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A Descriptive Study of the Formation and Structure of Behavioral Intervention Teams at Colleges and Universities

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A DESCRIPTIVE STUDY OF THE FORMATION AND STRUCTURE OF
BEHAVIORAL INTERVENTION TEAMS AT COLLEGES AND UNIVERSITIES

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A DESCRIPTIVE STUDY OF THE FORMATION AND STRUCTURE OF
BEHAVIORAL INTERVENTION TEAMS AT COLLEGES AND UNIVERSITIES

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The future of the world and higher education lies in the hands of our future. To my

inspiration and motivation: my nephews and niece (Eric J. Hill, Tahj M. Golston, and

Gabrielle D. Hill), I dedicate this dissertation.

I am, because of you.

- Ubuntu

willingness to support me with your humbling letters of recommendation. To my WKU and HRL family, thank you for your support, patience, and flexibility. I am so blessed to have amazing leadership, flexible supervisors, and supportive colleagues. To the 21 W.E.A.P.O.N.S. of Mass DSTruction, my Devastating Divas and sisters for life; I am eternally grateful for your encouragement, love, and prayers through this journey. To the women of the Bowling Green Alumnae Chapter, thank you for welcoming me into the chapter and allowing to me serve Delta Sigma Theta, Sorority, Inc., with you.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

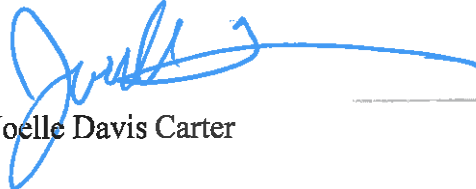# A DESCRIPTIVE STUDY OF THE FORMATION AND STRUCTURE OF BEHAVIORAL INTERVENTION TEAMS AT COLLEGES AND UNIVERSITIES

Alicia Cohea' Golston   August 2015   172 Pages

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In response to tragic events such as the shootings at Virginia Tech University (April 16, 2007) and Northern Illinois University (February 14, 2008), colleges and universities have been requested to address behaviors that have been observed in their campus communities. Many times the behaviors may have been seen as disruptive, dangerous, or disturbing. Though these behaviors are not considered a threat to the community, university administrators have formalized Behavioral Intervention Teams (BITs) to address the behaviors in a preventive manner. As the teams have formalized, they consist of various formats and structures to address the needs of their campus population. The purpose of this study was to describe the content and structure of Behavioral Intervention Teams (BITs) and to search for variations across the mission and demographic characteristics of different colleges and universities.

The quantitative research design was developed to gather general and descriptive information about BITs. The use of broad and general questions yielded common trends from existing BITs across the country. The survey instrument was adapted from the 2012 NaBITA (The National Behavioral Intervention Team Association) Team Survey. Frequency tables and simple correlation analyses were conducted to analyze the results of the study. The common trends ranged from team name, team leadership, team composition, budget, recordkeeping, marketing, creation of website, existence of logo,

and annual caseload. Future research should focus on the use of the common trends to develop core competencies for teams to assess the effectiveness of their work.

CHAPTER I: INTRODUCTION

Statement of the Problem

The ability to provide support and assistance for students has become increasingly complex for colleges and universities. Campuses that have experienced tragic events may have prevented them with intervention from a team of college administrators (Deisinger, Randazzo, O'Neill, & Savage, 2008; Fein, 2002; Van Brunt, 2012). In an effort to address these events, universities have created teams consisting of faculty, staff, and administrators to provide intervention and care for students of concern to the campus community. These teams have been commonly referred to as Behavioral Intervention or Threat Assessment Teams (BIT/TAT); Students of Concern (SOC); and/or Campus Assessment, Response, and Evaluation (CARE) teams (Borum, Fein, Vossekuil, & Berglund, 1999; Delworth, 1989; Jed Foundation, 2013; Van Brunt, 2012). For the purpose of this research, the term Behavioral Intervention Team (BIT) was used throughout the study.

The Problem Defined

Following the acts of violence at Columbine High School (April 20, 1999); Virginia Tech University (April 16, 2007); and Northern Illinois University (February 14, 2008), many college campuses responded by formalizing teams to address incidents of targeted violence (Cornell, 2010). Politicians in Virginia and Illinois passed state laws that mandated institutions of higher education to create threat assessment teams (Jed Foundation, 2013). Although the law created a movement in higher education, Eells and Rockland-Miller (2010) reported that various models were created, causing confusion about the purpose and function of the teams. Over the past several years, the concept of a

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Behavioral Intervention Team has emerged in response to heartbreaking acts of violence and crisis situations. Sokolow and Lewis (2008) stated, "CARE Teams and behavioral intervention function existed on college campuses before Virginia Tech, but their nature, composition, and function are changing dramatically as campuses adjust to new complexities of student mental health illness and increasing violence" (p. 3). As BITs have been created on college campuses, they have evolved in their purpose along with identification of the population the teams serve. BITs were developed in an effort to assist colleges and universities in addressing and preventing crisis situations by bringing together those in key positions working with at-risk students. Members of BITs also have intervened to address behaviors of concern reported by member(s) of the university community (Education Advisory Board, 2013; Karr, 2009). Due to the relatively recent development and growth of such teams, an opportunity exists to gather descriptive and demographic information from institutions regarding their BITs.

BITs developed over a relatively short period of time and became a standard practice at most colleges and universities (Dunkle, Silverstein, & Warner, 2008). BITs are comprised of a variety of members, ranging in roles as well as in authority (e.g., vice president of student affairs, dean of students, chief of police, director of judicial affairs, etc.). Concerns associated with the mandate to conduct formalized training for the teams in some states, such as Connecticut and Virginia, also has been an integral part of the debate. The necessity to effectively prevent and deter potential threats and behaviors of concern has become essential to the protection and care of the college community (Delworth, 1989; Fein, 2002).

The mission and purpose of the BIT has been to provide a plan of intervention when an individual's behavior has been brought to the attention of the team as a concern. Van Brunt (2012) commented that a general mission statement should "identify a study, faculty member, or staff member who has engaged in threatening behaviors or done something that raised serious concern about their well-being, stability, or potential for violence or suicide" (as cited in Deisinger et al., 2008, p. 47). The teams were convened to assess the potential threat of the behavior or individuals to themselves and/or the campus community. Once the potential threat had been assessed, a plan of action was created to address and hopefully prevent an act of violence or crisis. The creation of BITs has developed into an innovative method to address the behaviors of students in the college community. With the recent development of the BIT, little research on their formation and structure has been published (Gamm, Mardis, & Sullivan, 2011; Greenstein, 2014; Randazzo & Plummer, 2009; Jed Foundation, 2013; Van Brunt, Sokolow, Lewis, & Schuster, 2012).

Purpose and Central Research Question

The purpose of this research study was to gather descriptive and demographic information from colleges and universities regarding their BITs. With the continual behavioral concerns at college campuses and universities, the construction of a BIT is an essential tool in the battle against campus violence. This quantitative study provided information about BITs to answer the central research question: "What are the characteristics of behavioral intervention teams at colleges and universities?" The following central research questions guided the study:

1. What are the characteristics of behavioral intervention teams (BITs) among

various colleges and universities? What features create the team structure?

   a) What position or department most commonly leads the team?

   b) What is the typical membership of a team?

   c) What procedures govern the team?

   d) What marketing strategies are used to advertise the team?

   e) What is the mission statement/goal of the team?

2. Do the various methods of communication with the campus population have an effect on the number of cases the BIT reviews annually?

3. What is the difference in the number of cases BITs review annually based on the college/university being a residential or non-residential campus?

4. What is the relationship between the types of colleges/universities and the way that BITs measure risk when reviewing a case?

Significance of the Study

As more young adults enter postsecondary education, colleges and universities need to develop policies and processes to address and intervene with those who demonstrate concerning behaviors. Behaviors of concern may include classroom disruptions; depression; hazing; harassment; infatuation with firearms; rudeness to university administrators or officials; suicide ideation; suicide attempts; threatening words or actions; stalking; self-injury actions (eating disorders, cutting, etc.); and other mental health illnesses (Education Advisory Board, 2013; Karr, 2009; Sokolow & Lewis, 2009; Sokolow, Lewis, Van Brunt, Schuster, & Swinton, 2014). Several administrators have formed BITs to assist in caring for the campus community. The creation of BITs has aided higher education administrators in addressing disruptive behaviors and in being

proactive in prevention of tragic events. Policies and laws have continued to develop in relation to working with college students, and current research is needed to support their work. This study highlighted best practices in the structure development, team procedures, and risk assessment of disruptive behaviors presented to BITs.

Limitations of the Study

Due to the increase in the formalization of teams in the last 10 years, a lack of research and information has been available to guide colleges and universities. Several institutions have threat assessment or risk management taskforces in place that address imminent danger to the campus community (Cornell & Williams, 2006; Sokolow & Lewis, 2009). BITs and/or Student Care Teams, have continued to flesh out the purpose and goals of the team related to the risk of threat and/or concerning behavior. A primary limitation to the study was the inability to gather qualitative data about BITs due to the quantitative design for data collection. The data collection method involved a survey that limited the type of information that could be collected. Another limitation was that the survey was administrated through email, which may have affected the response rate. This included the emails that may have no longer been valid and the survey misrouted to junk mail or trash folders.

Definition of Terms

Aggressive Behavior – Demonstrated behavior that could be a response to adrenaline or a premediated action plan (Reddy et al., 2001; Van Brunt, 2012).

Behavioral Intervention Team (BIT) – A multi-disciplinary team whose key focus is to identify and evaluate behaviors of concern and to provide intervention

approaches and action plans to address the behavior in order to prevent a crisis (Sokolow & Lewis, 2008; Van Brunt, 2012).

College and University Behavioral Intervention Team (CUBIT) Model – An intervention model developed by NCHERM (The National Center for Higher Education Risk Management) to prevent campus violence and shootings and to respond to students in distress (Sokolow & Hughes, 2008).

Concerning Behaviors – Behaviors that may be interpreted as aggressive, disruptive, disturbing, dangerous, or aggressive (Colvin, 2010; Fein & Vossekuil, 1998; Greenstein, 2014; Karr, 2009; Van Brunt, 2012).

Disruptive Behavior – Behavior that would cause interruption to the academic/classroom environment (e.g., persistent tardiness to class, individual under influence of alcohol or drugs, student constantly interrupts lecture/classroom) (Fox, 2010; Jed Foundation, 2013; Kerr, 2009; Van Brunt & Lewis, 2014).

Disturbing Behavior - Behavior that would cause harm (e.g., individual demonstrated potential to harm self, others, or property) (Fox, 2010; Van Brunt, 2015).

The National Behavioral Intervention Team Association (NaBITA) – A membership association that seeks to provide resources, support, and professional training to campus, corporate, and school behavioral intervention teams and models (Sokolow & Lewis, 2009).

The National Center for Higher Education Risk Management (NCHERM) – A national multi-disciplinary consulting firm devoted to assisting colleges and universities in managing risk by improving student health and safety (Jed Foundation, 2013; Sokolow & Hughes, 2008).

Risk – A possibility that an entity posing a danger or hazard, and the likelihood of others subjected to that possibility (Cornell, 2003; Reid Meloy, Hoffmann, Guldimann, & James, 2012).

Threat Assessment Teams (TAT) – A team whose primary emphasis is to classify and identify the likelihood of a violent act (i.e., threat) to the safety of the campus community following a threat made to a member of the community (Cornell & Williams, 2006; Deisinger et al., 2008; Fein, 2002; Fox, 2010; Penven & Janosik, 2012; Sokolow & Lewis, 2008).

Threatening Behavior – Behavior that would indicate or suggest violence in relation to self or others (either directly or indirectly) (Cornell, 2004; Nicoletti, Spencer-Thomas, & Bollinger, 2001; Randazzo et al., 2006; Van Dyke & Schroeder, 2006).

Summary

Future research on BITs should examine the factors that create a functional team, as well as those who hold membership on the team. Other potential questions that be investigated include: How many professional staff members and faculty would be necessary to accomplish the mission and purpose of the team? Should the team leader conventionally be someone from the student affairs or counseling office? Research has asserted the need for continual examination of the area of threat assessment teams and the risk assessment models most often employed. With numerous threat assessment and behavioral risk models, which model is most effective when working with a student of concern (Deisinger et al., 2008; Dunkle et al., 2008; Jed Foundation, 2013; Van Brunt, 2012; Van Brunt, 2015)? As research has continued to develop regarding BITs, colleges and universities should:

provide a centralized method for student conduct officers, mental health

professionals, law enforcement, and other administrators to work together to

detect, track, and intervene with students of concern with the ultimate goal of

reducing, if not completely avoiding, violence and tragedy on campus. (Dunkle et

al., 2008, p. 588)

The purpose of this study was to gather descriptive and demographic information

about BITs from diverse colleges and universities.

CHAPTER II: LITERATURE REVIEW

Overview of Behavioral Intervention Teams

In order to provide safe and secure environments, colleges and universities have taken significant steps and developed measures to assess the potential threat to college campus communities. With the tragic shootings at postsecondary institutions such as Virginia Tech University (2007) and Northern Illinois University (2008) and other acts of violence on campuses, colleges and universities have formalized Behavioral Intervention Teams (BITs) to assess the potential threats to and disruptive behaviors of students and/or faculty to their campuses (Cornell, 2010). BITs have been purposefully established internationally in an effort to prevent violent events and to assess potential threats to K-12 school systems, colleges and universities and corporations/organizations.

With a focus on prevention of violence, higher education has experienced a significant increase in cases that threat assessment teams have seen (*Best Practices*, 2007; Nicoletti et al., 2001). Over time, the term that has designated a threat assessment or BIT has changed to appear friendlier and to speak to the purpose of the team. BITs were created to develop a model of the manner in which the university community gathers information concerning a potential threat, assesses risk of situation, and creates a plan of action to address the threat and/or concerning behavior (Education Advisory Board, 2013; Jed Foundation, 2013; Sokolow & Lewis, 2008). Administrators and specialists who study BITs have compiled several lists of concerning behaviors, such as depression, anxiety, psychosis, classroom behavior, vandalism, alcohol/drug use, physical assault, suicidal ideation, and threat through social media outlets (Van Brunt & Lewis, 2014).

University administrators have held discussions regarding the function of the team and the particular faculty, staff, and/or students who comprise the team. Most important, colleges and universities have struggled to create an effective model to assess the threat to their home campuses (Dunkle et al., 2008; Eileen, Hughes, & Hertz, 2011). Several teams have been formed in a reactive state to acts of violence, but teams have now moved forward in an attempt to be proactive when individuals of possible threat or behavioral problems are brought to their attention. In all of these cases, limited research has been conducted on best practices since the establishment of BITs (Sokolow & Lewis, 2009; Sokolow, Lewis, Wolf, Van Brunt, & Byrnes, 2009; Van Brunt, 2012).

Structure of Behavioral Intervention Teams

A myriad of teams have been developed that currently exist on college campuses to address a variety of needs. Some have utilized an academic focus, while others are student-centered (Mardis, Sullivan, & Gamm, 2013; Sokolow & Lewis, 2009). Athletic teams, club teams, academic groups, and living-learning communities have arisen and are valued and respected by the campus community. As universities have sought to become more proactive toward violence, Threat Assessment Teams (TAT) and Behavioral Intervention Teams (BITs) have been formed (Deisinger & Randazzo, 2014). TATs have been described by researchers as teams that "assist in assessing threatening situations and developing risk abatement plans that minimize the potential risk of violence" (Campus Safety and Security Project, 2009, p. 23). Student-focused teams, such as BITs have been formalized to address concerning behaviors (Fusch, 2011). Dunkle et al. (2008) defined BITs as a team of multi-disciplinary administrators who "work together to detect, track, and intervene with students of concern with the ultimate goals of reducing, if not

completely avoiding, [threat], violence, and tragedy on campus" (p. 588). These teams

have become an integral part of the function of caring for students, faculty, and staff.

This section of the literature review provides a perspective of the BITs through

discussion of their mission, team membership, team leadership, procedures, and

assessment tools.

Mission of Team

An understanding of the purpose and mission of BITs is crucial in team formation

and development. Due to their relatively recent development, the groups have been

intentionally created to meet the needs of the campus as a whole and its organizational

culture. With the various types of higher education institutions, each BIT it unique in its

purpose and value to the campus community. A clearly stated purpose has resulted in an

awareness of the team's purpose and value to the larger organization. Sokolow and

Lewis (2009) described the essential functions of a BIT as: "centralize reporting, triage

reports, assess threat/risk, assess available resources, perform or empower interventions,

coordinate follow-up, assess long-term success/outcomes, [and] educate the community"

(p. 4). BITs have been proactive to potential threats or risks to the campus community,

rather than reactive. The NaBITA (the National Behavioral Intervention Team

Association) website on Behavioral Intervention Teams for Colleges and Universities

stated:

> The Behavioral Intervention Team is a concept originally designed not as a
>
> response to campus shootings and violence, but as a proactive way to address the
>
> growing need in the college and university community for a centralized,

coordinated, caring, developmental intervention for those in need prior to crises.

