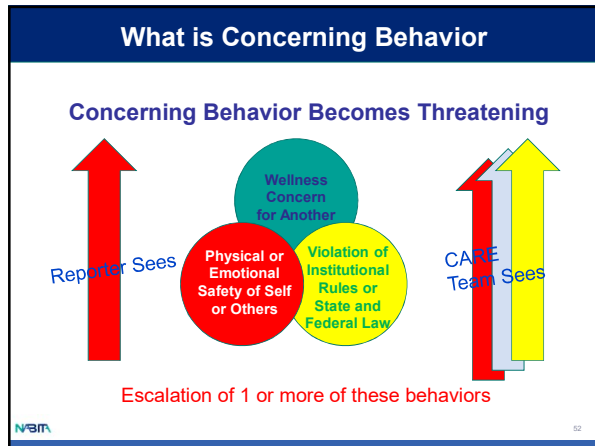
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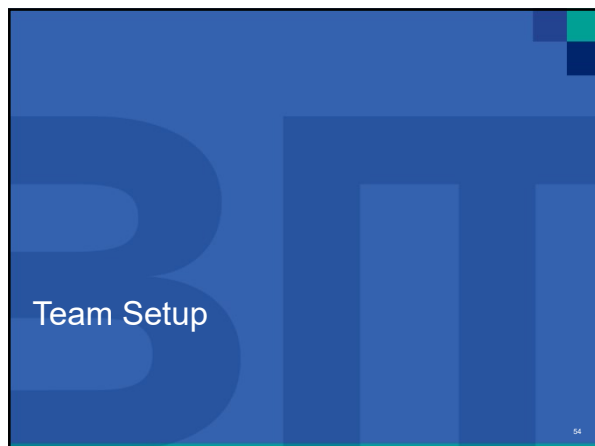
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### Agenda

- 1 Overview**
  - The BIG Act
  - BIT Basics
  - Structure Professional Judgement
  - Behavior Intervention Team, Threat Assessment or CARE Team
  - Snap Shots
- 2 Team Setup**
  - Who's on the Team and Why?
  - Meeting Flow
  - CARE Team Manual
  - Marketing
  - NABIT Standards & Best Practices

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## Who's on the Team and Why?

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### Who's on the Team?

THE NABIT 2020 CONSTITUTION  
WHO'S ON THE TEAM?  
MISSION, MEMBERSHIP, AND MOTIVATION

Core  
Inner  
Middle  
Outer

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

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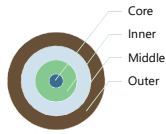
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### Characteristics of Core Members:



- 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).

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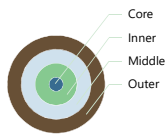
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### Characteristics of Inner Circle Members:



- 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.

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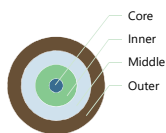
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### Characteristics of Middle Circle Members:



- 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).

Initiation notice to Middle Circle Members may be through Maxient Watch List functionality



