

BIT

Behavioral Intervention Team

LINK

Lion Intervention Network

START

Southeastern Threat and Response Team



SOUTHEASTERN
LOUISIANA UNIVERSITY

Policies and Procedures Manual

Rev. 2021

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Mission

The Southeastern Threat and Response Team (START) and The Lion Intervention Network (LINK), at Southeastern Louisiana University engage in proactive and collaborative approaches to identify and assess students who are potentially distressed or may exhibit concerning behaviors. By partnering with the campus community, the team strives to promote individual wellbeing and success while also prioritizing community safety.

Purpose and Intent

START and LINK were established to assist in addressing situations where students are displaying dangerous, disruptive, threatening, distressed or concerning behaviors that potentially impede their own or others' ability to function successfully or safely within the college environment. BIT acts as an assessment team whose duty is to review reports and incidents involving our students. In addition to reviewing reports, the committee will also investigate referrals, link at-risk individuals with campus and community resources for support, educate the campus community on topics relevant to responding to incidents of a critical nature, and monitor ongoing behavior of students who have displayed disruptive or concerning behavior.

Goals

- 1) To establish, modify, and oversee protocols and procedures necessary for responding to a student of concern.
- 2) To use critical incidents (in consultation with the University Counseling Center) when appropriate, as meaningful contexts to raise awareness, facilitate campus communication, and effectively respond to the emotional needs of those adversely impacted by a traumatic event.
- 3) To act as an assessment team whose duty is to review referrals and incidents involving students. In addition, the team will respond by engaging campus resources and protocols for the protection and safety of the campus and local community. This includes, but is not limited to:
 - i. Talking to the individual being referred, the individuals making the referral(s), and any other identified witness(es);
 - ii. Developing an action plan with suggestions, guidelines, and/or conditions for continuing to be a contributing member of the campus community;
 - iii. Notifying parents or other guardians according to Family Educational Rights and Privacy Act guidelines and provisions;
 - iv. Requesting permission to receive medical and educational records;
 - v. Checking with law enforcement personnel and agencies to ascertain whether there have been previous interactions with the legal system;
 - vi. Talking with roommates, faculty, and/or staff;
 - vii. Making referrals to the Office of Student Advocacy and Accountability, Student Accessibility Services, University Counseling Center; or Dean of Students

- viii. Making referrals to law enforcement and/or community resources;
- ix. Doing formalized documentation of all conversations and actions taken with students.

Definitions

1. **BIT:** Behavioral Intervention Team (BIT) will assist in helping keep the university community safe and connect distressed students to available support services. BIT's primary goal seeks to act preventively versus reactionary to students in distress. The BIT is divided into two categories of intervention, Southeastern Threat and Response Team (START) and Lion Intervention Network (LINK).
2. **START:** The Southeastern Threat and Response Team is a multi-disciplinary group who meets regularly to assess, evaluate, and respond to reports submitted concerning an enrolled student's behavior and/or the behavior of another campus community member. Typical reports pertain to students who exhibit signs of distress, show a disturbance, and/or that presents a danger. (**Moderate to Extreme risk cases**)
3. **TRT:** The Threat and Response Team is a subgroup of START that meets regularly to assess, evaluate, and respond to reports submitted concerning an enrolled student's behavior and/or the behavior of another campus community member. Typical reports pertain to students that presents a danger to self or others (**Extreme risk cases**)
4. **LINK:** The Lion Intervention Network is managed by the Office of Student Advocacy and Accountability that reviews, assess, evaluate, and respond to reports submitted concerning an enrolled student's behavior and/or the behavior of another campus community member. Typical reports pertain to students who exhibit signs of distress, and/or show a disturbance. (**Mild risk cases**)
5. **START Team Chairperson:** The START Team Chair convenes all the meetings and serves as the initial contact for all reports. The Director for the Office of Student Advocacy and Accountability serves in this role.
6. **College Premises:** Any location, either permanent or temporary, owned, leased or under the control of Southeastern Louisiana.
7. **FERPA:** Family Educational Rights and Privacy Act; the federal law that protects the privacy of student educational records which applies to all schools receiving federal funding via the U.S. Department of Education.
8. **Withdrawal:** Withdrawal (also known as dropping) from coursework when a student experiences an unexpected occurrence such as serious illness or major live event that interferes with their ability to complete the semester.
9. **HIPAA:** Health Insurance Portability and Accountability Act; legislation that provides data privacy for safeguarding medical information.
10. **Interim Suspension:** A suspension that takes place during the investigation of a report or before the formal resolution process has concluded. Interim suspensions only occur in situations that present immediate danger or an imminent threat to a person(s) or property. Interim Suspensions should be used as a last resort and only when less restrictive means cannot be utilized to mitigate the risks.