(p. 3)

Since its inception, the BIT has developed into an innovative method to address disruptive or concerning behaviors of students in the college community (Education Advisory Board, 2013; Van Brunt, 2012). Due to the novelty of the BIT, significant research is unavailable on its formation and structure. Furthermore, with the evolution of these teams, one should consider the membership, leadership, roles, value, and norms of the teams. The Jed Foundation (2013) stated, "naming the team is the first and most visible communication of the team's purpose, so the name should be chosen with care" (p. 8). In *The Book on BIT*, Sokolow et al. (2014) outlined the 10 core operational purposes of a BIT:

(1) Educate the campus community about behaviors of concern and reporting procedures.

(2) Provide consolation and support to faculty, staff, administration, and students in assisting individuals who display concerning or disruptive behaviors.

(3) Serve as the central point of contact for individuals reporting aberrant student behavior or behavior that deviates from an established baseline.

(4) Triage reports – identifying patterns of aberrant behaviors which might suggest the need for an intervention.

(5) Assess threat/risk.

(6) Assess available resources.

(7) Follow a formalized protocol of instruction for communication, coordination, and intervention.

(8) Coordinate follow-up – Connect individuals with needed campus and

community resources.

(9) Observe ongoing behavior of individuals who have displayed disruptive or

concerning behavior.

(10)   Assess long-term success. (p. 4-8)

These priorities vary greatly when considering factors such as institutional size, type

(public or private), the purpose of the BIT, and needs of the institution. Sundstrom, De

Muse, and Futrell (1990) discussed the effect of established boundaries on the success of

the team. They stated:

> Differentiation of a work team in an organization can occur when the mission
>
> requires special expertise or facilities, or isolation from contamination and
>
> interference, as in a surgery team. Team effectiveness can hinge on the ability to
>
> isolate certain activities from outside interferences such as sensitive operations,
>
> problem-solving meetings, or practice sessions. (p. 124)

Throughout the development of BITs, the team should have a clear mission and

objective to promote effectiveness when addressing disruptive or concerning behavior.

This research study investigated the presence and format of mission statements, with the

hope that respondents would provide mission statements to assist the researcher in a

summary of themes within the statements.

Team Membership

Eells and Rockland-Miller (2010) stated, "critical to successful team operation is

selection of team members, which depends on the mission of the team and specifics of

the community, e.g., residential vs. commuter" (p. 15). A BIT typically is comprised of a

diverse group of individuals who serve the campus community in a variety of ways.

Many members of a BIT hold leadership roles within their respective institutions, which

may affect their time commitment to the team. To prevent general issues and conflict

within teams, researchers have noted the following hindrances of the effectiveness of a

BIT:

- Failure to properly select, prepare and orient team members.

- Failure to create clear and well-publicized processes and pathways for reporting.

- Focusing exclusively on reporting as the end goal.

- Misinterpreting legal restrictions on sharing information within the team.

- Stigmatizing mental illness, instead of focusing on behaviors.

- Relying on a single intervention or approach, instead of a more integrated approach.

- Failure to follow-up.

- Neglecting team dynamics and stress. (Jed Foundation, 2013, p. 31)

Van Brunt (2012) asserted that a team be comprised of a core group of members

and be closely connected to the rhythm of the student population. BITs should include

members from student affairs, law enforcement, and mental health (Penven & Janosik,

2012). Other members who could be helpful include representatives from housing and

residence life, academic affairs, health services, student activities, athletics/intramural

sports, human resources, emergency response team, and legal counsel. BITs typically

consist of three to five core or primary members, but some have been s as large as 14

members. "…Experts generally recommend keeping the core group fairly small

(between five and eight participants). The group should be small enough that information

can be shared comfortable and routinely, but large enough to incorporate the different perspectives that make teams so valuable" (Jed Foundation, 2013, p. 10).

Team Leadership

As a result of the relative newness of BITs, it is vital to collect demographic and descriptive data on their structure and format across varying college campuses. The leadership of BITs has become important when working with students who display behaviors of concern and who may harm themselves or others and the leadership and communication skills are needed as well. Van Brunt (2012) stated, "team leadership is crucial for team success" (p. 55). Team leadership is integral to its ability to function in its proper role. The leader needs to provide strategic direction and vision, as clear objectives and goals are essential (Jex & Britt, 2008). The leader of the BIT typically is a chief student affairs administrator, commonly the dean of students or vice president of student affairs. Another common choice has been the director of judicial affairs/student conduct. This individual typically has served as the chair of the team and has assisted in identifying additional members. Cornell University's Alert Team (Jed Foundation, 2013) has provided suggestions on leader responsibilities, to include:

- Set the agenda for and facilitating meetings

- Facilitate meeting discussion and managing meeting time

- Work with University Council to assure appropriate record keeping and other procedures

- Oversight of case management/support coordination process

- In cooperation with existing relevant systems, coordinate and triage referral of students of concern from offices across campus

- Coordinate activation of the threat assessment team and the involuntary leave committee as appropriate

- Post-meeting follow-up

- Assure relevant policy issues are brought to the attention of the Mental Health Policy Group. (p. 10)

The ability to implement a thorough and comprehensive action plan in a state of crisis tests the depth of decision-making skills of the BIT leader during imminent danger or a crisis situation. The leader's level of strategic problem solving is vital to the BIT's effectiveness, efficiency, and ability to perform its responsibilities. For the leader to be effective in a crisis, "the team leader should have a commitment to the team's mission statement and vision" (Van Brunt, 2012, p. 56). The leader needs to engender the trust of his/her team to support the decisions they make as a group. The leader must trust the decision-making skills of the team members due to the high stakes of the decisions that are made. Van Brunt (2012) commented the following about team leadership:

> The team leader, like the leader of a police force or firehouse has the responsibility to keep the team sharp and ready to perform, even during the rare "quiet" times when cases are not pressing or when the school year has slowed (in these cases, the meeting should be dedicated to tabletop exercises and/or other professional development). Preventing campus violence and reducing the potential for at-risk students to escalate, demands a certain level of vigilance and dedication, traits that must sustain in the face of a team that may be tired, overwhelmed, unmotivated or simply lazy. (p. 56)

During a crisis, an effective leader should have a wide range of knowledge relative to at-risk behaviors, past crises within higher education history, good communication skills, ethical judgment, and a strong understanding of university policies and procedures (Eells & Rockland-Miller, 2011; Jex & Britt, 2008). A firm understanding and comprehensive awareness of the university guidelines are helpful for new leaders. Dunkle et al. (2008) commented that:

> The team leader should be a senior student affairs administrator who has a high-level of authority to manage student behavior and who has a solid understanding of the institution's administrative structure, the institution's policies and procedures concerning student conduct, and the complexity of managing difficult student issues. (p. 593)

Without a solid knowledge base of current issues, the team leader is ineffective. Although leaders may have the trust and respect of their team, decisions in a crisis situation cannot be based on the proverbial gut. To be an effective leader, they will need expertise and access to information containing facts and previous situations or cases to lead the team in determining the most effective course of action that should occur.

Procedures

Numerous procedures, such as but not exclusive to, meeting frequency, case review, training, documentation, reporting, risk assessment tools, behavioral action plans, and campus awareness have been developed and have become commonplace by behavioral intervention teams. One frequent inquiry about the BIT has been meeting frequency of the team. Weekly meetings are generally recommended and were supported by Eells and Rockland-Miller (2011), who suggested that "regular meetings foster critical

relationships necessary to smooth team functioning and clear communication around potentially challenging issues" (p. 15). The recommendation has been made that the team be professionally trained on threat and risk assessment to ensure they are up to date on policies, procedures, and trends. Sokolow and Lewis (2009) presented 12 fundamental characteristics of modern BITs:

(1) Use formalized protocols of explicit engagement techniques and strategies;

(2) See their role as nominally to address threat, and primarily to support and provide resources to students;

(3) Utilize mandated psychological assessment;

(4) Have the authority to invoke involuntary medical/psychological withdrawal policies;

(5) Are undergirded by sophisticated threat assessment capacity, beyond law enforcement and psychological assessment tools;

(6) Use risk rubric to classify threats;

(7) Foster a comprehensive reporting culture within the institution;

(8) Train and educate the community on what to report and how;

(9) Are technologically advanced and are supported by comprehensive databases that allow the team to have a longitudinal view of a student's behavior patterns and trends;

(10) Focus not only on student-based risks, but on faculty and staff as well;

(11) Integrate with campus risk management programs and risk mitigation strategies;

(12) Have a mechanism for "minding the gap. (p. 4)

The elements suggested by Sokolow and Lewis ensure that effective policies and

procedures are in place to support the functionality of the team. Variance in procedures

would be based on factors such as institutional culture, leadership, student population,

resources, and the unique needs of the campus community and student body.

<div align="center">**Assessment Tools**</div>

Various risk or threat assessment tools have been developed in an attempt to assist

in the prevention of violent acts. Sokolow et al. (2009) stated that "a core function of

these teams is threat assessment and early intervention, with the hope of prevention. Yet,

existing threat assessment models do not translate easily into the campus setting" (p. 2).

This section of the literature review describes various risk assessment models used by

TATs and/or BITs.

CUBIT Model

The College and University Behavioral Intervention Team (CUBIT) Model

"addresses the myriad concerns about students in distress and synthesizes the range of

panel recommendations cohesively, while translating some of their ill-fitting outsider's

recommendations into the language and capacities of institutions of higher education"

(Sokolow & Hughes, 2008, p. 6) . The model focuses on key points that include the

development of official protocols; a detailed threat assessment plan; education of the

campus community regarding reporting, along with a data collection tool to log reports;

and available resources for the campus community (Sokolow & Hughes, 2008). The

CUBIT Model assists universities with the policies and procedures of a newly formed

BIT.

NaBITA Threat Assessment Tool

In 2009, the National Behavioral Intervention Team Association (NaBITA) published the NaBITA Threat Assessment Tool, a tool used to assess potential threats to the campus community. Sokolow et al. (2009) stated, "the tool includes measures for generalized risk (harm to facilities, reputation, finances, etc.), mental and behavioral health-related risk (harm to self) and aggression (harm to others)" (p. 3). The mental and behavioral health-related risk rubric reviews the actions described in the report to determine whether the individual is in a state of distress (lowest), disturbance, or dysregulation/medically disabled (highest). Based on the reported actions, the aggression scale is reviewed to evaluate whether the individual is in the trigger phase, escalation phase, or crisis phase. The tool includes the National Center for Higher Education Risk Management (NCHERM) 5-Level Risk Rubric, which combines the mental and behavioral health-related risk with the state of aggression to determine the level of risk applicable to the individual or situation. Sokolow et al. (2009) explained:

> The primary framework of the assessment tool is the NCHERM-5-level generalized (mild to extreme) scale that will indicate to the team the overall risk level and appropriate resources, support and intervention techniques to deploy. This scale applies to every case. Regardless of where you start, the goal is to get to the middle of the column. The mental health and aggression measures only apply as overlays when mental health issues and/or signs of aggression are indicated. Using all of the information reported to the team, background on the student, and any investigation done by the team, the team will then assimilate the information and assign a risk level. (p. 7)

The third rubric used in the NaBITA Threat Assessment Tool is the aggression management model, was built on a three-tier concept: the trigger phase, the escalation phase, and the crisis phase. Sokolow et al. (2011) explained that the three aggression phases are overlapped with nine-level cognitive and primal aggression continua. The levels progress from hardening, to harmful debate, to illustrating intent through actions vs. words, to image destruction, to forced loss of face, to threat strategies. The levels of aggression then move to limited destruction blows, to win/lose attack, to finally plunging together into the abyss – the ultimate lose/lose attack. With the combination of the measures of mental health-related risk – the "D" scale, 5-level risk rubric, and aggression management model-teams are able to determine the standard baseline to assess the risk and/or threat of the behavior(s) that have been reported.

In 2014, NaBITA updated the threat assessment tool to continue its validation and to display best practices related to risk assessment, particularly with improvement of the harm to others measure. Three major areas of focus are included in the updated NaBITA tool: (1) updated instructions and graphics (see Figure 1), (2) create and authenticate the Structured Interview for Violence Risk Assessment – 35 (SIRVA-35) to accompany and improve the NaBITA tool, and (3) conduct a study that cross-validates the NaBITA tool. The tool includes measures for generalized risk and mental and behavioral health-related risk. The third measure, the main revision of the tool, changed from aggression to hostility and violence. The tool continues to use the "D" scale to measure mental health-related risk (harm to self). The updated rubric of hostility and violence (harm to others) uses the nine stages of conflict escalation (Sokolow et al., 2014), include: (1) hardening, (2) debate and contentious arguments, (3) action not words, (4) images and coalitions, (5)

loss of face, (6) strategies of threat, (7) limited destructive blows, (8) fragmentation of the enemy, and (9) plunging together in abyss (as cited in Glasl, 1999). Sokolow et al. (2014) commented that the updated tool "may enhance early prevention, foster thoughtful and timely response, and avert tragedy" (p. 19).
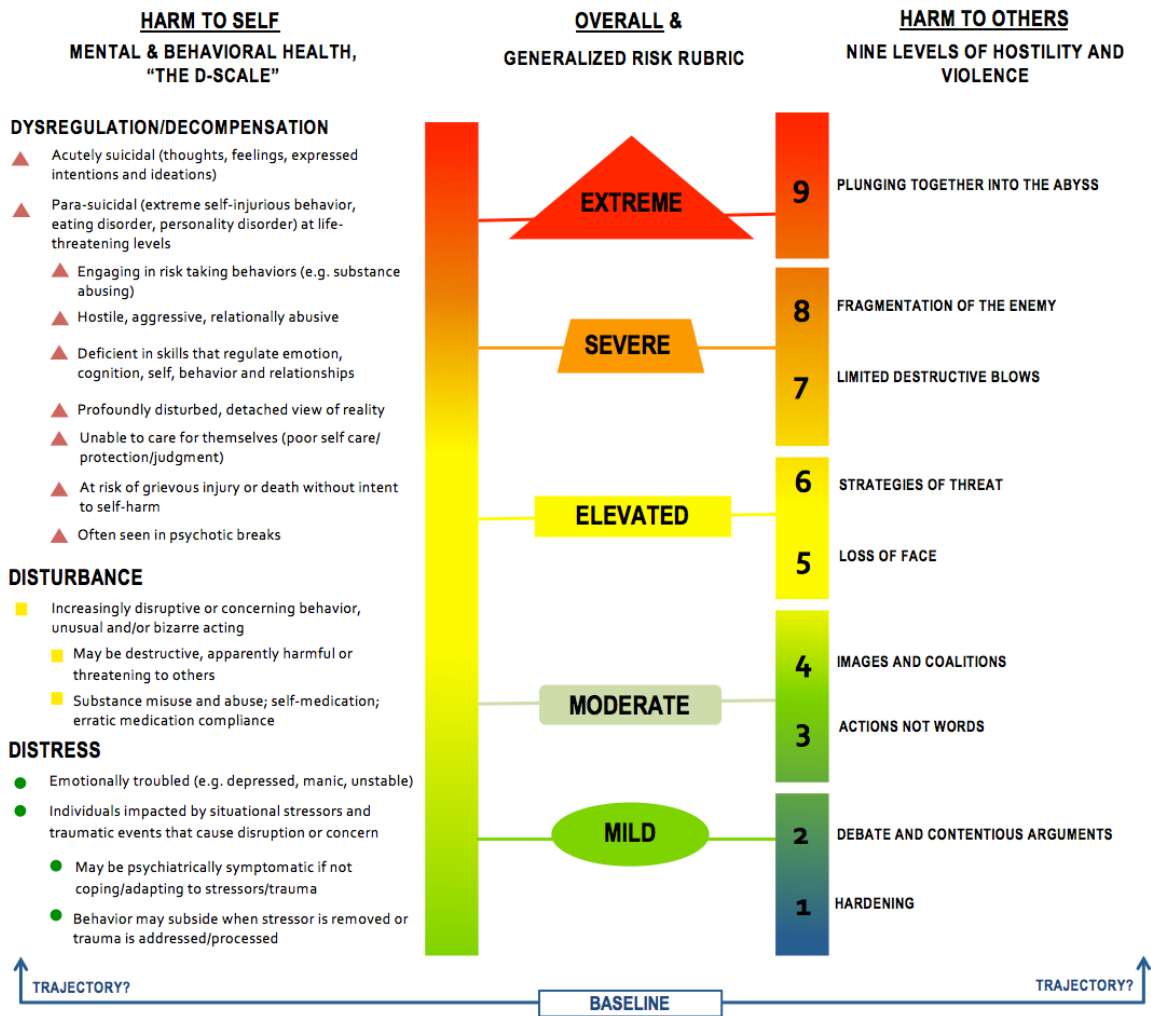
Figure 1: The NaBITA Threat Assessment Tool (2014).