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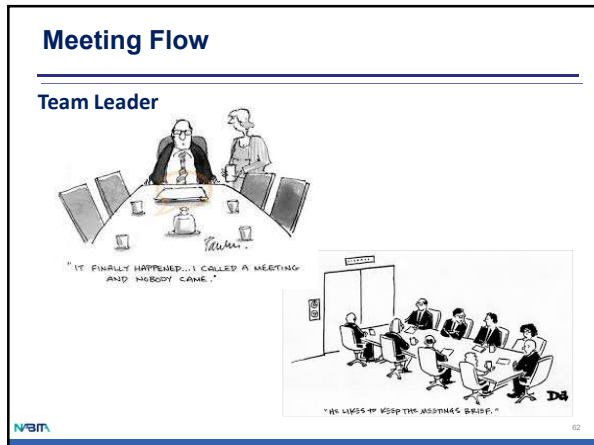
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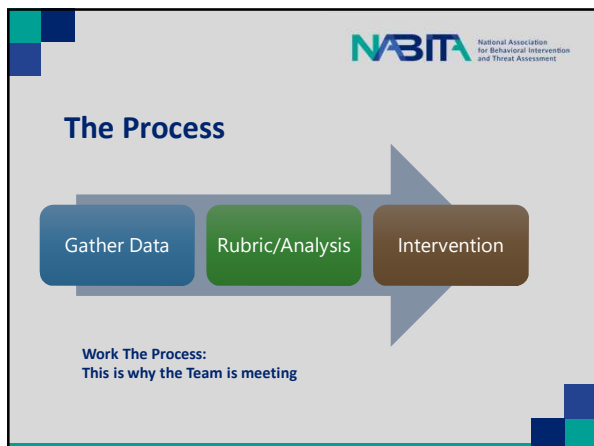
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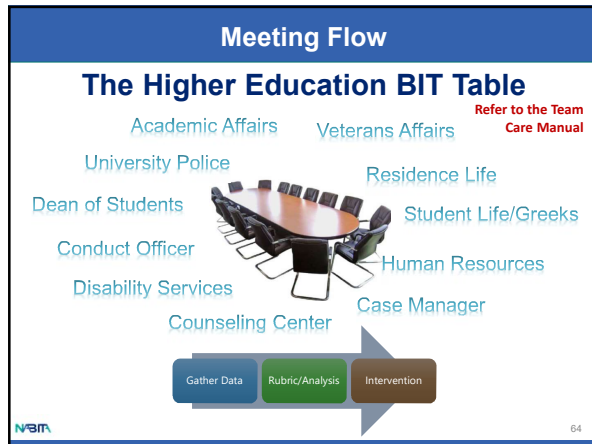
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Gather Data

Rubric/Analysis

Intervention

### 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?

NSBM 65

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Gather Data

Rubric/Analysis

Intervention

What do you want to know?  
Who knows it?

- BIT Chair

### BIT Member Data Responsibilities

**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."

NSBM 66

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Gather Data

Rubric/Analysis

Intervention

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**What do you want to know?  
Who knows it?**

- BIT Chair
- Dean of Students

**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?

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Gather Data

Rubric/Analysis

Intervention

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**What do you want to know?  
Who knows it?**

- BIT Chair
- Dean of Students
- Student Life/Greek Life

**BIT Member Data Responsibilities**

**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?

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Gather Data

Rubric/Analysis

Intervention

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**What do you want to know?  
Who knows it?**

- BIT Chair
- Dean of Students
- Student Life/Greek Life
- Police/Campus Safety

**BIT Member Data Responsibilities**

**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?

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Gather Data

Rubric/Analysis

Intervention

**What do you want to know?  
Who knows it?**

- BIT Chair
- Dean of Students
- Student Life/Greek Life
- Police/Campus Safety
- Housing/Res Life

### 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?

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Gather Data

Rubric/Analysis

Intervention

**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

### 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.

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Gather Data

Rubric/Analysis

Intervention

**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

### BIT Member Data Responsibilities

**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)?

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Gather Data

Rubric/Analysis

Intervention

**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

### 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?

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Gather Data

Rubric/Analysis

Intervention

**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

### 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

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Gather Data

Rubric/Analysis

Intervention

**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

### 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.

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Gather Data

Rubric/Analysis

Intervention

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**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

**BIT Member Data Responsibilities**

**Disability Services:**

**Veteran Services:**

**Title IX Coordinator:**

**Athletics:**

**International Services:**

**General Counsel:**

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## Developing a CARE Team Manual

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**Table of Contents**

1. Team Mission & Scope
2. Team Membership
3. Team Operations
4. Team Communication and Silo Reduction
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

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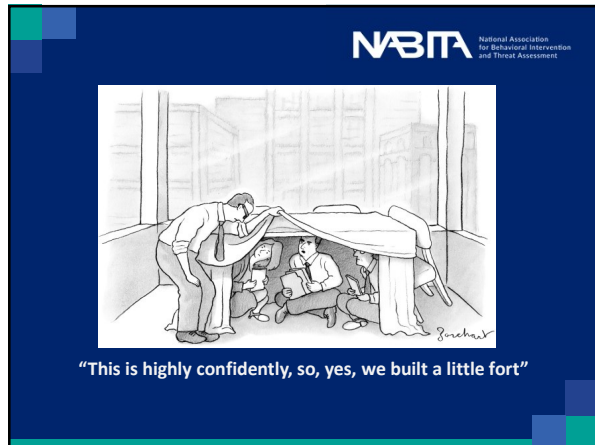
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**Community Engagement & Education**

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
- CARE App
- Facebook Page
- Logo

Schiemann, M (ed.) 2020. CARE Team Policies & Procedures Manual 2.0. NABITA, King of Prussia, PA.