11. **NaBita:** National Behavioral Intervention Team Association; Organization committed to providing education, resources and support to professionals who endeavor every day to make their campuses and workplaces safer through caring prevention and intervention.
12. **Maxient:** A client record management software program designated to help with behavior management on campuses.
13. **SoC:** Student of Concern
14. **Threat:** A person or thing likely to cause physical or mental danger or harm. This can be via an expression or action.
 - a. **Direct Threat:** Per Sokolow, Lewis, and Schuster, “the Watts case, which defines true threat as “one a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals.” When speech rises to this level, reasonable consequences may legally follow. When speech does not rise to the level of a true threat, the speaker is protected by the wide latitude the courts have interpreted the 1st Amendment to permit. An example of this may be the repeatedly and seriously disruptive student who tells his classmate, “I’ve been thinking about it for a while, and I intend to kill Professor Jones on Friday.”
 - b. **True Threat:** a significant risk to the health or safety of others that cannot be eradicated by modification of policies, practices, procedures, or reasonable accommodations. According to Sokolow, Lewis, and Schuster, “The direct threat is one that places the speaker (or actor) outside of the protections of disability law, such that a college or university can act to separate that threat from the campus community on the basis of their threat. Not all disabled individuals are protected by federal disability law.”
15. **Transportation for Psychological Evaluation:** Involuntary transportation of an individual to an admitting facility for the purpose of addressing their mental health symptoms including but not limited to suicidal and homicidal actions or intent.
16. **Psychological Evaluation:** Those required to have a psychological evaluation must have one administered by a Mental Health Professional. This includes licensed physicians, licensed psychologists, Licensed Clinical Social Workers (LCSW), Licensed Professional Counselors (LPC), Advanced Practice Registered Nurses (APRN), Clinical Nurse Specialists (CNS) in Psychiatric Mental Health, or Physician’s Assistant (PA).

Introduction

The Behavioral Intervention Team (BIT) is designed to assist faculty, staff, and administration with students facing high levels of distress in their lives and those with behavior problems. The Behavioral Intervention Team is not an administrative, treatment or disciplinary body. It does not adjudicate, discipline, or impose sanctions against any member of the campus. In an effort to respond to the safety needs of the campus, Southeastern Louisiana University has established the Behavioral Intervention Team.

The Behavioral Intervention Plan was developed in accordance with the College and University Behavioral Intervention Team (CUBIT) model that was introduced by the National Center for Higher Education Risk Management (NCHERM).

What is BIT?

BIT will assist in helping keep the university community safe and connect distressed students to available support services. BIT's primary goal seeks to act preventively versus reactionary to students in distress.

The BIT is divided into two categories of intervention, Southeastern Threat and Response Team (START) and Lion Intervention Network (LINK).

START

The purpose of the team is to assess and respond quickly and effectively (with input from pertinent professionals on the team) to reports of students who present behaviors that are potentially or actually harmful to themselves or to others, or who are disruptive to the teaching and learning process, whether or not these behaviors are psychologically/medically based. The team functions as a communications and information-sharing network that assesses and responds to students in crisis in or out of the classroom. Additionally, the team meets regularly to discuss and plan appropriate responses to potential student psychological/mental health and behavioral issues.