Previous Research

The research on BITs has been limited; five studies are reviewed in this chapter. The research has examined the method used by colleges and universities to assess threats to their campus community, a review of threats at a specific university, a study that examined BITs and TATs through the lens of senior-level administrators, and a descriptive study to gather information from several hundred institutions in relation to their BITs.

A Model of Threat Assessment Study

Keller, Hughes, and Hertz (2011) studied various methods of the means by which universities assess threats to their campuses and proposed an ideal and efficient model to assess potential threats. Approximately 1,600 teams are in operation, as reported by the director of the National Behavioral Intervention Team Association (NBITA) (as cited in Lipka, 2009). The outcome of the study was intended to examine the current research and literature and to present a model that would prevent threats to the college community.

Keller et al. (2011) examined threat assessment and risk management plans that were used in K-12 and higher education institutions. They analyzed accessible literature on risk assessment and whistleblower research and also reviewed threat assessment models utilized in three markets: corporate/organizations, K-12, and higher education. Their review of information concerning threat assessment assisted them in generating a useful model (Deisinger et al., 2008; Hughes, Hertz, & White, 2008).

Keller et al. (2011) established a model for the college community comprised of five foundational aspects of threat assessment. They asserted that aspects included: "data sources, data collection, data analysis, incident response evaluation and feedback" (p.

84). One of the most significant concerns that was found was the process to oversee the

collection and processing of information for potential threats. A part of the data

collection was the ability for individuals to report and remain anonymous. Another area

of interest was the establishment of a process of recordkeeping of the student's

educational information. The study expressed that BITs face the daunting task of

deciding the manner of which to maintain records of students who have been brought to

their attention without violating the Family Educational Rights and Privacy Act of 1974

(FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA)

laws (Karr, 2009; U.S. Department of Education, 2007). They suggested a web-based

reporting system, along with the ability to report an individual or complete to a written

document.

  When moving to the data analysis of the threat, the Keller et al. (2011) model

asserted that the function of the team should to be clearly defined. This assertion was

based on their research of BITs, whose primary goals were to assess the behavior and to

prevent the incident from progressing to a crisis situation. Determination was also

needed of the individuals to serve on the team and whether the BIT was one of their

primary responsibilities. In several scenarios, universities have developed an additional

team reviews more severe issues or concerns that may impact the campus at large or

surrounding communities. This group was commonly referred to as the Critical Incident

Response Team (CIRT) and included more senior-level executives of the university

community.

  During the incident response phase, Keller et al. (2011) suggested "a set of

processes or recommendations for handling the incident or the disruptive behaviors posed

by an individual" (p. 89). These processes or recommendations that are handled by the BIT would be developed with prior training and information on previous incidents with the individual or a similar category. Throughout the evaluation phase, the teams investigate the aspects of the intervention that were successful or had failed. The assessment would allow for a review of the protocols, communication, and operationalization of the intervention.

Keller et al. (2011) concluded that a threat assessment model should be adjusted to the college or university community. The model outlined in their research provided an overview of the process, but did not provide tactics or policies for intervention of the behavior within the postsecondary framework. The study was limited to a review of threat assessment models, but no information was available from individuals who had served on TATs or BITs. The researchers suggested the need for professional training for team members, specifically in areas related to legal information and mental health issues. Training for the campus community also was encouraged to stress the importance of their individual roles in keeping the campus safe by reporting concerns or issues to the appropriate individuals in a timely manner. Other areas of concern included the campus administrators who were members of the teams and the way in which the members prioritized the responsibility of being on the BIT. Keller et al. emphasized that "developing ways to assess overall effectiveness of the program is going to be needed in the long run to substantiate the investment of the university's time and resources" (p. 91). For future research, an examination of current TATs is recommended, as well as a review of their team configuration.

Caseload of Threat Assessment Team Study

Cao (2011) studied the nature of incidents in which the University of Iowa's TAT were involved. The TAT's goal was to prevent targeted violence and intervention after the threat had occurred. The purpose of the study was to provide information on the type of situations, descriptions of the subjects involved, the individual who provided the referral to the team, and the response provided based on situational type. Cao examined cross sectional data collected by the TAT from August 2008 to December 2010 and Cao noted that the institution's TAT examined events that involved students, employees, and visitors, in opposition to other studies that concentrated primarily on students. In order for the incident to be included in the data, a consultation or response was required from a member of the TAT, which was their version of a BIT. During the time of the study, the TAT responded to 284 events that included students (60.2%), employees (21.5%), and visitors (18.3%) to the campus community. The results revealed that the majority of events were among students, rather than employees or campus visitors. Subject characteristics included gender, race, University of Iowa affiliation, contributing factors, referring source, and subject-victim relation. The demographic characteristics included gender and race, which were identified for both potential threat subjects and the victim, if identified. The University of Iowa affiliation was defined as a student, employee, or visitor. The contributing factors were categorized as alcohol/drug involvement, mental health history, criminal history, and gun permit or weapon possession. The referring source was outlined as the specific university entity that reported the incident to the TAT. The subject-victim relation referred to the relationship between the subject and the victim, which was defined by academic, working, or student. Threat characteristics

included the team's response to a situation, type of situation, and follow up after the incident. The team's response to a situation was either a response/action or a consultation. The situation types were categorized as external threats or self-harm/behavior problems. The follow up was from either a member of the threat assessment team or another party responsible for monitoring the situation.

Cao (2011) used Chi-square tests to compare the University of Iowa affiliation to other subject variable, constructed logistic regression models, and used odds ratios to forecast the connection of threat characteristics with contributing factors when the subject variables of gender, race, and University of Iowa affiliation were controlled. The study involved 284 cases, with 13.03% occurring in 2008, 48.94% in 2009, and 37.68% in 2010. Of the cases involved in the study, 70.4% of the subjects were male and 26.85% were female. The study results implied that the contributing factor observed in most cases was a history of mental health issues. Cao found no statistical significance when examining gender, race, or contributing factors with the subjects who were identified as students, employees, or visitors. Of the cases brought to the TAT, a response from the team was considered to be double that of a consultation. The majority of the incidents with students were categorized as suicidal behavior (35.1%), employees with assaultive behavior (33.3%), and visitors with threatening behavior (47.3%). Most reports were made from academic departments concerning male students, and male visitors were the most common aggressors to the university community.

The study by Cao (2011) examined cases from 2008 to 2010 that were defined as threats to the university community. The results highlighted that gender was an important demographic characteristic, indicating that males were more prone to violent

behavior. Another significant factor gleaned from the results was that alcohol and drug

involvement was a potential factor for threat to campus, with 20% of the cases involving

this as a contributing factor. Based upon the results, mental health of the subject also was

related to the potential threat. When reviewing the response and situation type, a

relationship was found when the subject had a criminal history. Some limitations

included the accuracy of the data due to the inability to identify the subject who may have

been involved in several cases. Another limitation was the ability to collect socio-

economic demographic information about the subject that could contribute additional

information on the potential risk factors needed to assess the threat. Last, the study was

restricted to data collected by the TAT for the purposes of an information source, rather

than for potential research. This study was one of the few that examined a TAT on a

college campus; hundreds of other teams function similarly and could be considered

when examining at the caseloads of BITs. The previous two studies explored threat

assessment cases, while the upcoming research examines information related BITs. The

research also studied teams on a micro-level, and the following studies examine at teams

on a macro-level of analysis.

An Exploratory Study on Behavioral Intervention and Threat Assessment Teams

Mardis et al. (2013) completed an exploratory survey and conducted research on

BITs and TATs. The data was collected from senior-level administrators in higher

education to gain an awareness of the existing professional responses to implementation

on a BIT, TAT, and/or Student Care Team (SCT) (Gamm et al., 2011). In the cover letter

to participants, Mardis et al. informed the participants that a high response rate was

necessary to certify that the data was reliable and valid. The survey was created online

using survey software entitled Blue. Although exploratory in nature, the survey included demographic questions on institutional size, type (public or private), overall student population, residential student population, and geographic location. Other survey questions asked participants to respond regarding the "name, mission, length of existence, functions, membership, leadership, frequency of meetings, record keeping, training, and methods by which members make the campus community aware of their team" (Mardis et al., p. 11) The survey also included open-ended questions that asked for participants to define "team," as some institutions may have had multiple teams on their campuses.

The survey was sent to 1,044 institutions, with a response rate of 18%. Of the 181 respondents, 175 had a team that responded to crisis situations. Results indicated that participants who completed the survey were senior-level administrators, such as vice presidents for student affairs. Based on the results, 88% of the respondents were at four-year institutions, while 12% were at two-year institutions. On institutional type, 53% were public and 47% were private. The student enrollment varied from less than 1,000 students to more than 30,000, and 32% had a student enrollment of 5,000-9,999. When asked about the functionality of their teams, 74% of the respondents denoted that, relative to the team meeting the institution's expectations, they were confident or very confident that they fulfilled this expectation. The teams stated that their overall efficiency was very effective as it related to the following variables used to describe team effectiveness ratings: adequately meeting the institution's expectations, meeting reasonable professional standards to effectively manage legal liabilities, overall team effectiveness, and the team was created to minimize institutional liability. Thirty-eight percent responded that they agreed or strongly agreed the team was developed to decrease the

institutional liability connected to violent behaviors or crisis situations. Three years was the median length of existence of the teams, and the results indicated no significant difference in the number of students living on campus and the number of at teams the institution. When considering at the function of the team, most (49%) were focused on behavioral intervention, followed by threat assessment (13%), and other 10%. The teams addressed threats of violence to others, emotional distress, and suicidal threats.

Team membership included a core group of administrators representing the dean of students, counseling center, public safety, and housing. Additional representatives were from student conduct, campus health services, the vice president of student affairs, and faculty. Relative to team meetings, 31% met weekly, which was followed by 29% of the teams having as-needed meetings. As far as awareness of the teams, most respondents met with various units to discuss the team (22%), followed by information being sent electronically to the staff and faculty (21%). Respondents were asked about their recordkeeping techniques, and 79% responded that they keep records of their team meetings. Of those, 94% indicated that they maintained documentation of the individuals who were discussed at the meetings; documentation included written notes, electronic records, databases, and student conduct management software. The majority of teams (675) had received training through various methods such as attendance at national conferences, NCHERM training, webinars, and professional development conducted by experts in the field.

Limitations of the research included the sample size and random sampling. Future studies could gather information concerning the types of training teams had received, the standard and/or tool currently used by the teams to evaluate the threat of the

situation, and their action plan. Mardis et al. (2013) reported that a variety of teams had

formed in an effort to more effectively respond to crisis situations and to enrich the forms

of communication with various campus partners. They suggested that teams move away

from "threat assessment" to "behavioral/student care" in order to focus on the

developmental emphasis. Mardis et al. suggested that future researchers consider the

practicality and legal concerns regarding mental health assessment when working with

students of concern.

Previous Research on Behavioral Intervention Teams

Three previous studies have examined TATs for the most part. The study

conducted by Gamm et al. (2011) focused on the transition from TATs to BITs. The

emphasis of the teams has shifted to prevention and intervention of threats, rather than

response to an existing threat. The next sections concentrate primarily on BITs.

A Resource for Campus Team Study

In 2011, the Higher Education Mental Health Alliance (HEMA), along with the

Jed Foundation (2013), acknowledged "the need for a resource that would help both

existing and new teams make informed decisions about their structure, scope, functions,

and day-to-day operations" (p. 1). The guide focused on five key sections related to

BITs: team mission and purpose, name of the team, team composition, size and

leadership, team functions, and common pitfalls and obstacles encountered by teams.

BITs were found to be the most common team name. Some teams co-existed and shared

the duty of responding to distress and disturbing or disruptive behaviors (Jed

Foundation). The most common representatives on campus teams were deans of

students/vice presidents of student affairs (61), counseling center (153), public safety

(139), housing (125), student conduct (112), health services (81), and faculty (72) (as cited in Gamm et al. 2011). Team leadership typically fell to senior student affairs officers and directors of counseling centers. No legal mandate required campus safety teams (Jed Foundation); therefore, a governing body generally was established to monitor the development of policies and procedures. The guide included the legal statutes that impact an intervention, such as the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and the Americans with Disabilities Act of 1990 (Jed Foundation, 2013; U.S. Department of Education, 2007; U.S. Department of Health and Human Services and the U.S. Department of Education, 2008). Unique challenges related to community colleges and commuter students rarely on campus, which has made the provision of resources and services difficult. The guide provided an overview of the areas that are addressed in the next section and were examined in the current study.

2012 NaBITA Team Survey

Van Brunt et al. (2012), with the National Behavioral Intervention Team Association (NaBITA), launched a survey in 2012 to collect information from over 800 four-year universities and community colleges from July through October 2012. The survey was created through Survey Monkey, an online software. Demographic information noted that 76% of the respondents were traditional four-year schools, 24% were community two-year schools, 75% were residential, and 65% were public institutions. Of the respondents, 92% reported that their school had a BIT/TAT/SOC team, and 89% had mental health counseling services available. The survey asked several questions about the structure of the teams. Respondents reported that 44% of the

32

teams were led by the dean of students, 22% were led by the vice-president of student

affairs, and 9% were led by student conduct administrators. When asked about team

membership, the top five departments that were represented included counseling (87%),

police/campus safety (82%), dean of students (72%), housing and residence life (63%),

and academic affairs (49%). Based on the survey, most teams had been in existence for

3-4 years (31%), followed by 5-10 years (28%). The majority of the teams reported that

they met weekly (38%) or twice per month (24%). Other teams reported that they met

monthly (15%) or only as needed (15%). BITs reported that 54% of the internal training

occurred through webinars, followed by 33% receiving training from books and journals.

Respondents reported that 74% kept centralized records of cases brought to the

BIT. Of those institutions, teams maintained records in the following manners: pen/paper

files (24%), Microsoft Office (15%), Maxient (14%), Simplicity (14%), and in-house

design (10%). The BITs reported that they advertised through trainings with faculty and

staff (76%), a website (53%), and handouts/flyers (31%), while 13% did not advertise

their BIT. Team websites contained vital information for the campus community, with

72% providing contact phone numbers, 71% contact emails, 67% mission statements,

58% lists of behaviors to be reported, 54% online report forms and team membership

lists, 30% frequently asked questions about the team, and 23% faculty classroom guides.

A large percentage of the BITs received referrals through phone calls (82%), online

reports (70%), and direct reports to team member (70%). A subjective method to

measure the risk was utilized by 67%, and 33% used an objective method to measure

risk. Some objective measures included the NaBITA/CUBIT tool, in-house tool,

counseling tool, Deisinger's Handbook on campus violence, and FBI/Secret Service

school violence reports. The NaBITA survey provided information on the structure and processes of BITs.

Summary of Previous Research

The research studies by Keller et al. (2011) and Cao (2011) has been included due to their focus on TATs and their ability to examine teams on a micro-level perspective. The study discussed by Mardis et al. (2013) jointly examined TATs and BITs from the perspective of several senior university administrators. This study highlighted the differences and similarities between threat assessment and behavioral intervention teams and demonstrated that most BITs were a part of their university's TAT. The Jed Foundation (2013) study emphasized the core functional areas that current and recently formed BITs should address. The 2012 NaBITA survey used the key areas mentioned to create several survey questions to gather descriptions and demographic information on teams at a macro-level of analysis.

<div align="center">

Theoretical Framework

</div>

The work of BITs can be viewed as members of the university community who meticulously collect data concerning individuals and demonstrated behaviors, collected thorough evaluations, and develop action plans to address disruptive behaviors displayed by individuals that may pose a threat to the college community. As the needs of the higher education community change on a daily basis, BITs should evaluate the need of their team for program. Program evaluation can be viewed as a customary practice to assess the importance and usefulness of a BIT. The evaluation also reviews the efforts of the team to be proactive in addressing disturbing and disruptive behaviors. Worthen, Sanders, and Fitzpatrick (1997) stated "…more expansively, evaluation is the

identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit), quality, utility, effectiveness, or significance in relation to those criteria" (p. 5).