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### 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:

Ensure that BITs are guided by best practices that promote a safe, effective, and efficient means to deliver BIT services.

- Enhance the quality of BIT services provided to the institution, its students, faculty, and staff.
- 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.
- Encourage institutional and school wide participation in the development, refinement, and integration of best practices and standards for BIT services.
- Establish a framework that fosters continual research, professional development, and practice that will further the profession for caring practitioners



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### Budget Commercial



© Randy Glasbergen  
glasbergen.com

**" 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?"**



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
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### COLUMBUS STATE UNIVERSITY

## NABITA Standards & Best Practices

Standards Self-Assessment Tool



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Proficient	For this assessment scores between	0.75	-	0.80	must be met for Proficient.
BIT operations in this area are proficient. They meet the basic standard of practice identified by NABIA. Review the standards and related resources to continue improving and developing in these and continue.	Standard 1, Standard 2, Standard 4, Standard 5, Standard 6, Standard 7,..... Standard 15, Standard 17...				
..... Standard 6, .. Standard 9, .. Standard 12, Standard 13, ....., Standard 19,					

**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.

NABIA 91

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Needs Improvement	For this assessment scores between	0.50	-	0.74	must be met for Needs Improvement.
BIT operations in this area include some components related to BIT standards of practice, but they need additional development. For any needs improvement standards review the resources outlined in the Team Training Template related to each of these areas.	..... Standard 11, Standard 12, Standard 13, Standard 14, Standard 16, Standard 18, Standard 19,				
Needs Improve..... Standard 14, .. Standard 18, ..					

**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.

NABIA 92

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Needs Improvement	For this assessment scores between	0.50	-	0.74	must be met for Needs Improvement.
BIT operations in this area include some components related to BIT standards of practice, but they need additional development. For any needs improvement standards review the resources outlined in the Team Training Template related to each of these areas.	..... Standard 11, Standard 12, Standard 13, Standard 14, Standard 16, Standard 18, Standard 19,				
Needs Improve..... Standard 14, .. Standard 18, ..					

**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 presenting 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.

NABIA 93

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Deficient

For this assessment score between 0.00 - 0.49 is Deficient.

all operations in these areas are not in alignment with standards of practice described by NABITA and may be missing the risks associated with these activities. For any deficient standards, review the resources outlined in the Team Training Template related to each of these areas.

.....Standard 9, Standard 10,.....Standard 20

Deficient

Standard 10

**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.

NABITA

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COLUMBUS STATE  
UNIVERSITY

Review of the  
Behavioral Intervention Team at  
Columbus State University

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

NABITA

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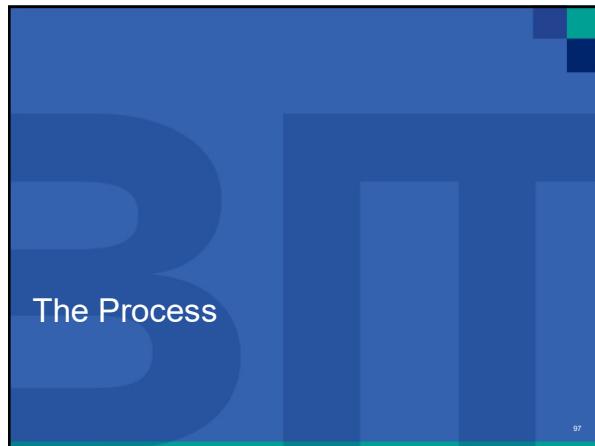
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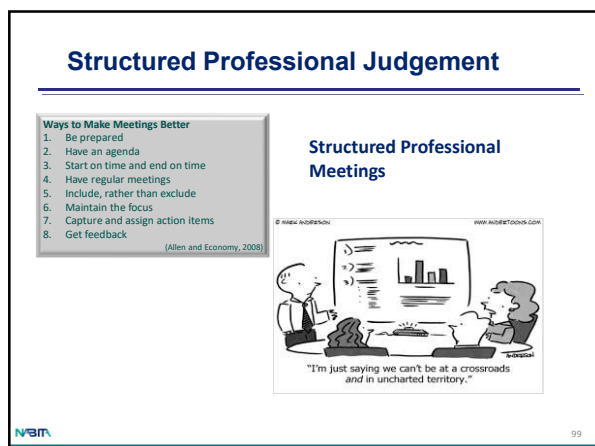
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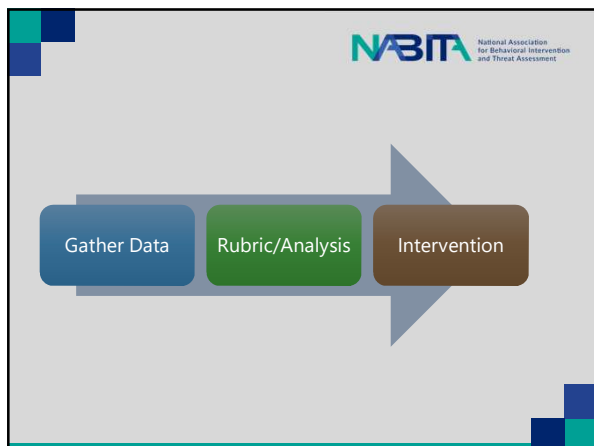
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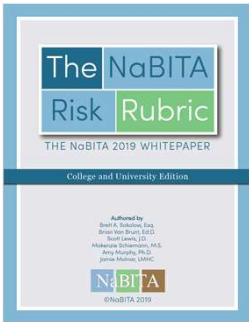
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## Objective Risk Tools