LINK

Developed to identify students who are facing academic challenges and/or personal hardship (i.e. financial, homelessness/displacement, loss of loved one, car accidents, non-life threatening behaviors, etc.) that are hindering their academics. LINK can connect students with any extra help they might need along their educational paths to success. LINK functions as a communications and information-sharing network that assesses and responds to students as a pre-crisis intervention in or out of the classroom. Additionally, LINK is monitored daily by The Office of Student Advocacy and Accountability (OSAA). OSAA meets regularly to discuss and plan appropriate responses to potential student academic challenges and/or personal hardships. Cases reported to LINK that rise to the level of moderate or extreme are reported to START.

What Does BIT Do?

- Provide consultation and support to members of the university community in assisting individuals who display concerning or disruptive behaviors;
- Respond to reports; gather information to assess situations involving individuals who display concerning or disruptive behaviors; engage reported individuals in a process aimed at correcting the disturbing behavior;
- Recommend appropriate intervention strategies;
- Connect individuals with available campus and community resources;
- Monitor ongoing behavior of individuals who have displayed disruptive or concerning behavior.

The committee is not intended to address random conduct matters that occur in the classroom but a consistent behavior problem/pattern that is noticeable in a student. Individuals that submit a report are invited to participate on the Intervention Team as a Consultant.

Team Membership

START is an interdisciplinary assessment group composed of both faculty and staff. The Team consists of college personnel with expertise in student affairs and student development, law enforcement/threat assessment, medical and mental health, academic progress and wellbeing, disability resources and access, and student conduct. Membership is typically based on position and not necessarily the individual person. Members of the START have regular interactions with the campus community and will aid in the assessment of the Student of Concern (SoC). START Core members are expected to attend every meeting and have access to the team's electronic records database. All members sign a confidentiality agreement (see Appendix A).

Committee Members

BIT consists of a team of professionals from several university units including but not limited to:

- Office of Student Advocacy and Accountability
- Office of Dean of Students
- University Police Department
- University Counseling Center
- University Housing
- Student Accessibility Services
- University Health Center
- Faculty

A designee of the above may serve if a representative is absent or unavailable. The specific composition of the BIT depends on the nature of the behavior problem that is being addressed. Additional members from the campus community may be included in the BIT meetings as needed.

Behavioral Intervention Team membership is based on the position, not the individual. Positional role/functions are briefly described below:

1. **Office of Student Advocacy and Accountability:** The **Director of OSAA** serves as the chairperson for the team and they conduct all the meetings. Part of this process is organizing the agenda, assigning initial NaBita ratings for each case via the NaBita Threat Assessment Tool, reevaluating the risk level during the meetings, assigning cases, coordinating interventions and follow-up strategies for cases, and ensuring Team confidentiality. The Director maintains all case information through the electronic reporting database, Maxient. The **Assistant Director of OSAA** attends all meetings, and consults on cases involving any conduct violations including academic disruptions and violations. Conduct records, like START records, are housed in Maxient, and

shared with the START Team under the legitimate educational interest clause of FERPA.

- a. Data Reporting/Questions to Consider:
 - i. Does the SoC have previous or on-going conduct history that the Team needs to be aware of?
 - ii. Does the SoC have any recurring themes of behavior that appear to be escalating?
2. **Office of Dean of Students:** The Dean of Students attends all meetings, consults on cases, provides university excuses, coordination of retroactive withdrawal, interventions and follow-up.
 - a. Data Reporting/Questions to Consider:
 - i. Did the SoC disclose on their admissions application prior criminal history or prior suspension or expulsion from another institution?
 - ii. Does the SoC owe money to the institution or have any other holds on their account?
 - iii. Has the SoC ever sought a Withdrawal and if so, why?
 - iv. Is the SoC a Resident? An Athlete? In Greek Life?
3. **University Counseling Center:** The Director of the Counseling Center and/or their designee serves and serves as the Team **secretary/note-taker**. on the Team strictly as consultation and collaboration relating to mental health, crisis, and disruptive/dangerous behavior. The University Counseling Center keeps medical records confidential in their database, Titanium. All SoC records, if any, are kept strictly confidential unless a specific release of information/consent document is signed for the START Team. **Exceptions of confidentiality law only include danger to self and others on a need-to-know basis.**
 - a. Data Reporting/Questions to Consider:
 - i. Counselors have no data reporting responsibilities unless a release has been signed or a public incident has occurred (e.g. suicide attempt in the residence halls). If a public incident has occurred, the counselor may speak professionally to the public knowledge of the event.
 - ii. Counselors may also be able to share professional insight in a general sense, such as, disclosing a similar situation including the course of action and the overall outcomes.
 - iii. Counselors may assist in educating the Team about certain disorders that present in the SoC based on observable behaviors being described about the SoC via the Team.
4. **Office of Student Accessibility Services:** The Director of Student Accessibility Services and/or their designee attends all meetings. In addition, **in the absence of the Director of OSAA, the Director of Student Accessibility Services will Chair the Team.** The Director of Student Accessibility Services works collaboratively with the Team and consults on issues related to disabilities, mental health crisis, and some disruptive/dangerous behavior. The Director of Student Accessibility Services maintains all disability records in an electronic reporting database and records are only shared when necessary for campus/student safety.
 - a. Data Reporting/Questions to Consider:

- i. Does the SoC have any recurring themes of behavior or documented disabilities that appear to be escalating or that could explain the behavior?
 - ii. Disability experts may also be able to share professional insight in a general sense, such as, disclosing a similar situation including the course of action and the overall outcomes.
- 5. **Faculty Representation:** At least one faculty member attends all START Team Meetings. The Faculty Representative is able to provide expertise on classroom management, appropriate student-to-faculty interactions, and pedagogical considerations for distressed student learning.
 - a. Data Reporting/Questions to Consider:
 - i. Faculty may be able to disclose their familiarity with the student and past or current academic history or interactions with the student.
 - ii. Faculty can assist with classroom management expertise, pedagogical considerations when dealing with SoC, and the timeline of the semester on typical behaviors of concern.
 - iii. What does the academic history of the SoC look like? Are they progressing as expected? Are there any unusual dips in grades, etc.?
 - iv. Are there any Academic Alerts on the SoC for reasons such as attendance, participation, etc.? What information do the SoC's faculty members have to contribute that might be meaningful?
- 6. **University Police Department:** The Chief of Police and/or their designee attends all meetings. The Chief is able to provide liaison communication with local and federal law enforcement agencies, consult on cases that have court or laws enforcement components, and assist with needed interventions. Police records are kept in a confidential database system and records can be shared with the START Team under the emergency exception clause.
 - a. Data Reporting/Questions to Consider:
 - i. Does the SoC have prior or pending criminal history?
 - ii. Is the SoC a recent victim of a crime? Or is public safety "aware" of this student even though there aren't any charges?
- 7. **University Housing:** The Director of University Housing and/or their designee attends all meetings and advises the Team on reports involving any residential students, after-hour emergencies, and targeted interventions that may be in place. University Housing maintains their records in their database, StarRez, and these records are protected under FERPA, only being shared under the legitimate educational interest clause of FERPA.
 - a. Data Reporting/Questions to Consider:
 - i. Does the SoC currently live in Hammond Hall? What about previously?
 - ii. What is the SoC's room condition like? Recent room changes? Roommates opinions? Other information that can be obtained while not violating FERPA?

Core members - mandatory attendance

Core members are required to attend meetings and include representatives from:

- ***Office of Student Advocacy and Accountability**
- Office of Dean of Students
- ***University Police Department**
- University Counseling Center
- ***University Housing**
- Student Accessibility Services
- Faculty representative

***Identifies members of the Threat and Response Team (TRT) of START that meet weekly.**

Inner circle members

Inner circle members are generally at every meeting and represent a constituency that is critical to the team.

- University Health Center
- Vice president for Student Affairs
- Office of Human resources
- Office of Student Engagement
- Legal counsel
- Office of Admissions

Middle circle members

Middle circle members are invited when they may have insight into a smaller constituent group.

- Financial aid administrator
- Athletics staff member
- Community mental health staff (i.e. psychiatrist or counselor)
- Title IX administrator
- Risk manager
- Veterans affairs employee
- Multicultural affairs staff
- Center for Student Excellence staff

***Outer circle members**

Outer circle members do not attend meetings, but they are kept in the loop when the BIT needs to reach out to the student or a related party.