The results from this study feedback for administrators based on the trends presented in the research. The trends and most common practices provided information that universities can use to model their BIT. The results also provided information to present a proposal for the need for a BIT on their respective campuses. The survey questions inquired about various components of BITs that may assist those with teams to determine what may be working at other institutions, as well as suggestions or improvements they can propose with their teams. As best practices develop for teams, they will need to evaluate the team name, leadership, size and membership, function, mission and purpose, and procedures. The current study provided teams with common trends among various universities to begin the evaluation process.

As the disposition of higher education and laws frequently change, BITs should adapt their structures and processes to serve the fluctuating campus community. The future research on BITs should adopt a broad view to examine the members of the team, as well as to ascertain the factors that create a functional team (Sokolow et al., 2011). The previously mentioned studies have asserted the need for future research on the area of TATs and the limitations in the current research on the work of the teams, including the models they follow. Future studies could query BITs as to the training needs of their respective teams. Other inquiries could address the primary focus of the team as threat assessment or behavior intervention/student concerns/care. With the growth of these teams, future studies should examine team funding specifically whether they have a

budget. As the teams are comprised of various campus partners, a study on their

strengths and weaknesses also may be an area to be addressed in future research. The

need for program evaluation is essential, as BITs become a valuable and needed

component of college campuses.

CHAPTER III: METHODOLOGY

This study combined a descriptive survey with correlational analysis to examine the variation of colleges and universities in the United States. The purpose was to describe the content and structure of BITs and to search for variations across the mission and demographic characteristics of higher education institutions. This chapter addresses the following topics: research design, population, instrumentation, data collection, and data analysis.

Research Design

The research design for the study was imperative for gathering data to address the problems and to answer questions to enhance the research on BITs. The design allowed the researcher to embrace the field of study surrounding BITs, and the research provided additional information about the teams. In this study, a quantitative survey design was used to gain information about BITs. The creation of a foundation of data concerning concept or practice is important in examining the effectiveness or efficacy of teams. According to Fowler (2009), the function of a survey is to generate quantitative data concerning a specific population or area of study. The research design for this study was created to gather general information and demographics on BITs. The use of broad and general questions provided generalizations regarding BITs. The survey allowed the researcher to gain statistical data in reference to the structure and demographic details of BITs. The data from the research created a snapshot of the current formation and structure of BITs and their existing practices

Population

The population for this study included members of the National Behavioral

Intervention Team Association (NaBITA), which a professional organization that seeks

to provide resources, support, and professional training to university administrators, K-12

leaders, and workplace organizations. The members included professionals in the areas

of counseling, student conduct, student services, housing and residence life, deans of

students, wellness center, public safety, and others. From the members of the

organization, the structure and format of BITs at various institutions was reported. The

participants included individuals who work closely with BITs and have served on teams.

Their current knowledge and experiences were used to create demographic statistics to

describe the culture of BITs.

Instrumentation

The survey instrument was created to address the central research question: What

are the characteristics of behavioral intervention teams (BITs) among various colleges

and universities? The survey sought demographic information from universities, as well

as information on the existence and structure of their BIT. The survey was administered

through SurveyMonkey, a free online software and questionnaire tool to assist in the

creation of the survey, which was adapted from the 2012 NaBITA Team Survey that was

described in the previous chapter. The current study attempted to begin the creation of

longitudinal data about BITs. The validity of the survey instrument was vetted through

two reviews of the NCHERM Group advisory board (six members) and the WKU

Doctoral Program methodologist. The review of the instrument by the NCHERM Group

was to assist in accurate wording of the BIT terminology and supported the reliability of

the 2012 NaBITA survey. The doctoral methodologist analyzed the survey questions and response type to ensure they accurately measured the concept of BITs in 2014.

Data Collection

Data collection is an important facet in the process of conducting a research study. The validity of the study was examined to ensure the data collection process and the instrument were ethical for the participants and the area of study. The procedures followed the quantitative methods for administering a survey. Data were collected through the use of an online survey that was emailed to the membership of NaBITA. Approval to conduct the research was obtained from the Western Kentucky University Institutional Review Board. The leadership board of the professional organization was contacted to gain access to the email addresses of the members. Once approval was obtained from the leadership of NaBITA, the survey was emailed to the participants, who also received reminder emails every four to five weeks throughout the duration of the study. The survey was spotlighted in the NaBITA weekly newsletter to its membership, and was launched in June 2014 and closed in September 2014 in order to allow for as many participants as possible due to the variance of summer academic calendars. The data provided a baseline for the structure of BITs, and the results determined a rubric for the formation of the teams, as well as basic guidelines for universities that may not have a BIT established on their campus.

Data Analysis

The data analysis presented results to answer the research questions outlined for the study. The data were examined to present statistical significant variables and to discover themes within the responses of the participants. The descriptive information

from the surveys produced a representation of the BITs currently in operation. First, descriptive statistics were calculated for the information in the survey. With the data collected, frequencies were run on the institution type (private, public, for profit; two-year, four-year; residential, non-residential, etc.) and cross-tabulation with the team membership, leadership of the team, frequency of meetings, and cases reviewed by the institutions annually. The data were analyzed to identify trends based on the type of institution. The survey design allowed for open-ended questions to code the most common team name, leader, range of budget, sources of funding, funding resources, themes in mission statements, significant weaknesses, and effective aspects, as well as the greatest challenges when working through cases. Correlations were conducted on the relationship of (1) case types compared to residential and non-residential campuses, (2) case types reviewed annually compared to the number of communication methods with the campus community, and (3) the type of institution related to the chosen method (objective or subjective) to review cases.

Summary

Several community partners have voiced their perspectives and opinions about the mission and purpose of BITs. Those individuals often have not been intimately involved in the operation of the BIT. This study provided a candid and vivid view of the current BITs and predictions of their future from the perspective of an insider. This study also provided information about common trends concerning BITs and highlighted the most common practices, as well as for BITs and the specific practices that have been implemented among colleges and universities. Procedural implications are suggested from the study that may alter the structure of current BITs and may improve effectiveness

based on the demographic information of other teams. Study results highlighted

procedures that could be implemented on college campuses due to legal statutes such as

the Family Educational Rights and Privacy Act (FERPA), the Health Insurance

Portability and Accountability Act (HIPAA), and the Americans with Disabilities Act of

1990 that guide the work of BITs (Bailey, 2006; Heilbrun, Dvoskin, & Heilbrun, 2009;

Jed Foundation, 2013; U.S. Department of Health and Human Services and the U.S.

Department of Education, 2008).

CHAPTER IV: RESULTS

BITs have developed to focus primarily on prevention of crisis situations. As these teams continue to grow and change, it has become important to examine the teams in order to share common practices of colleges and universities. The purpose of this research was to describe the most common structure and practices of BITs. This chapter presents findings from the survey and answers the proposed research questions. The four research questions were used to analyze the survey data to present an overview:

1. What are the characteristics of behavioral intervention teams (BITs) among various colleges and universities? What features create the team structure?

    a) What position or department most commonly leads the team?

    b) What is the typical membership of a team?

    c) What procedures govern the team?

    d) What marketing strategies are used to advertise the team?

    e) What is the mission statement/goal of the team?

2. Do the various methods of communication with the campus population have an effect on the number of cases the BIT reviews annually?

3. What is the difference in the number of cases BITs review annually based on the college/university being a residential or non-residential campus?

4. What is the relationship between the types of colleges/universities and the way that BITs measure risk when reviewing a case?

The Statistical Analysis Software (SAS) program was used to analyze the results of the survey. Descriptive statistics and correlations were used for data analysis, which is

presented in this chapter. The remainder of this chapter reviews the data collection

process, demographic information concerning BITs, results, and a summary of the data.

Data Collection

Data was collected through an online survey entitled the 2014 NaBITA (National

Behavioral Intervention Team Association) Survey. The researcher partnered with

NaBITA and the NCHERM (The National Center for Higher Education Risk

Management) Group, two national associations that work closely to provide information

and training for BITs/TATs. The researcher worked closely with the Senior Vice

President for Professional Program Development of the NCHERM Group to edit and

update the survey from its 2012 launch. The study was submitted to the WKU

Institutional Review Board (IRB) for approval, at which time a letter of support for the

research was requested from NCHERM (see Appendix A). Several emails (Appendix B)

were sent to the NaBITA membership over the course of four months to collect data from

573 respondents, with 402 complete responses.

Demographic Information

Colleges and universities consist of various structures when examining BITs.

Due to the 402 responses to the survey, a summary of demographic attributes is provided

to describe the respondents. The demographic questions were based on institutional type,

student population, residential student population, resources, and the presence of a BIT

on their campus. Of the universities that responded, 129 (33.01%) were identified as

two-year colleges/universities, and 263 (67.09%) were four-year colleges/universities

(see Table 1).

Table 1

Demographics - Type of University/College

	n	Percent
Two-Year	129	32.91
Four-Year	263	67.09
Total	392	100.00

Within higher education, several types of institutions have developed over time to meet the needs of the varied student population. Respondents reported that 66.08% were traditional institutions, 32.15% community college/technical institutions, 1.27% for profit, and 0.51% were online institutions (see Table 2).

Table 2

Demographics - Type of University/College

	N	Percent
Community College/Technical	127	32.15
For Profit	5	1.27
Online	2	0.51
Traditional	261	66.08
Total	395	100.00

As students demonstrate concerning and disruptive behaviors, the behaviors often have also surfaced in the residence halls. The collaboration with Housing/Residence Life has become integral in gathering information about students of concern. Of the surveyed

respondents, 249 (64%) reported that their campus had a residential population, while

36% were reported to be non-residential (see Table 3).

Table 3

Demographics - Residential University/College

	N	Percent
Non-Residential	142	36.32
Residential	249	63.68
Total	391	100.00

Of the campuses with a residential population, 5.83% indicated a student population of

7,001-15,000, students, 13.5% reported 3,001-7,000, 27.6% reported 1,001-3,000

students, and 26.69% reported 1,000 or less (see Table 4).

The way in which a university/college classified itself may have an impact on

their leadership, team membership, procedures, and budget. Of the respondents, 278

(70%) self-identified as public institutions, 112 (28%) were private institutions, and

seven (2%) were private and proprietary institutions (see Table 5).

Table 4

Demographics - Residential Student Population

	n	Percent
No residential population	86	26.38
Less than 1,000	87	26.69
1,001-3,000	90	27.61
3,001-7,000	44	13.50
7,001-15,000	19	5.83
Total	326	100.00

Table 5

Demographics – Institutional Type of University/College

	n	Percent
Private	112	28.11
Private and Proprietary	7	1.76
Public	278	70.03
Total	397	100.00

Respondents also were asked about their FTE (full-time equivalent) student populations and campus residential populations. When asked about FTE, 24% reported a population greater than 15,000 students, 25% reported 7,001-15,000 students, 20% reported 3,001-7,000, 25% reported 1,000-3,000, and 6% reported 1,000 students or less (see Table 6).

Table 6

Demographics - FTE (full-time equivalent) Enrollment

	n	Percent
Less than 1,000	26	6.84
1,001-3,000	94	24.74
3,001-7,000	76	20.00
7,001-15,000	94	24.74
15,000 or greater	90	23.68
Total	300	100.00

A primary demographic characteristic was whether colleges and universities had active BITs in place. Respondents indicated that 94% had a behavioral intervention/students of concern/threat management team. Ninety-one percent reported they had a mental health counselor and/or mental health counseling service on their campuses. When asked about the campus composition, 48% reported they did not have a satellite campus. Of those with satellite campuses, 120 (32.79%) had no team or representative on the satellite campus, 39 (10.26%) had a representative from the team dedicated to the satellite campus, and 33 (9.02%) had a team on the satellite campus. The demographic characteristics in Table 6 (public, private, two-year, four-year, etc.) display the results of the data throughout the remainder of the chapter.

Results

The survey instrument asked several questions of the colleges and universities to create a detailed description of the BITs that exist on campuses. To further investigate

the data, an analysis utilized the demographic institutional characteristics (public/private and two-year/four-year) to answer the research questions.

Research Question One

What are the characteristics of behavioral intervention teams (BITs) among various colleges and universities? What features create the team structure?

> a) *What position or department most commonly leads the team?*
>
> b) *What is the typical membership of a team?*
>
> c) *What procedures govern the team?*
>
> d) *What marketing strategies are used to advertise the team?*
>
> e) *What is the mission statement/goal of the team?*

The survey asked several questions to describe BITs. A frequency distribution table was used to answer this research question. Fourteen survey questions were clarify to answer the team structure of BITs. A primary question for BITs involved the campus population toward which the team chose to focus their preventive efforts. The majority (38.84%) of teams at public two-year institutions were Student-focused BITs, while the majority (32.39%) of teams at public four-year institutions described their teams as having a focus on "other" (see Appendix C), followed by 30.99% of teams that were Student-focused BITs. The private four-year institutions were generally (42.86%) Student-focused BITs, and Student-focused CARE/Students of Concern/Early Alert Teams followed, with 24.49% having Student-focused BITs. Private two-year institutions were a very small percentage of the universities surveyed and were evenly split between Student-focused BITs and Student-focused CARE/Students of Concern/Early Alert Teams (see Table 7).

48

Table 7

Focus of College/University BIT Team

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	n	%	*n*	%	*n*	%	*n*	%t	*n*	%
Student-focused BIT	47	38.84	44	30.99	1	50	24	24.49	2	40
Employee-focused BIT	2	1.65	1	0.70	0	0	0	0.00	0	0
Student-focused CARE/Students of Concern/Early Alert Team	30	24.79	43	30.28	1	50	42	42.86	2	40
Employee-focused CARE/Students of Concern/Early Alert Team	2	1.65	1	0.70	0	0	0	0.00	0	0
Student-focused Threat Assessment Team	14	11.57	7	4.93	0	0	9	9.18	0	0
Employee-focused Threat Assessment Team	0	0.00	0	0.00	0	0	0	0.00	0	0
Other	26	21.49	46	32.39	0	0	23	23.47	1	20
Total	121	100.00	142	100.00	2	100	98	100.00	5	100

Respondents also were asked whether the primary focus of the team was threat assessment or behavior intervention/student concerns/care if only one team was located on their campus. Public two-year colleges/universities reported 85.84% of their teams focused on behavior intervention/student concerns/care, while 14.16% focused on threat

assessment. Public four-year colleges/universities stated that 87.20% focused on

behavior intervention/student concerns/care, while 12.80% focused on threat assessment.

Both of the private two-year institutions reported their primary focus as behavior

intervention/student concerns/care. Private four-year institutions responded that 95.29%

of their teams focused on behavior intervention/student concerns/care, while 4.71% had

threat assessment as their primary focus. Private and proprietary colleges and

universities indicated that the primary focus of their teams was behavior

intervention/student concerns/care. Respondents were asked whether their teams jointly

monitored students, along with faculty/staff concerns. An additional area that determined

the structure of the team was to inquire about the behaviors that the teams monitored.

The majority of the colleges/universities did not jointly monitor student and faculty/staff

concerns. Public two-year colleges/universities were the only group with a majority that

jointly monitored student and faculty/staff concerns. Private and proprietary institutions

reported that 60% of their teams jointly monitored student, faculty, and staff concerns

(see Table 8).

Table 8

Team Monitoring of Student, Faculty, Staff Concerns

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Yes	61	50.41	56	40.29	0	0	31	31.63	3	60
No	60	49.59	83	59.71	2	100	67	68.37	2	20
Total	121	100.00	139	100.00	2	100	98	100.00	5	100

A majority of the public two-year colleges/universities (52.07%), public four-year (41.30%), and private four-year (45.36%) respondents indicated their teams did not have a case manager (see Table 9). The need for case managers has been a recent development in BITs (Sokolow et al., 2011). Of the teams that had a case manager most reported it was through the conduct office (15.70%) at public two-year colleges/universities.

Respondents indicated that BITs at public four-year, private two-year, and private four-year institutions have been in existence an average of seven years. Public two-year BITs on average have existed for four years. BITs at private and proprietary have existed for an average of three years (see Table 10).

Table 9

Presence of Case Manager

	Public				Private				Private and Proprietary	
	2-Year		4-Year		2-Year		4-Year		4-Year	
	n	%	n	%	n	%	n	%t	n	%
Yes, a dedicated one specifically for the team	9	7.44	13	9.42	0	0	10	10.31	0	0
Yes, through the conduct office	19	15.70	19	13.77	1	50	9	9.28	1	20
Yes, through the counseling center	11	9.09	11	7.97	0	0	7	7.22	1	20
No	63	52.07	57	41.30	1	50	44	45.36	0	0
Other	19	15.70	38	27.54	0	0	27	27.84	3	60
Total	121	100.00	139	100.00	2	100	97	100.00	5	100

Table 10

Existence (in years) of Teams

		n	M	SD
Public	2-Year	116	3.96	2.08
	4-Year	130	6.82	4.80
Private	2-Year	2	7.00	7.07
	4-Year	90	7.04	5.49
Private and Proprietary	4-Year	5	3.40	0.89

BITs hold team meetings to discuss concerning behaviors that have been reported. These meetings also serve as opportunities for additional training and professional development for team members. The two-year public BITs (44.26%) reported that they typically met twice per month, while four-year public (51.41%) and private BITs (43.30%), and private and proprietary BITs (60%) met at least weekly. For the

respondents that reported "other" for their team meetings, they typically met monthly (see Table 11).