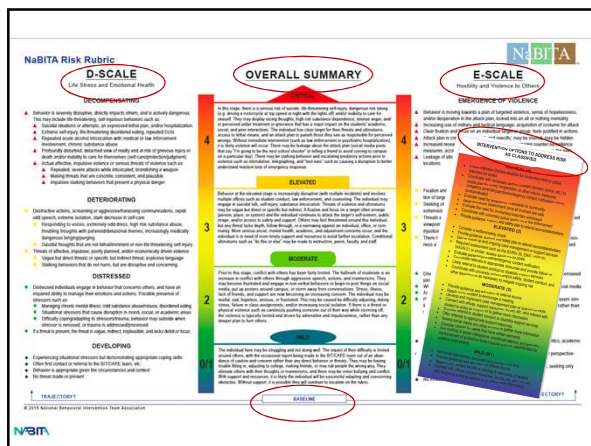


- **10x** NaBITA Risk Rubric
- **25x** Violence Risk Assessment of the Written Word (VRAW<sup>2</sup>)
- **50x** Structured Interview for Violence Risk Assessment (SIVRA-35)
- **75x** Extremist Risk Intervention Scale (ERIS)

## 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.





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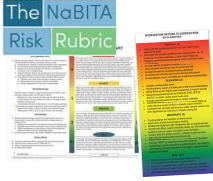
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Gather Data
Rubric/Analysis
Intervention




**The NaBITA Risk Rubric**

**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

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.


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## Case Study

An approach for understanding an individual's potential for violence


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Tree Fallings

  
Outsider

  
Insider Perspective

  
Injustice Collector

  
Suicidal

  
Leakage

  
Direct Threat

  
Fantasy Rehearsal

  
Fixation and Focus

  
Action and Time Imperative

  
Lack of Empathy

  
Access to Lethal Means

## The Twelve

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Case Study #1

**CASE STUDY #1**

**A reports comes to your attention:**

- How did it arrive?
- Status of the reporter? (Faculty, Student, Staff, other)
- Status of the Individual of Concern?
- Initial assessment with the NABITA Risk Rubric
  - Harm to Self?
  - Harm to Others?
  - Neither?
- Start directing traffic

BIT Chair

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Case Study #1

**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

**Reasons for Report**

CSU Creed Violation, Disorderly Conduct, Harassment

**Involved persons**

Becky Simpleton    Alleged Female

Suzie Scott    Victim Female

**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 had a previous BIT report filled out about her for harassment of Ms. Scott that has occurred for over a year. There were also meetings with both parties and the perimeters were defined.