- General faculty members
- Administrative staff and support staff
- Deans, assistant and associate deans
- Academic advisors
- Student organization advisors
- Family members of the reported person
- Friends of the reported person

***Law enforcement as adhoc members**

These officers may be able to provide:

- Access to information and resources
- More robust assessment of the individual
- Subject matter expertise
- Knowledge of behavior outside of college

***Possible obstacles to involving Outer circle members and local law enforcement as adhoc members:**

- Lack of knowledge about the [Family Educational Rights and Privacy Act](#) (FERPA)
- The possibility that the officer might be required to act by law or department policy

Meetings

The Behavioral Intervention Team meets regularly to address reported behaviors and intervention on campus. The team also focuses on developing situations and topics related to concerning behaviors and appropriate intervention. These discussions include trends and patterns in reported behavior, best practices in intervention, and available resources.

Additional meetings are held as needed to assess, intervene, and monitor concerns brought to the attention of the BIT.

Assistance and Consultation to the University Community

While interacting with individuals across the university, faculty, staff, and students may be confronted with situations in which an individual is disruptive or displays behavior that may be intimidating or threatening to others. A person may also behave in ways that signal other kinds of distress, such as tearfulness or withdrawal and isolation. The Behavioral Intervention Team is designed to assist in these situations by responding to reports with information gathering, assessment, consultation, and referral to resources. The BIT relies on the participation of the entire University community in its mission of preventing violence and responding to individuals in need of assistance.

Appendices C and D provide guidelines for faculty and staff in responding to inappropriate student behavior and for reaching out to distressed/difficult students. While these guidelines provide general information and guiding principles, the BIT is available for in depth consultation about any troubling situation.

Reporting and Data Management

The overall goal of the Behavior Intervention Plan is to promote a safe environment for all students, faculty, staff, and administration and to focus on student learning and student development. By encouraging all members of the campus community to report behaviors that are concerning; BIT will be able to reach out to intervene, provide support and connect them

with resources that can assist them. As such, BIT asks that the campus community report concerning “red flag” behaviors via [LINK](#) or [START](#).

Once a concern is submitted, the potential case in Maxient will be electronically forwarded to either the START Team Chair or Assistant Director of OSAA. The concern will be reviewed to determine whether a case should be created. It will then be assigned to selected members of the team for review. The report will become a permanent part of the Maxient database system used for assessment of students of concern and pattern/tracking purposes.

Maxient allows BIT Members to review cases, dispositions of academic and non-academic misconduct, hardship withdrawals requests, and identify patterns of behavior. Many of the cases in Maxient can be very dynamic and fluid in nature, meaning differing opinions and/or suggested interventions may change as a situation unfolds. Refraining from judgments throughout the process is strongly encouraged.

Maxient access is highly restricted, and actions by users who have password protected access to the system is highly tracked. Therefore, none of the data may be viewed or distributed to outside personnel who do not have specific access, and actions taken within the system cannot be completed with anonymity.

Please note, START and LINK are not systems to be used for emergencies. If there is an emergency situation involving an imminent risk of harm, call 911 or University Police at 985-549-2213.

Examples of “Red Flag Behaviors”

A “red flag behavior” is a questionable, suspicious, concerning or inappropriate behavior that may be presented through an individual’s appearance, spoken or written words, or specific actions. Examples of “red flag behaviors” include but not limited to:

- Behavior(s) which regularly interfere with classroom environment or management
- Notable change in academic performance – poor or inconsistent preparation
- Notable change in behavior or appearance
- Impairment of thoughts – verbally or in writing
- ***Aggressive behaviors toward others; inability to set limits or re-direct focus**
- Poor decision making and coping skills
- Inappropriate or strange behavior
- Low distress tolerance
- Overreaction to circumstances
- Lack of resiliency
- Writings and comments endorsing violence; unusual interest in violence
- ***Indirect or direct threats in writings or verbalizations**
- Lack of empathy and concern for others; inability to care
- Anger management problems
- ***Threats to others**

- Appearance of being overly nervous, tense or tearful
- ***Expression of suicidal thoughts or feelings of hopelessness**
- Withdrawal and isolation
- Appears to have an alcohol or drug use or dependency

***Identifies incidents that are reported directly to the University Police Department at 985-549-2222.**

Incident Reports

The [Incident Report](#) is designed to enable faculty, staff and students to voluntarily report “red flag behaviors” that may raise concerns and incidents of misconduct that violates the Student Code of Conduct at Southeastern Louisiana University. An incident, in this context, is an event that does not warrant immediate intervention and violates the [Student Code of Conduct](#).