The frequency of team meetings can hinder, facilitate, or impede the assessment and intervention plan for a student of concern. Based on the leadership and organizational structure, BIT meetings have been cancelled for various reasons. Public two-year colleges/universities reported that, on average, 9.53% of their team meetings have been cancelled annually. For public four-year colleges/universities, 9.20% of their team meetings have been cancelled. Private and proprietary institutions reported a lower average of 7.40% meetings that had been cancelled. Private four-year colleges/universities stated that, on average, 6.55% of their meetings were cancelled throughout the course of the year. Private two-year colleges/universities reported that, on average, 2% of their team meetings had been cancelled (see Table 12).

The name of the TAT has created a particular perception of the team. Therefore, several universities changed the name to accurately speak to the goal and/or focus of the team. Public two-year institutions had the more common name of Behavioral Intervention Team (BIT) (55.88%), followed by 18.63% using CARE/CUBIT as a team name, and 15.69% were entitled Students of Concern (SOC)/Student Assessment/Student Success Team. The most commonly used team names for public four-year colleges/universities were Behavioral Intervention Team (BIT) (47.62%), CARE/CUBIT (25.60%), and Students of Concern (SOC)/Student Assessment/Student Success Team (12.70%). The team names for private two-year colleges/universities were Behavioral Intervention Team (BIT) (66.77%) and Crisis Prevention/Intervention Team (33.33%).

Table 11

Frequency of Team Meetings

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
At least weekly	27	22.13	73	51.41	1	50	42	43.30	3	60
Twice a month	54	44.26	31	21.83	0	0	26	26.80	2	40
Quarterly	3	2.46	4	2.82	0	0	1	1.03	0	0
Once a semester	1	0.82	2	1.41	0	0	0	0	0	0
As needed	14	11.48	13	9.15	0	0	9	9.28	0	0
Other	23	18.85	19	13.38	1	50	19	19.59	0	0
Total	122	100.00	142	100.00	2	100	97	100.00	5	100

Table 12

Percentage of Cancelled Meetings Annually

		n	*M*	*SD*
Public	2-Year	109	9.53	12.10
	4-Year	117	9.20	10.70
Private	2-Year	1	2.00	0
	4-Year	78	6.55	7.69
Private and Proprietary	4-Year	5	7.40	3.71

Private four-year institutions teams often were named Behavioral Intervention Team
(BIT) (45.26%), CARE/CUBIT (23.16%), and Students of Concern (SOC)/Student
Assessment/Student Success Team (17.89%). Private and proprietary institutions with

BIT teams were entitled Behavioral Intervention Teams (BIT) (60%) and CARE/CUBIT

(40%) (see Table 13).

Table 13

Team Name

	Public				Private				Private and Proprietary	
	2-Year		4-Year		2-Year		4-Year		4-Year	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Behavioral Intervention Team (BIT)	57	55.88	60	47.62	2	66.67	43	45.26	3	60
CARE/CUBIT	19	18.63	32	25.60	0	0	22	23.16	2	40
Students of Concern (SOC)/Student Assessment/Student Success Team	16	15.69	16	12.70	0	0	17	17.89	0	0
Crisis Prevention/Intervention Team	0	0	0	0	1	33.33	0	0	0	0
Threat Assessment/Threat & Violence Assessment Team	5	4.90	7	5.56	0	0	6	6.32	0	0
Early Alert/Consultation Team/ Case Management Team	4	3.92	10	7.94	0	0	4	4.21	0	0
Not yet determined/don't know	0	0	1	0.79	0	0	3	3.16	0	0
Total	102	100.00	126	100.00	3	100.00	95	100.00	5	100

The caseload for BITs can vary based on the climate of the campus population

and the behavior of the students. The survey categorized the cases brought to the BITs

into five areas: (1) psychological cases (anxiety, depression, psychosis; (2) minor conduct

cases (vandalism, classroom behavior, disruption); (3) major conduct cases/law

enforcement cases (sexual assault, threatening behavior; (4) alcohol/drug cases; and (5) academic dishonesty. Public two-year colleges/universities reported that most cases included psychological (27.76%), minor conduct (25.30%), and academic dishonesty (11.25%). Public two-year colleges/universities stated their highest average of cases were psychological (44.66%), minor conduct (21.16%), and alcohol/drug (21.91%). Private four-year institutions indicated their largest cases were psychological (30.38%), alcohol/drug (23.18%), and minor conduct (13.71%). Private and proprietary institutions reported that most of their cases were psychological (85.00%) and major conduct (46.67%). Private two-year institutions did not respond to the question (see Table 14).

Participants were queried as to whether they had been able to acquire funds for training and professional development for the members of the teams. Public two-year colleges/universities reported an average budget of approximately $769.00. Public four-year institutions reported an average budget of approximately $1537.00. Private two-year colleges/universities did not report funds for an operational budget for BITs. Private four-year colleges/universities indicated an annual operational budget of roughly $53.00, and private and proprietary responded with an operational budget of approximately $750.00 annually (see Table 15). Those colleges/universities that had operational budgets for their BITs were asked to identify the department or office that was the source of funding. Public two-year colleges/universities stated that the major sources of the budget were student affairs/student life/student services (45.71%), shared across departments (15.49%), and dean of students (DOS)/vice president of student affairs (VPSA) (11.43%). Public four-year colleges/universities reported that the sources were from student affairs/student life/student services (57.58%), DOS/VPSA (15.15%), and

Table 14

Categories of Cases Reviewed by BITs Annually

| | *Public* | | | | | | *Private* | | | | | | Private and Proprietary | | |
| | 2-Year | | | 4-Year | | | 2-Year | | | 4-Year | | | 4-Year | | |
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Psychological cases (anxiety, depression, psychosis)	90	27.76	62.96	85	44.66	53.58	0	.	.	64	30.38	63.01	3	85.00	100.37
Minor conduct cases (vandalism, classroom behavior, disruption)	88	25.30	37.24	75	21.16	60.88	0	.	.	56	13.71	31.60	2	7.50	3.54
Major conduct cases/law enforcement cases (sexual assault, threatening behavior)	81	6.12	8.02	80	14.11	19.32	0	.	.	58	5.52	5.23	3	46.67	50.33
Alcohol/drug cases	77	6.51	10.63	69	21.91	36.38	0	.	.	57	23.18	66.16	2	0.50	0.71
Academic dishonesty	72	11.25	25.89	60	2.18	9.64	0	.		43	4.30	10.89	2	0	0

shared across departments (12.12%). Private four-year institutions reported their budgets

were funded by student affairs/student life/student services (60.71%), DOS/VPSA

(17.86%), and shared across departments (14.29%). Private two-year institutions did not

Table 15

Amount of Operational Budget for BIT Team

		n	M	SD
Public	2-Year	89	768.54	2326.51
	4-Year	94	1537.23	5852.23
Private	2-Year	2	0	0
	4-Year	66	53.03	279.13
Private and Proprietary	4-Year	4	750.00	1500.00

report any sources for funding. Private and proprietary institutions reported their sources

of financial support were through student affairs/student life/student services (75%) and

DOS/VPSA (25%) (see Table 16).

Respondents were asked about the significant weaknesses of their teams. They

noted that the most significant weaknesses included training, membership/composition,

processes/procedures, marketing/awareness/education, recordkeeping, and

resources/support. Public two-year institutions reported their significant weaknesses

were team processes/procedures (25.88%), resources/support (16.47%), and training

(14.12%). Public four-year institutions stated the major weaknesses included

processes/procedures (34.41%), training (15.05%), and membership/composition

(11.83%). Private two-year colleges/universities identified their main areas of weakness

as training (33.33%), processes/procedures (33.33%), and recordkeeping (33.33%).

Private four-year colleges/universities indicated their areas of weakness as

Table 16

Source of Operational Budget for BIT Team

	Public				Private				Private and Proprietary	
	2-Year		4-Year		2-Year		4-Year		4-Year	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Student Affairs/Student Life/Student Services	16	45.71	19	57.58	0	0	17	60.71	3	75
Counseling	2	5.71	0	0	0	0	1	3.57	0	0
Police/Public Safety/Campus Security	3	8.57	2	6.06	0	0	0	0	0	0
Dean of Students (DOS)/VPSA	4	11.43	5	15.15	0	0	5	17.86	1	25
Shared Across Departments	5	14.29	4	12.12	0	0	4	14.29	0	0
SAMHSA Grant	1	2.86	0	0	0	0	0	0	0	0
Human Resources (HR)	1	2.86	0	0	0	0	0	0	0	0
Student Conduct/Judicial Affairs	2	5.71	2	6.06	0	0	1	3.57	0	0
Residence Life	1	2.86	0.00	0	0	0	0	0	0	0
General Funds	0	0	1	3.03	0	0	0	0	0	0
Total	35	100.00	33	100.00	0	100	28	100.00	5	100

processes/procedures (36.78%), marketing/awareness/education (9.20%), and

recordkeeping (9.20%). Private and proprietary schools reported their major weaknesses

as processes/procedures (50%), training (25%), and resources/support (25%) (see Table

17).

While teams identified their weaknesses, they also were asked to highlight their most effective aspects. The respondents acknowledged collaboration/teamwork/decision making, communication/follow up, diversity of perspectives, expertise/experience/knowledge base, and relationship among teams as the most effective aspects. Public two-year colleges/universities reported diversity of perspectives (19.57%), relationship among team (18.48%), and collaboration/teamwork/decision making (17.39%) were the most effective aspects. Public for-year colleges/universities indicated their most effective features were diversity of perspectives (19.81%), expertise/experience/knowledge base (16.04%), and collaboration/teamwork/decision making (15.09%). Private two-year institutions reported collaboration/teamwork/decision making (66.67%) and collaboration/teamwork/decision making (33.33%) as the effective characteristics of their teams. Private four-year institutions reported diversity of perspectives (22.47%), communication/follow up (19.10%), and collaboration/teamwork/decision making (13.48%) as the most effective features. Private and proprietary institutions indicated their most effective aspects as procedures/policies (40%), collaboration/teamwork/decision making (20%), and communication/follow-up (20%) (see Table 18).

Upon reporting the weaknesses and effective aspects of their BITS, respondents were asked about the challenges they faced when working through cases. They stated that the challenges included case management/type/load, assessment of risk/intervention plan, timeliness, team dynamics, resources/support, communication, and engagement/outreach. Public two-year institutions reported their challenges were team dynamics (13.58%), resources/support (13.58%), and case management/type/load (11.11%).

Table 17

Significant Weaknesses of Team

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Training	12	14.12	14	15.05	1	33.33	7	8.05	1	25
Team Membership/Composition	6	7.06	11	11.83	0	0.00	7	8.05	0	0
Team Processes/ Procedures	22	25.88	32	34.41	1	33.33	32	36.78	2	50
Marketing/Awareness /Education	9	10.59	6	6.45	0	0	8	9.20	0	0
Communication	3	3.53	4	4.30	0	0	2	2.30	0	0
Recordkeeping	5	5.88	3	3.23	1	33.33	8	9.20	0	0
Budget/Funding (Lack of)	4	4.71	5	5.38	0	0.00	3	3.45	0	0
Case Manager (Lack/Need of)	5	5.88	0	0.00	0	0.00	4	4.60	0	0
Resources/Support	14	16.47	7	7.53	0	0.00	6	6.90	1	25
Newness of Team Experience	1	1.18	7	7.53	0	0.00	6	6.90	0	0
None	4	4.71	4	4.30	0	0.00	4	4.60	0	0
Total	85	100.00	93	100.00	3	100.00	87	100.00	4	100

Table 18

Most Effective Aspects of Team

	Public				Private				Private and Proprietary	
	2-Year		4-Year		2-Year		4-Year		4-Year	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Procedures/Policies	7	7.61	6	5.66	0	0.00	8	8.99	2	40
Collegiality/ Cooperative	1	1.09	0	0	0	0.00	3	3.37	0	0
Collaboration/Teamwork/Decision Making	16	17.39	16	15.09	1	33.33	12	13.48	1	20
Commitment to Purpose	8	8.70	10	9.43	0	0.00	6	6.74	1	20
Communication/ Follow up	10	10.87	16	15.09	2	66.67	17	19.10	1	20
Diversity of Perspectives	18	19.57	21	19.81	0	0.00	20	22.47	0	0
Expertise/ Experience/ Knowledge Base	11	11.96	17	16.04	0	0.00	8	8.99	0	0
Relationship Among Team	17	18.48	9	8.49	0	0.00	6	6.74	0	0
Trust/Respect	2	2.17	8	7.55	0	0.00	7	7.87	0	0
Training	2	2.17	2	1.89	0	0.00	2	2.25	0	0
None	0	0.00	1	0.94	0	0.00	0	0.00	0	0
Total	92	100.00	106	100.00	3	100.00	89	100.00	5	100

Public four-year institutions stated the major challenges of their teams were team dynamics (20.22%), assessment of risk/intervention plan (17.98%), and communication (11.24%). Private two-year colleges/universities identified their main areas of challenge as engagement/outreach (66.67%) and resources/support (33.33%). Private four-year colleges/universities indicated their challenges as assessment of risk/intervention plan (17.14%), timeliness (12.86%), and team dynamics (12.86%). Private and proprietary

schools reported their challenges included policies/laws/legal mandates (50%) and timeliness (50%) (see Table 19).

      Team Leadership. The leadership of a BIT can set the tone for the team culture and dynamics. Public two-year colleges/universities reported that the chair or leader of their team most commonly was the dean of students (31.43%), the vice president of student affairs (VPSA) (24.76%), and the director of student conduct/judicial affairs/rights and responsibilities (13.33%). Public four-year colleges/universities indicated the most common chairs were the dean of students (48.33%), the VPSA (21.67%), and the director of student success/FYE/student support (6.67%). Private two-year institutions stated their top three chairs were the dean of students (33.33%), the director of counseling/wellness (33.33%), and the director of student conduct/judicial affairs/rights and responsibilities (33.33%). Private four-year institutions reported the most frequent leader as the dean of students (55.21%), the VPSA (14.58%), and the director of student conduct/judicial affairs/rights and responsibilities (11.46%). Private and proprietary schools indicated their most common leader was the dean of students (40%), the director of counseling/wellness (40%), and the director of behavioral intervention team/CARE team leader (20%) (see Table 20).

      Team membership. BITs comprise a wide array of members from various areas of the campus community. Experts have suggested that the membership should be predetermined, and the group can assess the reports brought to their attention (Sokolow et al., 2011). Private, two-year colleges/universities reported their average team membership was seven. Public two-year institutions reported an average of eight members. Public four-year and private four-year institutions indicated their teams

Table 19

Challenges of Team

	Public				Private				Private and Proprietary 4-Year	
	2-Year		4-Year		2-Year		4-Year		4-Year	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Case Management/Type/Load	9	11.11	3	3.37	0	0	3	4.29	0	0
Student Behaviors/Responses to Intervention	3	3.70	8	8.99	0	0	5	7.14	0	0
Policies/Laws/Legal Mandates	5	6.17	8	8.99	0	0	8	11.43	1	50
Assessment of Risk/Intervention Plan	9	11.11	16	17.98	0	0	12	17.14	0	0
Timeliness	7	8.64	5	5.62	0	0	9	12.86	1	50
Team Dynamics	11	13.58	18	20.22	0	0	9	12.86	0	0
Resources/Support	11	13.58	7	7.87	1	33.33	5	7.14	0	0
Information Gathering (Access to/Lack of)	9	11.11	8	8.99	0	0	8	11.43	0	0
Communication	9	11.11	10	11.24	0	0	7	10	0	0
Engagement/Outreach	2	2.47	2	2.25	2	66.67	2	2.86	0	0
None	6	7.41	4	4.49	0	0	2	2.86	0	0
Total	81	100.00	89	100.00	3	100.00	70	100.00	2	100

Table 20

Title of Team Chair/Leader

	Public				Private				Private and Proprietary	
	2-Year		4-Year		2-Year		4-Year		4-Year	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Vice President of Student Affairs (VPSA)	26	24.76	26	21.67	0	0.00	14	14.58	0	0
Dean of Students	33	31.43	58	48.33	1	33.33	53	55.21	2	40
Counseling/ Wellness	10	9.52	7	5.83	1	33.33	6	6.25	2	40
Public Safety/Police Chief/Campus Security	7	6.67	7	5.83	0	0.00	6	6.25	0	0
Residence Life	1	0.95	4	3.33	0	0.00	1	1.04	0	0
Student Conduct/Judicial Affairs/Rights & Responsibilities	14	13.33	3	2.50	1	33.33	11	11.46	0	0
Director of Behavioral Intervention Team/CARE Team Leader	3	2.86	4	3.33	0	0.00	1	1.04	1	20
Provost/ Academic Affairs	4	3.81	2	1.67	0	0.00	0	0.00	0	0
Human Resources	1	0.95	1	0.83	0	0.00	0	0.00	0	0
Director of Student Success/FYE/ Student Support	6	5.71	8	6.67	0	0.00	4	4.17	0	0
Total	105	100.00	120	100.00	3	100.00	96	100.00	5	100

averaged nine members. Private and proprietary institutions reported an average of 10

members (see Table 21).