Ms. Simpleton has broken these rules and therefore is committing "Disorderly Conduct with failure to comply with University personnel"

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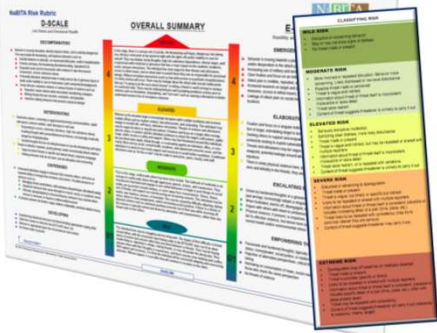
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### Case Study #1



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### Case Study #2



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### Case Study #2



CASE STUDY: ALEX, A  
FRESHMEN STUDENT

Training Template Provided by NIBTS

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### Case Study #2

#### 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.

NISM

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### Case Study #2

BIT Chair – Initial Rating  
When the referral arrives

NISM 125

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### Meeting Flow

#### The Higher Education BIT Table

Academic Affairs

University Police

Dean of Students

Conduct Officer

Disability Services

Counseling Center

Veterans Affairs

Residence Life

Student Life/Greeks

Human Resources

Case Manager

Refer to the Team  
Care Manual

NISM 126

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### 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.

NABIA

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### Case Study #2

#### 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."

NABIA

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National Association  
for Behavioral Intervention  
and Threat Assessment

 <small>Tree Falling</small>	 <small>Outsider</small>	 <small>Isolated Perspective</small>	 <small>Injustice Collector</small>
 <small>Suicidal</small>	 <small>Leakage</small>	 <small>Direct Threat</small>	 <small>Fantasy Rehearsal</small>
 <small>Fixation and Focus</small>	 <small>Action and Time Imperative</small>	 <small>Lack of Empathy</small>	 <small>Access to Lethal Means</small>

### The Twelve

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## Case Study #2

### 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.

NBA

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## Case Study #2

**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."

**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.

**ALEX**

**RES 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.

**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.

NBA

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## Case Study #2

**Team Rating Interventions**

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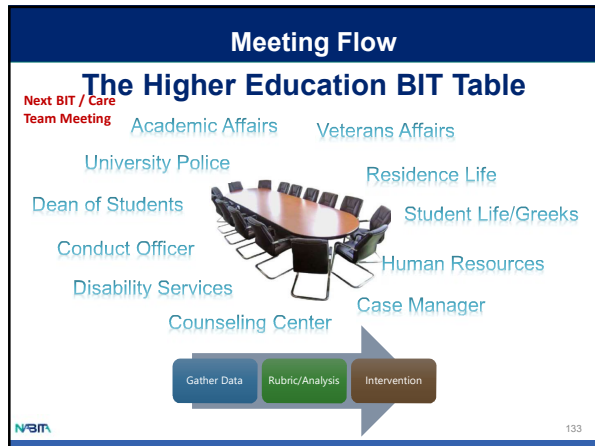
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### Case Study #2

**Team Rating Interventions?**

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### Case Study #2

**CASE STUDY: ALEX, A FRESHMAN STUDENT**

- Rating?
- Trajectory?
- Case-Management / Follow-up?
- Quarterly Review?

Training Template Provided by NBTSA

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Case Study #3



Putting All the Pieces Together

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The Process

Tim – Case Study

Gather Data

Rubric/Analysis

Intervention

What do you want to know?

Who knows it?

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The Process

Text from Chief Long

8:49 pm

Student in class tonight demanded floor from faculty and then demanded classmates film him go into a rant that freaked everyone out. Officers have id but have not located. Sounds like he lives at university crossing. Asked them to send me an email with his name. Faculty member was going to file a BIT. Cpl Smith has seen video and advises while not terroristic threats very concerning. They are still hunting for him if nothing else just to make sure he's ok.

Chief Lawson

9:28 pm

Wow - think we need a special core member BIT in the morning?

Dean Smith

9:28 pm

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

Chief Lawson

10:02 pm

BIT Core Team Members:

A very concerning incident occurred in a classroom this evening. No one was injured, however this was a major classroom disturbance. The student left the room prior to University Police arriving and at this time the student has not been located. We need to have a specially called BIT meeting at 8:30 am, tomorrow (Wednesday). We will meet in the Student Affairs conference room. Please respond that you will or will not be able to meet.