In the event of an emergency that requires immediate intervention please call Southeastern University Police Department at 985-549-2222.

There are also [LINK](#) and [START](#) Reporting Forms for “red flag behaviors” that does not involve misconduct that violates the Student Code of Conduct.

Example of incidents that are reported via LINK

- Homelessness or food insecurity
- Death of a family member or friend
- Exhibits sudden change in behavior
- Hospitalization (non-mental health)
- Stops attending class and not responding to communication
- Asks for accommodations, but not registered with Student Accessibility Services

Examples of incidents that are reported via START

- Exhibits threatening behavior to self or others
- Suicidal ideation or attempt
- Hospitalization (Mental Health)

If a START report is required, please notify the University Police Department (985-549-2222) prior to sending the report.

Reporting an incident will provide a mechanism for responding to individual incidents and will document patterns of disruptive behavior. It will also provide aggregate data on the nature and frequency of disruptions at Southeastern. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns.

ASSESSMENT

Assessment Process

While there is no single set of warning signs that will reliably predict behavior or campus violence, the assessment process looks for behavioral evidence that someone is planning or preparing to act out inappropriately or carry out some type of threat. Assessment will attempt to distinguish between threatening and non-threatening cases in order to ensure the safety of the distressed person and any others potentially involved as well as to resolve concerns that initiated the inappropriate behavior.

Assessment assists in early identification of situations that may pose a threat to others, creates a baseline of information against which to assess future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

Information Gathering

Once a LINK or START Report has been received by BIT, the team implements the assessment process. The most appropriate time to include the individual in the process will be considered on a case-by-case basis.

In general, BIT will gather preliminary information regarding the concern and then a team member may interview the referred person as part of the initial assessment process. The interview will provide the opportunity for the individual to share their concerns about the situation and ask for needed assistance in solving it. Information collected in this initial interview will be helpful in determining appropriate intervention strategies.

That process may include any of the following data gathering processes:

- Interviews with all available parties with information about the situation
- Interview with the person alleged to have displayed inappropriate/concerning behavior
- Assessment by University Counseling Center
- Interview with any identified potential targets of inappropriate/concerning behavior
- Contacting a student's parents or family member
- Review of a student's academic and disciplinary history
- Implementation of threat assessment models appropriate to the situation.

In addition to contacting/interviewing other parties if necessary. The SoC may be assessed in 2 (two) ways. The NaBita Rubric (see Appendix) and the NaBita Threat Assessment Tool App. The NaBita Rubric has three sections. From left to right, the sections are as follows: The 'D' Scale which assesses Harm to Self, the Overall & Generalized Risk Rubric, and the Nine Levels of Hostility and Violence which assesses Harm to Others. A brief description of each section is below.

Harm to Self: Measures of Mental Health-Related Risk – The 'D' Scale

- From Mild to Extreme, the ‘D’ Scale follows: Distress, Disturbance, Dysregulation, and Decompensation.

Overall and Generalized Risk – The NCHERM Group 5-Level Risk Rubric

- This section is the central spine of the threat assessment tool, and it is typically used when the concern may not include threats of violence or self-harm. However, this rubric is universally applicable. The 5-Level Risk Rubric is defined from “mild to extreme” as follows: Mild, Moderate, Elevated, Severe, and Extreme.

Harm to Others: Nine Levels of Hostility and Violence

- This rubric offers nine stages of conflict escalation in understanding how an individual begins to intensify their words/actions into becoming violent to others. This rubric has nine levels/stages: Stage 1: Hardening, Stage 2: Debate and Contentious Arguments, Stage 3: Actions not Words, Stage 4: Images and Coalitions, Stage 5: Loss of Face, Stage 6: Strategies of Threat, Stage 7: Limited Destructive Blows, Stage 8: Fragmentation of the Enemy, and Stage 9: Plunging Together in the Abyss.