Table 21

Number of Members on Team

		N	M	SD
Public	2-Year	116	7.88	3.71
	4-Year	129	8.92	3.04
Private	2-Year	2	7.00	0.71
	4-Year	86	9.21	4.08
Private and Proprietary	4-Year	5	9.60	1.52

BITs surveyed in this study ranged from seven to 10 members. The members

came from widespread departments across campuses. Public two-year

colleges/universities indicated that the police/campus safety (108), counseling (107), and

the dean of students (82) were the most common members. Public four-year institutions

reported the most frequent members were counseling (137), police/campus safety (133),

and housing/residence life (115). The most common members of private two-year

colleges/universities were the dean of students (2), police/campus safety (2), and

housing/residence life (2). Private four-year institutions most often consisted of members

from counseling (88), housing/residence life (83), and the dean of students (78). Private

and proprietary schools' most common team members were the Dean of Students (4),

academic affairs (4), and police/campus safety (4) (see Table 22). Additional areas

included disability services, international office, financial aid, athletics, registrar, and

student support services.

Team procedures. Respondents were asked specific questions regarding the procedures of their teams, and the way in which information was reported to them, training for members, recordkeeping, and risk measurement tools. The most frequent methods of reporting behaviors and/or threats for public two-year colleges/universities were online reports (101), phone (91), and to the director of the team (68). Public four-year colleges/universities indicated they received their reports most commonly through phone (126), online reports (112), and to the director of the team (106). The most common methods of reporting for private two-year institutions were phone (2) and to the director of the team (2). The most frequent method of receiving reports for private four-year institutions included phone (85), online reports (66), and to the director of the team (65). Private and proprietary schools reported online reports (4) and phone (4) as their most common methods of receiving reports (see Table 23). Several institutions indicated other methods including email, police reports, and reporting to other team members and to the police.

Training for team members was indicated earlier in the results as one of the major weaknesses of BITs. Respondents were asked the various methods used to train their teams. Overall, most respondents indicated webinars (229), attendance at other conferences (137), and books/journals (132) as the most utilized approaches. Public two-year colleges/universities reported their most common approaches were webinars (84), the annual NaBITA conference (52), and other conferences (52). Public four-year colleges/universities noted that their training occurred through webinars (93), at other conferences (60), and tabletop exercises (56). Private two-year institutions indicated their most common approaches members were webinars (1), books and journals (10), and

Table 22

Team Membership across Campus Areas

	Public		Private		Private and Proprietary	Total
	2-Year	4-Year	2-Year	4-Year	4-Year	
	n	*n*	*n*	*n*	*n*	*n*
Dean of Students	82	112	2	78	4	278
Academic Affairs	52	75	1	59	4	191
Admissions	12	6	0	7	3	28
Student Activities	35	15	0	24	3	77
Vice President of Student Affairs	43	56	0	44	2	145
Police/Campus Safety	108	133	2	76	4	323
Counseling	107	137	2	88	3	337
Legal Counsel	8	42	0	10	0	66
Human Resources	42	43	0	16	3	104
Housing/Residence Life	15	115	2	83	3	218
Case Manager	12	40	0	20	3	75
Health Services	24	73	0	47	2	146
Faculty Representative	50	30	0	26	2	108
Student Representative	0	1	0	1	0	2
Greek Life	0	10	0	6	0	16
Student Conduct	70	110	1	68	3	252
Other	61	59	1	40	0	161

Table 23

Frequency of Reporting Methods to Team

	Public		Private		Private and Proprietary	Total
	2-Year	4-Year	2-Year	4-Year	4-Year	
	n	*n*	*n*	*n*	*n*	*n*
Online Report	101	112	1	66	4	284
Phone	91	126	2	85	4	308
Director of Team	68	106	2	65	2	244
Central office in charge of BIT	32	62	1	28	0	123
Anonymous	48	70	1	45	3	167
Other	47	65	0	45	3	160

other consultants (1). Private four-year institutions indicated the most common

approaches were webinars (49), tabletop exercises (33), and books and journals (32).

Private and proprietary schools reported that training had occurred with the NCHERM

Group consultants (3), at the annual NaBITA conference (2), and through tabletop

exercises (2). Other approaches to training were workshops, seminars, in-house

presentations at meetings, joint meetings with other institutional BITs, use of weekly

NaBITA tips in weekly meetings, and NaBITA certification courses (see Table 24).

Table 24

Approaches to Training for Team Members

	Public		Private		Private and Proprietary	Total
	2-Year	4-Year	2-Year	4-Year	4-Year	
	n	*n*	*n*	*n*	*n*	*n*
We haven't yet	7	13	0	21	1	42
During summer and January	13	35	0	23	1	72
At the annual NaBITA conference	52	41	0	11	2	106
At other conferences	52	60	0	25	0	137
Webinars	84	93	1	49	2	229
Books and journals	49	50	1	32	0	132
Tabletop exercises	38	56	0	33	2	129
The NCHERM Group consultants	34	24	0	15	3	76
Other consultants	18	13	1	14	0	46
Other	21	26	0	9	1	57

The procedures and/or policies recordkeeping continue to be at the forefront of discussions in the examination of BITs. Of the teams surveyed, 90.08% of public two-year colleges/universities maintained centralized records. Public four-year colleges/universities indicated that 83.82% maintained centralized records, while 13.97% did not; rather, each team member kept his/her own records. All of the private two-year institutions and private and proprietary institutions reported they maintained centralized records. Private four-year institutions reported that 80% kept centralized records, while 17.89% did not; each team member kept his/her own records (see Table 25).

Table 25

Recordkeeping of Centralized Records

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Yes	109	90.08	114	83.82	2	100	76	80.00	5	100
No, we do not keep records	5	4.13	3	2.21	0	0	2	2.11	0	0
No, each team member keeps his/her own records	7	5.79	19	13.97	0	0	17	17.89	0	0
Total	121	100.00	136	100.00	2	100	95	100.00	5	100

Various systems were noted for the purpose of recordkeeping. Some software systems have been marketed to institutions as a method with which to increase effectiveness and efficiency of the student conduct and BITs processes. Public two-year colleges/universities reported 45% used Maxient; followed by 13.33% using other software; and 11.67% using Microsoft (MS) Access, Excel, or other similar software. Public four-year colleges/universities indicated their most common systems for recordkeeping were Maxient (30.47%), Simplicity (18.75%), and others (17.97%). Private two-year institutions indicated their systems of recordkeeping were MS Access, Excel, or other similar office software (50%), as well as MapWorks (50.00%). Private four-year schools reported pen/paper files (21.98%), other systems (21.98%), and Maxient (19.78%). Private and proprietary colleges/universities used MS Access, Excel, or other similar office software (75%), pen/paper files (25%) (see Table 26). Several institutions reported other systems such as Titanium, Adirondack, and Pave Systems.

Table 26

Systems for Recordkeeping

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Maxient	54	45.00	39	30.47	0	0	18	19.78	0	0
Awareity	0	0	1	0.78	0	0	0	0	0	0
Simplicity	13	10.83	24	18.75	0	0	7	7.69	0	0
Banner	0	0.00	2	1.56	0	0	0	0	0	0
MS Access, Excel, or other similar office software	14	11.67	10	7.81	1	50	17	18.68	3	75
In-house IT designed	11	9.17	5	3.91	0	0	7	7.69	0	0
Pen/paper files	8	6.67	21	16.41	0	0	20	21.98	1	25
I don't keep records	4	3.33	3	2.34	0	0	2	2.20	0	0
Other	16	13.33	23	17.97	1	50	20	21.98	0	0
Total	120	100.00	128	100.00	2	100	91	100.00	5	100

A key component of procedures for BITs was the method used to measure the risk of a concern/threat to the campus community. Public two- year (67.50%) and private and proprietary (80%) institutions reported that they measured risks objectively (the NaBITA Threat Assessment Tool, SIRVA-35, etc.) when reviewing cases. Public (55.64%) and private (62.54%) four-year colleges/universities indicated that the greater part of their risks have been measured subjectively (case by case). Private two-year schools reported evenly that they have measured risked subjectively (50%) and objectively (50%) (see Table 27).

Table 27

Measurements of Risks

	Public				Private				Private and Proprietary	
	2-Year		4-Year		2-Year		4-Year		4-Year	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Subjectively/case by case	39	32.50	74	55.64	1	50	60	62.50	1	20
Objectively (the NaBITA Threat Assessment Tool, SIRVA-35…)	81	67.50	59	44.36	1	50	36	37.50	4	80
Total	120	100.00	133	100.00	2	100	96	100.00	5	100

The colleges and universities that measured risks objectively have used several tools when reviewing cases. Of those, the vast majority used the NaBITA Threat Assessment Tool (167), followed by SIRVA-35 (25), and WAVR-21 (13) (see Table 28). Other risk measurement tools were models adapted from Designer et al. (2008), the Secret Service research, Federal Bureau of Investigation (FBI) Academy Threat Assessment, Virginia Tech Report, and Violent Risk assessment.

Advertising/Marketing. Respondents were asked about team structure, leadership and membership, and procedures. Another aspect of BITs included the question: What are the characteristics of behavioral intervention teams (BITS) among various colleges and universities related to advertising and marketing? One aspect of advertising/marketing related to BITs was the manner in which the community was made aware of the team. The most common strategies to inform the campus community were training to staff/faculty (296), a website (232), and student/family orientations (139).

Table 28

Objective Risk Measurement Tools

| | Public | | Private | | Private and Proprietary | Total |
| | 2-Year | 4-Year | 2-Year | 4-Year | 4-Year | |
	n	*N*	*n*	*n*	*n*	*n*
The NaBITA Threat Assessment Tool	81	50	0	32	4	167
WAVR-21	3	7	1	2	0	13
HCR-20	0	1	0	1	0	2
SIVRA-35	4	13	0	7	1	25
We don't measure objectively	5	31	0	35	1	72
Other	0	19	0	14	0	33

Public two-year institutions reported their most common approaches were training to

staff/faculty (109), a website (83), and handouts/flyers (41). Public four-year institutions

stated training to staff/faculty (112), a website (96), and handouts/flyers (69) were the

most common strategies used. Private two-year colleges/universities used training to

staff/faculty (2) and a website (1) to bring awareness to the community. Private four-year

colleges/universities indicated their most common strategies for community awareness

were training to staff/faculty (68), a website (47), and student/family orientations (35).

The main strategies for private and proprietary schools were training to staff/faculty (5)

and a website (5) (see Table 29). Other strategies included emails, internal

communications, departmental presentations/workshops, and the Student Handbook.

Table 29

Strategies of Team Awareness to Community

	Public		Private		Private and Proprietary	Total
	2-Year	4-Year	2-Year	4-Year	4-Year	
	n	*n*	*n*	*n*	*n*	*n*
We don't try to make people aware of our team	4	12	0	16	0	32
School paper	13	14	0	7	1	35
Handouts and flyers	41	69	0	24	3	137
Student/family orientation	35	66	0	35	3	139
Parent programs	17	42	0	19	3	81
Training to staff/faculty	109	112	2	68	5	296
Website	83	96	1	47	5	232
Other	18	34	0	23	3	78

BITs have used additional strategies to communicate information about the teams directly to the campus community. The most common methods were presentation (228), a website (223), and brochures/pamphlets (144). Public two-year colleges/universities indicated their most used communication methods were presentations (86), a website (84), and brochures/pamphlets (49). Public four-year colleges/universities communicated directly to the campus population through presentations (93), a website (89), and brochures/pamphlets (71). Private two-year institutions used the following methods: presentations (1), a website (1), and brochures/pamphlets (1). Private four-year institutions used a website (46), presentations (45), and other communication methods (32). Private and proprietary schools used a website (5), presentations (3),

brochures/pamphlets (3), and distribution of marketing items (3) (see Table 30).

Additional communication method was email.

Table 30

Communication Methods Directly to Campus Population

| | Public | | Private | | Private and Proprietary | Total |
| | 2-Year | 4-Year | 2-Year | 4-Year | 4-Year | |
	n	*n*	*n*	*n*	*n*	*n*
Brochures/pamphlets	49	71	1	20	3	144
Website	84	89	1	46	5	223
Presentations	86	93	1	45	3	228
Give out marketing items (stress balls, pens, magnets, etc.)	18	22	0	7	3	50
Posters	24	24	0	12	2	62
Promotional video	4	3	0	1	0	8
Other	27	25	0	32	1	85

BITs reported the use of a website to communicate, advertise, and share

information about the team to the campus community. Most respondents most reported

having a website about the team. Public two-year colleges/universities reported 51.28%

and 60.28% of public four-year schools had websites. Additionally, 50% of private two-

year, 72.34% of private four-year, and 60% of private and proprietary also reported team

websites (see Table 31). The creation of a website has been a helpful tool to several

universities. Respondents were asked to list elements they could have included on their

website to communicate with the campus community. The most customary elements

were a contact phone (159), a contact email (152), and a list of behaviors to report (142).

Public two-year colleges/universities indicated a contact phone (53), a contact email (50),

an online report form (49), and a list of behaviors to report (49) as the most common

elements of their websites.

Table 31

Team Website

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Yes	60	51.28	85	60.28	1	50	68	72.34	3	60
No	57	48.72	56	39.72	1	50	26	27.66	2	40
Total	117	100.00	141	100.00	2	100	94	100.00	5	100

Public four-year institutions reported a contact phone (79), a contact email (74), and a list

of issues to report (70) as common features of their websites. Private two-year

colleges/universities stated the most customary components on their websites included a

contact email (1), a list of issues to report (1), a team membership list (1), and a faculty

classroom guide (1). Private four-year institutions reported a team mission/mission

statement (25), a contact email (24), and a contact phone (24). Private and proprietary

schools included a contact phone (3) and a contact email (3) as the most common

components of their websites (see Table 32). Other elements were support resources,

goals of team, and warning signs.

Table 32

Elements of Team Website

	Public		Private		Private and Proprietary	Total
	2-Year	4-Year	2-Year	4-Year	4-Year	
	n	*n*	*n*	*n*	*n*	*n*
Contact phone	53	79	0	24	3	159
Contact email	50	74	1	24	3	152
Team mission/mission statement	40	66	0	25	2	133
List of issues to report	49	70	1	20	2	142
Team membership list	41	62	1	21	2	127
FAQ about team	25	22	0	7	2	56
Online report form	49	63	0	21	2	135
Faculty classroom guide	18	16	1	4	0	39
Team policies	7	11	0	6	1	25
Team protocols	18	16	0	9	1	44
Risk rubric	12	7	0	2	1	22
Annual report	6	2	0	1	0	9
I don't have a website	26	13	0	32	0	71
Other	23	14	0	7	1	45

An additional method of promoting awareness and education has been the creation of a team logo. Public two-year institutions reported that 84.17% had websites. Of the respondents, 87.23% from public four-year; 50% from private two-year, and 92.78% from private four-year colleges/universities had team logos. For private and proprietary schools, 60% did not have a team logo (see Table 33).

Table 33

Existence of Team Logo

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	N	%	n	%	n	%t	n	%	n	%
Yes	101	84.17	123	87.23	1	50	90	92.78	2	40
No	19	15.83	18	12.77	1	50	7	7.22	3	60
Total	120	100.00	141	100.00	2	100	94	100.00	5	100

Mission Statement/Goals. Several universities provided mission statements that described the purpose and goals of their respective BITs. Several did not have a mission statement, were in the process of creating one, the current mission statement was under revision, or they provided their mission statement. Due to the large variety in mission statements, common words/phrases were highlighted. Some of those words/phrases were early prevention, concerning behaviors, preventive measures, maintain safety, community, assessment, referral, proactive, and threat. For a list of the complete mission statements, see Appendix D.