STUDENT: Tim Mason (909123456)

Dean Smith

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## The Process

From: John Thompson Tue, Sep 30 at 8:59 PM  
To: Dean Smith  
Cc: Bob Johnson  
Re: Tim Mason (ID: 909123456)

**Maxient Report  
Night of the Event**

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 that I was a scientist and that I used hypnosis on students and that I am self-centered - this is all recorded so it can be reviewed. He also mentioned that he had written the president with no response and this was also mentioned as reason for lack of trust in any authority

4- I asked him if he wanted to talk outside - he said no - he kept talking for minute or so - then left

5- I saw him leave and I wanted to remain calm during this whole episode so as not to spark any volatility in the student - I wasn't sure what might transpire. The entire incident was recorded by one of the students (at the insistence of Mason). The Police have a copy of this recording. I think some of the students in the class became quite frightened and could possibly suffer some level of light trauma - so I will want to follow up with you very soon to go over next steps to ensure their well being



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## The Process

From: Bob Johnson Tue, Sep 30, at 10:11 PM  
To: Dean Smith Reese  
Cc: John Thompson

**2<sup>nd</sup> Maxient Report  
Night of the Event**

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 from the table 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 amazingly 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 adamant that he had been treated badly and wanted the faculty member disciplined, then suddenly mid-conversation accepted Dr. Hurt's apology and said everything was fine. I had been monitoring the situation, and Dr. Hurt has had no further problems, but there is clearly an issue here. Also, after this event,

I spoke with Ms. Reynolds in our student services office, and she indicated that this student had come in several times before declaring a business major and had her fill out a degree progress sheet for business. After filling out five separate sheets with the same information, on the sixth request, she gave him a blank sheet and told him the information was available in his student tab.

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



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## The Process

### CASE STUDY #3

**A reports comes to your attention:**

- How did it arrive?
- Status of the reporter? (Faculty, Student, Staff, other)
- Status of the Individual of Concern?
- Cursory look with the NaBITA Threat Assessment Tool
  - Harm to Self?
  - Harm to Others?
  - Neither?
- Start directing traffic





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## 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.

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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,"

Chair Brief

NBA 142

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## The Process

----- Forwarded message -----

**From:** Tim Mason Date: Wednesday, September 24, 20xx  
**Subject:** Hey To: Lynn Ray

Email to Classmate

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. That's 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.

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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.

NBA 143

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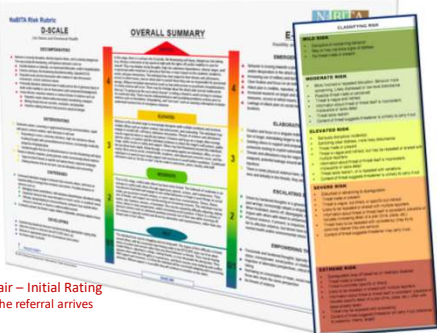
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## The Process



BIT Chair – Initial Rating  
When the referral arrives

NBA 144

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## The Process

**What do you want to know?  
Who knows it?**

### The BIT Table

Academic Affairs

University Police

Dean of Students

Conduct Officer

Disability Services

Counseling Center

Veterans Affairs

Residence Life

Student Life/Greeks

Human Resources

Case Manager

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

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## The Process

**Notes from Faculty:**

- Always comes to class, is always on time
- Quizzes and tests grades: 80's low 90's
- Class participation: will answer if called on, doesn't volunteer much, argumentative when working in groups
- Appears to make a special point to sit as close to the door as possible, will ask others to move to have this seat at the door.
- No report of any office meetings with any faculty

**ACADEMIC ADVISING RECORD - OCT 01, 20xx**

**CURRENT ADVISOR IS:** Brown, Paul

**LOCATIONS:**

**PERSONAL INFORMATION**

Mason, Tim	Student ID#	909123456	Gender	Male
1234 Smith Ave	Home Phone	--	Race	Do Not Use
Unowhere AL 34333	Work Phone	706-123-4567	Birthdate	08-JAN-74

**FALL SEMESTER 2014 SCHEDULE**  
Click here for a detailed printable schedule

Meeting Time	CRN	Course	Secs	Course Title	Hr/Wk	Final Grd	Instructor	Location
1800-1915 T R	80691	BUSA3116	Regu	Quant. Analysis For Business 2	3		Homes	CCT - Ctr For Commerce & T - 207
N/A	80653	BUSA3135	Regu	International Business	3		Thompson	Online