The NaBita Threat Assessment Tool App (downloaded to an android or Apple) may also be utilized by the BIT Team in decision making/intervention strategies. The app is a supplement to the traditional NaBita tool, and the app provides accompanying detailed risk level descriptions and recommended interventions.

The overarching goal of using the NaBita Rubric on SoC is to provide behavioral intervention and tools/resources needed prior to the escalation/violent point. At each encounter with an at-risk individual, the BIT Team will update records to reflect the current status of the SoC via the NaBita Rubric from observable behaviors, taking baseline adjustments into account as needed.

Overall, cases will be handled on an individual basis. Mild to Moderate risk cases will be referred out to a member of the BIT Team or LINK. Cases of greater risk (some Moderate, Elevated, Severe, and Extreme) will be evaluated by the full team (START) or in certain situations, acted on immediately prior to a full team meeting. The BIT Team, under the leadership of the Director of OSAA, will work to reach an informed consensus among members when making decisions, recommendations and action plans. Intervention Strategies and action plans may fall across a wide continuum in relation to the level of concern the BIT Team might have concerning the reported behavior, safety, and welfare of others. Possible resolutions include, but are not limited to:

- No action at all
- Referral to existing campus or community resources (e.g. Tutoring, Campus Labs, Disability Support, Counseling, Veterans’ Affairs, Academic Advising)
- Recommended mental health assessment
- Recommendation of a voluntary withdrawal
- Retroactive withdrawal

- Notification of situation, within FERPA guidelines, to parent, emergency contact listed, or next-of-kin
- A plan for follow-up and continual monitoring via a case manager
- Referral to the Conduct Administrator/Student Code of Conduct Investigator, Public Safety/Law Enforcement, or the Title IX Administrator

Follow-up/Closing Cases

Follow-up is essential in monitoring intervention strategies taken or recommended to SoC. Case management activities will be a part of every case, understanding that that all cases are very individualistic and some SoC will require longer and more intensive follow up.

Closure of cases will happen in most cases at the discretion of the member assigned to the case. In some situations, the full BIT team may be asked to assist in determining the best time to close a case. **Closure of a case does not negate the follow up component.** Some SoC may have followed up for a period of time after the case is closed.

Feedback to Referring Individual

The BIT Team may provide feedback to the referring individual to inform them of resolution of the situation and any ongoing follow-up in which they may need to be involved. All feedback regarding students will be in accordance with FERPA (**Family Education Rights and Privacy Act**) guidelines.

Wellness Consultation

The goal of a Wellness Consultation is to help students transition back to campus by assisting them with their health priorities and academic goals.

The Wellness Consult is a critical component of the student's transition back to campus after transportation to the hospital for evaluation. This is where students have the opportunity to identify health priorities and use available resources effectively. Wellness Consults aims to empower students to transition back to class without additional stressors of guessing the next steps.

Students are often referred to the Office of Dean of Students for assistance with class excuses or retroactive withdrawals, the University Counseling Center for mental health concerns, and to Student Accessibility Services for accommodations for a new diagnosis.

Documentation & Records

The BIT Team recognizes the importance of maintaining accurate records for students in the Southeastern community. To protect the rights of students regarding these records, the University has established policies and procedures for releasing information. These rules conform to State and Federal laws, the U.S. Department of Education guidelines for the Family Educational Rights and Privacy Act of 1974 or FERPA.

In conjunction with our goal to protect the safety of our students and the campus community, when possible, the information provided to the BIT Team will be kept confidential. However, the University does have a duty to warn members of the community when potentially harmful or dangerous situations have been reported and after campus administration has deemed such notification is warranted. In such situations, the BIT Team may breach confidentiality.

If students reported to the BIT Team are already receiving care through the Campus Counseling Center or an outside mental health provider, such as Covington Behavioral Health, information may not be obtained by the team from those resources without written consent from the student.

Reports are recorded by semester, spring, summer, and fall. Incidents that occur after the conclusion of a semester will be reported in the following semester records. (Example: Incidents that occur after fall graduation or during winter break will be recorded in spring.)

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Appendices