Research Question Two

Do the various methods of communication with the campus population have an effect on the number of cases the BIT reviews annually?

Gravetter and Wallnau (2013) stated, "correlation is a statistical technique that is used to measure and describe a relationship between two variables" (p. 520). The null hypothesis stated H$_0$: $\rho = 0$ and indicated no relationship between the methods of communication with the campus population and the number of cases BITs reviewed annually. The alternate hypothesis stated H$_1$: $\rho \neq 0$, indicating a relationship between the

methods of communication with the campus population and the number of cases BITs

reviewed annually. A correlation of the data indicated that the amount of methods of

communication and psychological cases reviewed annually were significantly related, r =

.22, $p \le .01$, two tails. The number of methods of communication and minor conduct

cases reviewed annually were significantly related, r = .19, $p \le .01$, two tails. The

relationship between the methods of communication with the campus population and the

number of major conduct cases reviewed annually was statistically significant, r = .19, p

$\le .01$, two tails. The number of methods of communication and alcohol/drug cases

reviewed annually were significantly related, r = .19, $p \le .01$, two tails. The relationship

between the methods of communication with the campus population and the number of

academic dishonesty cases reviewed annually was not statistically significant, r = .17, $p \ge$

.01, two tails (see Table 34).

Table 34

Relationship between Communication Methods and Cases Reviewed Annually

	n	*M*	*SD*	*r*	*p value*
Psychological cases (anxiety, depression, psychosis)	262	34.77	58.61	0.22	0.00
Minor conduct cases (vandalism, classroom behavior, disruption)	241	19.19	43.87	0.19	0.00
Major conduct cases/law enforcement cases (sexual assault, threatening behavior)	242	8.70	14.46	0.19	0.00
Alcohol/drug cases	223	14.96	10.31	0.17	0.01
Academic dishonesty	194	5.82	17.88	0.17	0.02

Research Question Three

What is the difference in the number of cases BITs review annually based on the

college/university being a residential or non-residential campus?

The null hypothesis stated H$_0$: $\rho = 0$, indicating no significant relationship

between the residential/non-residential campuses and the number of cases BITs reviewed

annually. For psychological cases, minor conduct cases, and major conduct cases, the

data were not statistically significant. For alcohol/drug cases, where $t = 3.37$, $p \leq .01$, a

statistically significant relationship was found; therefore, the alternate hypothesis was

accepted. The colleges/universities that reported a residential campus had more

alcohol/drug cases than non-residential campuses. For academic dishonesty cases, where

$t = -3.13$, $p \leq .01$, a statistically significant relationship was noted. Institutions with

residential campuses had more academic dishonesty cases to review on an annual basis

(see Table 35).

Research Question Four

What is the relationship between the types of colleges/universities and the way that BITs

measure risk when reviewing a case?

When examining at the relationship, most BITs measured risk objectively (the

NaBITA Threat Assessment Tool, SIRVA-35, etc.) when reviewing a case. Public two-

year colleges/universities (67.50%) measured risks objectively, while 32.50% measured

subjectively. Public four-year institutions indicated that 55.64% measured risks

subjectively, and 44.36% measured objectively. Private two-year schools reported

evenly that they measured risked subjectively 50% and objectively 50%. Private four-

Table 35

Annual Case Review of Residential and Non-Residential Colleges/Universities

	Residential			Non-Residential				
	n	*M*	*SD*	*n*	*M*	*SD*	*t value*	*p value*
Psychological cases (anxiety, depression, psychosis)	150	41.10	56.26	93	30.54	65.56	1.29	.20
Minor conduct cases (vandalism, classroom behavior, disruption)	133	18.56	50.64	89	36.14	3.83	-0.86	.36
Major conduct cases/law enforcement cases (sexual assault, threatening behavior)	139	10.14	15.27	85	7.95	14.09	1.07	.28
Alcohol/drug cases	130	22.01	50.35	76	5.99	15.42	3.37	.00
Academic dishonesty	109	2.27	6.96	69	12.78	27.43	-3.13	.00

p < .01

year colleges/universities stated that risks were measured subjectively (62.50%) and objectively (37.50%). For private and proprietary institutions, 80% reported that the majority measured risks objectively, while 20% were measured subjectively (see Table 36).

Summary of Results

This chapter described the data collected from the participants to answer the four research questions. The data for Research Question One disclosed information about the various aspects of BITs. Research Question One collected data through simple frequency tables regarding the team structure, leadership, membership, procedures, and advertising/marketing related to BITs. Relative to Research Question Two, a correlation was conducted to examine the various methods of communication with the campus

Table 36

Measurements of Risks

| | Public | | | | Private | | | | Private and Proprietary | |
| | 2-Year | | 4-Year | | 2-Year | | 4-Year | | 4-Year | |
	n	%	n	%	n	%	n	%	n	%
Subjectively/case by case	39	32.50	74	55.64	1	50	60	62.50	1	20
Objectively (the NaBITA Threat Assessment Tool, SIRVA-35,…)	81	67.50	59	44.36	1	50	36	37.50	4	80
Total	120	100.00	133	100.00	2	100	96	100.00	5	100

population and relationship to the caseload of the teams annually. Alcohol/drug and academic dishonesty cases reported statistical significance. With Research Question Three, a simple t-test was conducted and resulted in a significant difference in the number of cases reviewed annually based on the college/university being a residential or non-residential campus related to alcohol/drug and academic dishonesty cases. Finally, for Research Question Four, a frequency table was utilized to determine the relationship between the type of college/university and the way that BITs measured risk when reviewing a case. A majority of the colleges and universities measured risk objectively. Further examination of the data, implications, recommendations, and limitations of the results are discussed in Chapter V.

CHAPTER V: CONCLUSION

BITs have developed into a vital component of colleges and universities. These teams have served as a collaborative powerhouse to execute preventive measures when the campus community has been faced with concerning and/or disruptive behaviors. The results this study have demonstrated that several components have been created to produce and sustain BITs. The study examined four research questions to explore the structure and format of BITs.

1. What are the characteristics of behavioral intervention teams (BITs) among various colleges and universities? What features create the team structure?

    a) What position or department most commonly leads the team?

    b) What is the typical membership of a team?

    c) What procedures govern the team?

    d) What marketing strategies are used to advertise the team?

    e) What is the mission statement/goal of the team?

2. Do the various methods of communication with the campus population have an effect on the number of cases the BIT reviews annually?

3. What is the difference in the number of cases BITs review annually based on the college/university being a residential or non-residential campus?

4. What is the relationship between the types of colleges/universities and the way that BITs measure risk when reviewing a case?

This chapter summarizes the findings of approximately 400 responses that described BITs with various structures within academia. The chapter also discusses limitations, research implications, recommendations for future research, and conclusions.

Findings of Study

Findings for Research Question One

What are the characteristics of behavioral intervention teams (BITs) among various

colleges and universities? What features create the team structure?

   a) What position or department most commonly leads the team?

   b) What is the typical membership of a team?

   c) What procedures govern the team?

   d) What marketing strategies does a team use to advertise the team?

   e) What is the mission statement/goal of the team?

The first research question sought to closely examine the overall team structure.

Most respondents were from traditional, public four-year, residential colleges and

universities. The Jed Foundation (2013) stated that "many campus teams also must

contend with the complexities of their geographic and academic alliances in considering

which population should concern the campus team" (p. 6). Although teams have

formalized over the years, many reported having BITs with a student focus (Mardis et al.,

2013). In addition to the teams' focus on students, several do not monitor

faculty/staff/employee concerns. As colleges and universities have grown, the majority

the respondents reported having satellite/regional campuses associated with the main

campus of the institution. Of those with satellite campuses, the majority did not have a

team or representative present at the satellite campuses. Case managers have become an

integral part of BITs. Few teams with adequate resources have had a case manager

position through the conduct office or through the counseling center. Most BITs reported

they did not have a case manager. Some have been in existence for several years, but the

average length of time was approximately seven years. Teams reported various meeting

frequencies, with the most common being at least weekly, twice per month, or monthly.

Team names have been developed to assist with their focus and mission. Most

institutions described the most frequently used names as Behavioral Intervention Team

(BIT), CARE/CUBIT, or Students of Concern (SOC)/Student Assessment/Student

Success Team. These titles focus on care for students and preventive measures. One

primary question on the survey asked respondents to describe their annual caseload. The

survey classified cases reviewed by BITs into five groups: (1) psychological cases

(anxiety, depression, psychosis); (2) minor conduct cases (vandalism, classroom

behavior, disruption); (3) major conduct cases/law enforcement cases (sexual assault,

threatening behavior); (4) alcohol/drug cases, and (5) academic dishonesty. The cases

reviewed by BITs most often included psychological, major conduct, and minor conduct

cases. With the growing number of cases, BITs have requested an operational budget to

assist the teams. Although small, budgets ranged from $53.00 to slightly over $1,500.00.

The budgets were funded primarily from student affairs/student life/student services

departments.

A further examination of the teams asked about the significant weaknesses, most

effective aspects, and challenges teams faced when reviewing cases. The most common

weaknesses included team processes/procedures, training, and resources/support. The

most effective aspects were the diversity of perspectives on the team,

collaboration/teamwork/decision making, and communication/follow up. The

respondents also were asked about the challenges faced when reviewing cases. The most

frequent issues were team dynamics, assessment of risk/intervention plan, and communication.

As the name of the team has been found to be important, the leader of the team also is important. The data revealed that the leader most often was the vice president of student affairs (VPSA), the dean of students (DOS), and director of student conduct/judicial affairs/rights and responsibilities.

Related to team membership, "BITs should have no more than 6-8 members unless there is clear justification for slight expansions of membership" (Sokolow et al., 2014, p. 9). The data indicated that the number of members averaged seven to nine. Team membership varied between institutions, while most had members from counseling, police/campus safety, and dean of students. Other campus departments represented on teams, but not listed as options in the survey, included disability services, athletics, and student support services.

The processes and procedures of BITs have helped to define the teams and the work for the campus community. Respondents indicated the most common reporting methods were to the team by phone, online report, and to the director of the team. The researcher also asked about training, as it emerged as a common area of weakness. The majority of teams stated their training was approached with webinars, books and journals, at other conferences, and at the annual NaBITA conference. A procedure that has received scrutiny was related to team recordkeeping. The majority teams reported that they maintained centralized records concerning the cases they reviewed. For teams that kept centralized records, Maxient, a student conduct software; Microsoft Access, excel, or other similar office software; and pen/paper files were used to maintain records. BITs

also based their processes on ways to measure the risk of the case. A slight majority of the respondents measured risks objectively, rather than subjectively, when reviewing cases. Of the teams that measured risks objectively, the NaBITA Threat Assessment Tool was used to measure the risk of the concern.

As the role of BITs has increased on college the campuses, marketing and awareness of the team also has become an important function. Teams had primarily advertised to the community through training to staff and faculty, a website, and student/family orientation. Some BITs had taken their communication initiatives a step further and developed strategies to communicate directly to the campus community. Those methods included presentation, a website, and brochures/pamphlets. The development of a website assisted with the ability to communicate with the university community. Most respondents reported having a team website as a primary method of communication with the campus community. Several elements were included on the team websites. The most common characteristics of the website included a contact phone number, a contact email, a list of issues to report, and an online report form. The majority of the teams indicated they had a team logo and mission statement to support and advertise the work of the team for the institution.

Findings for Research Question Two

Do the various methods of communication with the campus population have an effect on the number of cases the BIT reviews annually?

The results revealed that some communication methods used by BITs had an effect on the number of cases reviewed annually. Teams received reports on behaviors of concern through various channels, including online reporting and by phone. Of the

several communication methods (brochures/pamphlets, website, presentations, marketing items, posters, promotional video, etc.) queried in the survey, the strategies were statistically significant when considering the number of psychological (anxiety, depression, psychosis); minor conduct (vandalism, classroom behavior, disruption); and major conduct/law enforcement cases (sexual assault, threatening behavior) reviewed annually by the team. The results revealed a weak positive correlation between the communication methods and the cases reviewed. As BITs used more methods to communicate with the campus population, a slight increase was seen in the number of psychological, minor conduct, and major conduct/law enforcement cases. Due to an increase in education, marketing, and technology, more cases appeared to have been reviewed by the teams.

Findings for Research Question Three

What is the difference in the number of cases BITs review annually based on the college/university being a residential or non-residential campus?

Results from the study indicated statistically significant relationships between the number of cases reviewed annually and whether the institution was a residential or non-residential campus. No statistically significant relationships were noted between the type of campus and psychological, minor conduct, and major conduct/law enforcement cases. The results indicated statistically significant relationships between the type of campus and alcohol/drug and academic dishonesty cases. The residential campuses reported an increase in the number of cases reviewed annually in the areas of alcohol/drug cases. Housing and Residence Life officials were reported to be members of BITs in order to provide a different perspective and information to the team. Due to the policies and

procedures related to residence halls, more students appeared to have displayed concerning or disruptive behaviors than may have been reported to BITs.

Findings for Research Question Four

What is the relationship between the types of colleges/universities and the way that BITs measure risk when reviewing a case?

Several professionals and experts have presented colleges and universities with objective and subjective tools with which to measure the potential risk and/or threat of cases that BITs review. Objective methods included, but were not limited to, the NaBITA Threat Assessment Tool, Association of Threat Assessment Professionals (ATAP), Factor One, WAVR-21, Deisinger's Handbook on Campus Violence, and the FBI school violence report. Subjective risk assessment measures often were in-house tools and were used on a case-by-case basis. Sokolow et al. (2014) recommended that "interventions should follow a formalized protocol of instruction for communication, coordination and intervention and recommend appropriate strategies or disciplinary actions" (p. 55). The survey results indicated an increase in the number of institutions that used objective tools to measure risk. The majority of four-year public and private universities reported that the teams measured risks subjectively. Most of the two-year public and private institutions objectively measured risk when presented with concerning and/or disruptive behaviors. Based on the survey results, colleges and universities are encouraged to develop procedures to determine whether the chosen risk measurement is subjective or objective.

Limitations of the Study

Several limitations were noted the research that could be addressed in future studies. Limitations included errors due to survey design, which could have involved the participants misunderstanding of the question or being able to answer the question due to lack of information (Fowler, 2009). Another limitation was the survey response rate. The data collection method was an email of the survey to participants. Email reminders were sent to all participants, although paper surveys were not. In a review of the results, 573 individuals responded to the survey, but only 402 completed the survey. This difference in the response rate may be due to the amount of survey questions (42), which may have taken longer than 15-20 minutes to complete.

Another limitation was the design for some of the survey questions. Some structured as open-ended. "Open-form questions are difficult to code and are disliked by many respondents because they take too much work" (Slavin, 2007, p. 109). The missing data and responses resulted in difficulty when analysis was begun on the survey results. More closed-form questions were recommended for survey research, with open-form questions used sparingly. This type of question should be used in semi-structured interviews with participants.

Research Implications

This study collected information on the procedures and format of BITs. The number of respondents allowed for detection of common trends found in association with BITs. The results will assist colleges and universities that have yet to form or have a new team and considering a design structure. The study will be helpful for specialists who study BITs to determine the structure of teams from a large portion of institutions who

have been committed to the care of their students. The study also presented practical implications for BITs that should to be addressed. A significant need was seen for additional funding to support adequate training, professional development of team members, awareness and education to the campus community, and the creation of a manual provide policies and procedures for the team and the university.

<center>**Recommendations for Future Research**</center>

Future research may seek to investigate the common trends of BITs to establish recommended procedures and practices. The common tendencies can be used by BIT specialists to develop core competencies. Core proficiencies can be used to investigate whether the procedures have been effective in preventing tragic events within the collegiate community. It is important to determine whether particular practices are effective in the assessment of risk and/or threat to the campus. Colleges and universities have developed various structures for their BITs that may appear to be efficient and operative, but they should be examined to ensure all precautions have been taken to protect the community. The data also reported a significant weakness, which involved training of the team members. Future research could analyze the various training modules, tools, and materials to determine those that have been used most and to rate the satisfaction of the universities. Because of their unique structure and student population, additional research on private and proprietary institutions also could be conducted to further examine the structure of BITs and the specific needs of the community due to the makeup of their institutions. Future research could examine the laws, such as FERPA and HIPAA that impede or enhance the interventions of the teams (Sokolow & Hughes, 2008).