Pinged by Maxient

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## The Process

**Notes from Faculty:**

- Always comes to class, is always on time
- Quizzes and tests grades: 80's low 90's
- Class participation: will answer if called on, doesn't volunteer much, argumentative when working in groups
- Appears to make a special point to sit as close to the door as possible, will ask others to move to have this seat at the door.
- No report of any office meetings with any faculty

**ACADEMIC INFORMATION**

<b>First Term Enrolled</b>	Summer Term 2009	<b>Hrs Earned</b>	64	<b>GPA</b>	3.18
<b>Last Term Enrolled</b>	Spring Semester 2014	<b>Transfer Hrs Earned</b>	44	<b>Transfer GPA</b>	3.28
<b>Last Term Accepted</b>	Summer Term 2012	<b>Overall Hrs Earned</b>	108	<b>Overall GPA</b>	3.22

**ACADEMIC INFORMATION**

<b>Student Attribute</b>	Management 1314 Catalog Year	<b>Academic Standing</b>	Good	<b>FY Exp</b>	N/A
<b>Current Major</b>	Management 1314 Catalog Year	<b>Second Major</b>	Finance	<b>Current Status</b>	Continuing/Returning Student
<b>Degree/Status</b>	Bachelor of Business Admin. Sought	<b>Student Class</b>	Senior	<b>Department</b>	College Advising Center

**Prior Degree(s)**

**Admitted To Doctoral Candidacy(s)**

**FALL SEMESTER 2013**  
Click here for a detailed printable schedule

Meeting Time	CRN	Course
1800-1915 T R	80691	BUSA
N/A	80653	BUSA

**GENERAL UNIVERSITY REQUIREMENTS**

Requirement	GA History	US Const	GA Const	Communication	Information Tech. Skills	Literacy
<b>STATUS</b>	Satisfied/Passed	Satisfied/Passed	Satisfied/Passed	Satisfied/Passed	Satisfied/Passed	Satisfied/Passed
<b>DATE</b>	12-06-12	12-06-12	01-09-09	01-09-09	06-09-12	12-06-12

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## The Process

**What do you want to know?  
Who knows it?**

**The BIT Table**

**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 do not report this behavior because they didn't want to get him in trouble.

Univ  
Dean of S  
Conduc  
Disab

Life  
Life/Greeks  
sources

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

NBA 151

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## The Process

NBA 152

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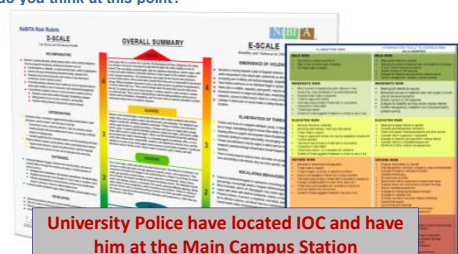
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## The Process

**Class Participation**

What do you think at this point?



University Police have located IOC and have him at the Main Campus Station

NBA 153

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## The Process



55:41:00  
154

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## The Process

SIVRA35

**SIVRA-35 Results**

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NaBITA <noreply@nabita.org> Oct 2, 20xx at 11:15 AM  
To: reese\_aaron@columbusstate.edu

**Total Score: 33/70      OVERALL RISK: HIGH      Case Number: Tim**

**Narrative:** The data you entered suggests an individual who is a risk to others. Decisive and quick action is required to thwart a potential violent attack on an individual or on campus. Multiple departments should be involved in this case to better address concerns for the community and campus safety.

If the student's whereabouts are not currently known, locating the student for further assessment is essential. Most extreme risk cases will require some separation --as permitted by law and campus policy-- from campus to allow for further assessment, information gathering and potential campus and/or criminal charges.

Efforts should be made to notify and work with those who can help mitigate risk (e.g. parents, extended family, friends) while the BIT engagement continues.

**Item breakdown**

A score of "1" indicates some of the behavior may be present.  
A score of "2" indicates the behavior is strongly present.

**Item # 1 There is a direct communicated threat to a person, place, or system. Rated: 1**  
Source: Desinger, Randazzo and Nolan, 2014; ASIS and SHRM, 2011; Meloy et al., 2011; Drysdale et al., 2010; Randazzo and Plummer, 2009; ATAP, 2006; Turner and Gelles, 2003; O'Toole (2002).

**Item # 5 The student is fixated and/or focused on his target in his actions and threatening statements. Rated: 2**  
Source: Desinger, Randazzo and Nolan, 2014; Meloy et al. (2011); O'Toole and Bowman (2011); ASIS and SHRM, 2011; Drysdale et al., 2010; Turner and Gelles, 2003.

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## The Process

**Interim Suspension**

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).
- b. You are not to enter any property of Columbus State University until such time you are contacted to do so by this 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

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The Process

Correspondence for Conduct Case

Fri, Oct 3, 20xx at 12:12 PM

FROM: Tim Mason

To: smith\_dean@usacollege.edu

Response to Charges

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

**That being said,** this one semester I have **thrice** been the **victim of unethical behavior from professors in your institution.** One incidence I was the victim of bullying. After whistle blowing, 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, is it 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.

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The Process

Might there have been a better way? Most certainly, but **I 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. **However** 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 is 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, **I BEG** 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.

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The Process

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, **I accept 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. 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. 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. 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 discharged 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**

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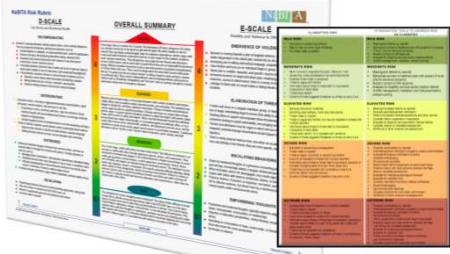
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## The Process

### Class Participation

What do you think at this point?



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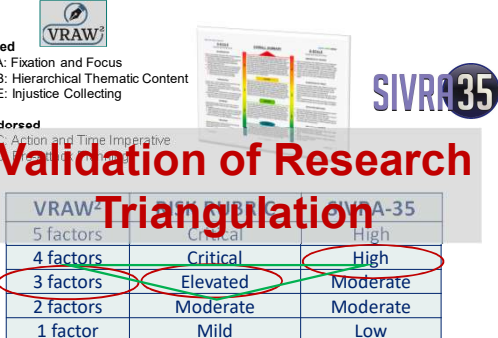
## Overall Analysis

**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: ...



Validation of Research Triangulation

VRAW-2	VRAW-35	VRAW-35
5 factors	Critical	High
4 factors	Critical	High
3 factors	Elevated	Moderate
2 factors	Moderate	Moderate
1 factor	Mild	Low

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## The Process

**Disposition Letter**

Did Not File an Appeal –  
Went Dark for Nearly 30 Days

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

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### 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 harassed 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.

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### 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 ruined.

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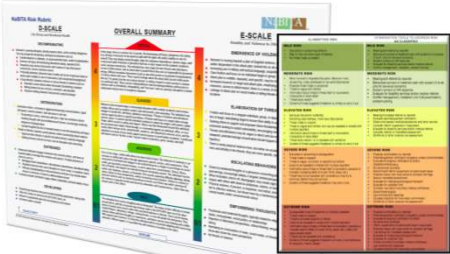
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### The Process

## Class Participation

What do you think at this point?



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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?

Complaint to BOR

OCR Complaint Filed

Upon review by the BOR, the institution's decision was upheld.  
Does the BIT have any responsibility regarding the POC?



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### The Process

Gather Data

Rubric/Analysis

Intervention

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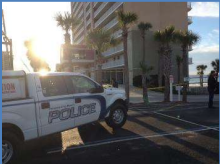
### Man's Body Found in Legacy Parking Lot

Posted: Fri 10:20 AM,  
Dec 18, 20xx

**PANAMA CITY BEACH, Fla. (WJHG/WECP)**  
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.



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# The Process

Gather Data

Rubric/Analysis

Intervention

## NABITA, Tip of the Week

### Ripples - Best Practices

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.

Reese, C. (2016) Ripples – Best Practices. Tip of the Week, NABITA, Newsletter.

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**UNIVERSITY SYSTEM OF GEORGIA**  
Mental Health Initiative

## Behavior Intervention Teams / CARE Team; What Your Institution Should Know and Why

Chip Reese, Ed.D.  
Mental Health Initiative  
Core Team Member  
chip\_reese@usg.edu  
229-310-9462

NABITA, Past President & Advisory Board Member  
Vice President for Enrollment Management,  
Columbus State University

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