<center>92</center>

Summary of Conclusions

The purpose of this study was to gather descriptive and demographic information on BITs from diverse colleges and universities. The data highlighted various practices, policies, and procedures of BITs. Their work has become meaningful and impactful to institutions, as well as the researcher. Campus violence has affected the researcher as a student and as a professional, which has increased an interest in BITs. A desire to prevent future tragic events drove this research. The research has evidenced that the core responsibility of the BIT is to be proactive and preventive when assessing potential threat to the campus community. The goal of teams has been preventive; but unfortunate events at Hampton University (2009); University of Texas at Austin (2010); Oikos University (2012); Santa Monica College (2013); and University of California, Santa Barbara (2014) have occurred and continue to challenge BITs to improve to be better and prepared (Blair & Schweit, 2013; Van Brunt, 2012).

Teams have identified several factors that come into play when they assess the risk of a situation, but the diversity of perspective of the team, collaboration/teamwork/decision making, and communication/follow up have been imperative to becoming a useful asset to the institution. BITs have become important to universities, as they serve as an investigative body of trained professionals to assess risk in an attempt to prevent a crisis within the campus community. Institutions with policies and procedures in place ensure that they are prepared to address crisis situations. As young adults continue to demonstrate concerning behaviors, leaders in the government, education, workplace, and the community need to assume an active role in providing resources to assist in the prevention efforts of BITs. A necessity exists for BITs to be

created, continually trained, and assessed. It is important to note, "there is no single, universal prescription that will be effective in dealing with every situation or crisis that will confront school administrators, law enforcement officials, parents, and other individuals and organization in the community" (Fein, 2002, p. 77). It is hoped that this research will shed light on the need to improve and enhance the structure and practices of BITs.

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APPENDIX A: Letter of Approval from Cooperating Institutions

The NCHERM Group, LLC
Systems-level solutions for safer schools and campuses

Brett A. Sokolow, J.D.
President & CEO

W. Scott Lewis, J.D.
Partner

Saundra K. Schuster, J.D.
Partner

Daniel C. Swinton, J.D., Ed.D.
Senior Executive Vice President

Brian Van Brunt, Ed.D.
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David J. Denino, LPC, NCC
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Consultant

Mitchell Levy, Ph.D.
Consultant

Chris Loschiavo, J.D.
Consultant

D. Matthew Gregory, Ph.D.
Consultant

Rick Olshak, M.S.
Consultant

Alicia C. Golston
WKU Graduate Studies

December 9, 2013

Alicia,

This is a letter authorizing your research project entitled: Behavioral Intervention Teams at Colleges and Universities: Description of Formation and Structure.

"I have reviewed Alicia's approved research study materials/research protocol and understand what the study entails.

I have reviewed the survey materials and I acknowledge working with you to further develop the questions. This survey data will go out over the course of the spring semester.

The subjects to receive the study will be higher education staff and faculty currently involved in Behavioral Intervention Teams (BITs).

I have the authority to grant Alicia permission to conduct research through the National Behavioral Intervention Team Association.

Brian Van Brunt, Ed.D.
Senior Vice President for Professional Program Development
The NCHERM Group, LLC
brian@nhcerm.org

APPENDIX B: Informed Consent Document

INFORMED CONSENT DOCUMENT

Project Title: Behavioral Intervention Teams at Colleges and Universities: Description of Formation and Structure
Investigator: Alicia C. Golston, alicia.golston@gmail.com
    Faculty Sponsor: Aaron Hughey, Ed.D. Phone: 270-745-4849

You are being asked to participate in a project conducted through Western Kentucky University and NCHERM, NaBITA. The University requires that you give your signed agreement to participate in this project.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask him/her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have. You should keep a copy of this form to keep.

1.   **Nature and Purpose of the Project:** I invite you to participate in a voluntary research study that will focus on behavioral intervention teams at colleges and universities in the United States. The purpose of the research study is to gather descriptive and demographic information from colleges and universities regarding their behavioral intervention teams (BITs).

2.   **Explanation of Procedures:** In this study, you will be asked to complete a short (5-10 minute) online survey.

3.   **Discomfort and Risks:** The study has no *known* anticipated risks. Your participation is strictly voluntary. If you decide to participate, you are free to not answer any question, and you may withdraw from the study at any time.

4.   **Benefits:** Possible benefits will be that a better understanding of the structure and characteristics of behavioral intervention teams and assist NCHERM and NaBITA with resources and training for their memberships.

5.   **Confidentiality:** Your responses will remain anonymous, and no identifying information will be asked of you except for minor demographic data. By filling out the survey, you share your implied consent to participate in the study.

6.   **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Your continued cooperation with the following research implies your consent.

THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Paul Mooney, Human Protections Administrator
TELEPHONE: (270) 745-2129

Behavioral Intervention Teams

1.

Informed Consent

You are being asked to participate in a project conducted through Western Kentucky University, NaBITA, and the NCHERM Group, LLC. The research will be conducted by Alicia C. Golston, a doctoral student in the Educational Leadership Program at Western Kentucky University. The University requires that you give your agreement to participate in this project.

1. Nature and Purpose of the Project: I invite you to participate in a voluntary research study that will focus on behavioral intervention teams at colleges and universities in the United States. The purpose of the research study is to gather descriptive and demographical information from colleges and universities regarding their behavioral intervention teams (BITs).

2. Explanation of Procedures: In this study, you will be asked to complete a short (5-10 minute) online survey.

3. Discomfort and Risks: The study has no _known_ anticipated risks. Your participation is strictly voluntary. If you decide to participate, you are free to not answer any question, and you may withdraw from the study at any time.

4. Benefits: Possible benefits will be to obtain a better understanding of the structure and characteristics of behavioral intervention teams and assist NaBITA and The NCHERM Group, LLC. with resources and training.

5. Confidentiality: Your responses will remain anonymous, and no identifying information will be asked of you except for minor demographic data. By filling out the survey, you share your implied consent to participate in the study.

6. Refusal/Withdrawal: Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in the study is free to withdraw from the study at any time with no penalty.

If you have any questions or concerns, please contact the principal investigator: Alicia C. Golston at alicia.golston@gmail.com.

Behavioral Intervention Teams

If you have any concerns about the study, please contact the Western Kentucky University Institutional Review Board, Paul Mooney, Human Protections Administrator at paul.mooney@wku.edu or 270-745-2129.

○ Yes, I agree to complete the study.

2. College/University Name:

3. My College/University is...

○ 2-year

○ 4-year

4. My College/University is...

○ Community College/Technical

○ Traditional

○ Online

○ For Profit

5. My College/University is...

○ Residential

○ Non-Residential

6. My College/University is...

○ Public

○ Private

○ Private and Proprietary

7. My College/Univeristy FTE (full-time equivalent) student population is...

8. What is your campus' residential population?

9. Does your College/University have a mental health counselor and/or mental health counseling service?

○ Yes

○ No

Behavioral Intervention Teams

10. Do you have a behavioral intervention team/students of concern/threat management/etc. team?

○ Yes

○ No

11. Please identify which of these your campus utilizes.

○ Student-focused BIT

○ Employee-focused BIT

○ Student-focused CARE/Students of Concern/Early Alert Team

○ Employee-focused CARE/Employee of Concern/Early Alert Team

○ Student-focused Threat Assessment Team

○ Employee-focused Threat Assessment Team

○ Other (please specify)

12. If you have a College/University with a satellite campus, do you have:

○ A team on the satellite campus

○ A representative from the team detailed to the satellite campus

○ No team or representative on the satellite campus

○ I don't have a satellite campus

13. How long has your team been in existence? (Round to nearest year.)

14. How often does your team meet?

○ At least weekly

○ Twice a month

○ Quarterly

○ Once a semester

○ As needed

○ Other (please specify)

15. What percentage of meetings are cancelled in a given year?

Behavioral Intervention Teams

16. If you only have one team, what is the primary focus?

○ Threat assessment

○ Behavior intervention/student concerns/care

17. Do you have a team that jointly monitors student and faculty/staff concerns?

○ Yes

○ No

18. How are concerning behaviors and/or threats reported to the team? (i.e. How does a team become aware of a concerning behavior and/or threat?) (Check all that apply.)

☐ Online report

☐ Phone

☐ Director of team

☐ Central office in charge of BIT

☐ Anonymous

☐ Other (please specify)

19. How does the team make your community aware of your team? (Check all that apply.)

☐ We don't try to make people aware of our team

☐ School paper

☐ Handouts and flyers

☐ Student/family orientation

☐ Parent programs

☐ Training to staff/faculty

☐ Website

☐ Other (please specify)

Behavioral Intervention Teams

20. How does the team communicate directly to the campus population? (Check all that apply.)

- ☐ Brochures/pamphlets
- ☐ Website
- ☐ Presentations
- ☐ Give out marketing items (stress ball, pens, magnets, etc.)
- ☐ Posters
- ☐ Promotional video
- ☐ Other (please specify)

    |_____|

21. How do you approach training for your team members? (Check all that apply.)

- ☐ We haven't yet
- ☐ During summer and January
- ☐ At the annual NaBITA conference
- ☐ At other conferences
- ☐ Webinars
- ☐ Books and journals
- ☐ Tabletop exercises
- ☐ The NCHERM Group consultants
- ☐ Other consulants
- ☐ I don't have a team
- ☐ Other (please specify)

    |_____|

22. How many members are on the team?

|_____|

Behavioral Intervention Teams

23. From what areas of campus do team members come? (Check all that apply.)

☐ Dean of Students

☐ Academic Affairs

☐ Admissions

☐ Student Activities

☐ Vice President of Student Affairs

☐ Police/Campus Safety

☐ Counseling

☐ Legal Counsel

☐ Human Resources

☐ Housing and Residence Life

☐ Case Manager

☐ Health Services

☐ Faculty Representative

☐ Student Representative

☐ Greek Life

☐ Student Conduct

☐ I don't have a team

☐ Other (please specify)

---

24. What is the title of the person who chairs the team?

---

25. Please cut and paste your mission statement. (Insert mission below or note if you do not have a misson statement.)

---

26. What is the name of the team?

---

27. Does your team have a website?

○ Yes

○ No

Behavioral Intervention Teams

28. If your team has a website, which of the following elements are included on the website? (Check all that apply.)

☐ Contact phone

☐ Contact email

☐ Team mission/mission statement

☐ List of what to report

☐ Team membership list

☐ FAQ about team

☐ Online report form

☐ Faculty classroom guide

☐ Team policies

☐ Team protocols

☐ Risk rubric

☐ Annual report

☐ I don't have a website

☐ Other (please specify)

[_____]

29. If your team has a website, please enter the URL here. The information will be made available as a resource on www.nabita.org. (If you do not have a website, please note.)

[_____]

30. Does your team have a logo?

○ Yes

○ No

31. Does your team have a case manager?

○ Yes, a dedicated one specifically for the team

○ Yes, through the conduct office

○ Yes, through the counseling center

○ No

○ Other (please specify)

[_____]

Behavioral Intervention Teams

32. Does your team keep centralized records?

○ Yes

○ No, we do not keep records

○ No, each team member keeps his/her own records

33. If your team keeps records, what system do you use? (Check all that apply.)

○ Maxient

○ Awareity

○ Symplicity

○ Banner

○ MS Access, Excel or other similar office software

○ In-house IT designed

○ Pen/paper files

○ I don't keep records

○ Other (please specify)

[   ]

34. How does your team measure risks?

○ Subjectively/ case by case

○ Objectively (the NaBITA Threat Assessment Tool, SIRVA-35...)

35. If your team measures risk objectively, what tools do you use? (Check all that apply.)

☐ The NaBITA Threat Assessment Tool

☐ WAVR-21

☐ HCR-20

☐ SIVRA-35

☐ We don't measure objectively

☐ Other (please specify)

[   ]

Behavioral Intervention Teams

36. Approximately, how many cases in each of the categories does your team review annually? (Please provide a numerical number for each category.)

Psychological cases
(anxiety, depression,
psychosis)

Minor conduct cases
(vandalism, classroom
behavior, disruption)

Major conduct cases/law
enforcement cases (sexual
assault, threatening
behavior)

Alcohol/drug cases

Academic dishonesty

Other

37. What is the operational budget of your team?

38. If your team has a budget, what division or department is the source of the budget?

39. What do you believe is the most significant weakness of the team?

40. What do you believe makes the team most effective when working through cases?

41. What are some of the biggest challenges the team frequently face as they work through cases?

42. What are you looking for in your future trainings? (Check all that apply.)

☐ Threat assessment foundation skills

☐ Team dynamics

☐ Marketing and advertising a team

☐ Record keeping and documentation

☐ Training and educational opportunities for faculty

☐ Student suicide and self-harm (disordered eating, cutting, medical risk)

☐ Practical skills in training in threat assessment

☐ Crisis de-escalation

☐ Assessment and effectiveness of campus BIT/TAT and care teams

APPENDIX D: Responses from Survey Question 11

Responses from Survey Question 11 - Please identify when of these your campus utilizes

List of 'other" responses to Question 11: Please identify when of these your campus utilizes.

- BIT addresses students, faculty and staff TARC (Threat Assessment) addresses students, faculty and staff

- Behavioral Consultation Team (BCT) that receives reports about students

- Title IX team

- We use both the Student Focused Care Team and have a separate Student/Employee BIT Team titled the Behavioral Evaluation and Support Team

- We have a combination of BIT, CARE, and Students of Concern in one team and separate Threat Assessment Team but both are primarily student-focused at this time.

- I am not sure what you mean in terms of the difference between a student focused BIT and a student focused threat assessment team. Our team, which we call a BIT, does both behavioral management and threat assessment as warranted by the circumstances.

- Threat Assessment Team/Behavior Assessment Team that addresses students, employees, & non-affiliates.

- Both a student and employee BIT combined

- We focus on students as well as employees

- We have a Student Assistance Team that meets once a month to essentially do all of the above as it relates to students. We focus on students of concern, extending care where needed, threat assessment, as well as early alerts.

- We have a CARE team that reviews reports of concern on student, employees and visitors. Our BIT also functions as our Threat Assessment Team.

- This question should allow for more than one response as our campus has more than one of these services. We have a student and employee focused BIT that also serves as a Threat Assessment Team for both groups.

- Student and Employee Threat Assessment Team

- Student, employee and visitor-focused TAT

- Our Threat Assessment Team focuses upon students, employees, and patients.

- Both student and employee threat assessment and BIT teams

- Our CARE and BIT teams focus on both student, faculty, employees

- We have one student-focused CARE/Student of Concern/Early Alert Team and an overall Public Safety Committee which handles all threats to campus including all students, faculty, staff and outside community members

- I am not sure. I do believe we are primarily student focused with some faculty/staff support.

- Student staff faculty BIT (all)

- We utilize Student-focused CARE, and Student and Employee focused BIT the Threat Assessment.

- Threat assessment team reviews student & employee and calls on the resources it needs based on the concern or behavior reported

- Our BIT discusses concerns about both students and employees

- Strategies of Behavioral Intervention Team

- We use both a Students of Concern team and an Employee-focused Threat
  Assessment Team

- We have a Student-focused CARE/Students of Concern/Early Alert Team AND a
  Student-Focused Threat Assessment Team

- We are, this year enhancing our team to include Employee and Visitor focused
  (BIT) and (TAT).

- Student- and Employee-focused TAT

- We have a student/employee BIT. We also have a student /employee Intervention
  Team.

- We have a student focused - Student of Concerns Team We have a student
  focused - BIT Beginning to initiate an Employee of Concern Team as well

- We have a Student in Crisis Team that reacts to issues once they happen. We are
  in the process of creating a BIT

- Our CARE Team focuses on both Student and Employee behaviors of concern

- What we call our CARE team identifies those at risk for harm to self and others as
  well as any other concern that a faculty, staff, student or parent might have about
  a student. We seem to be a combination of BIT, CARE and Threat Assessment
  Team

- Student and employee focused BIT

- Student Support Team (SST). Consists of directors of counseling, FYE, academic center, residence life, athletics. Occasionally, joined by VP of Student Affairs and Provost.

- We have student & employee BIT, We have an office dedicated to TAT (Support and Safety Assessment)

- combined student focused BIT and TAT

- I was unable to check more than one item. We have a BIT for students and one for employees, but the employee team is ad-hoc, where the student team meets regularly. We also have a separate Early Alert process.

- Ours is a combination student focused BIT and TAT

- Can't select multiple answers above...we have a student BIT and Early Alert team and institutional threat assessment team. I will respond to the following questions with respect to the BIT for students.

- We have a Student Intervention Team and a faculty/staff/visitor/ focused Threat Assessment Team.

- Both Threat Assessment Team (call Behavioral Assessment Committee) and Students of Concern

- Student, employee, visitor, and any other community or non-community member BIT and TAT

- Employee focused TAT and BIT

- all of the above

- We have a Students of Concern team and that team or other incidents can prompt a Threat Assessment Team to convene. The Threat Assessment Team only meets to discuss specific concerns.

- Persons of Concern Focus: Faculty, Staff, Student, Contractor, Non-campus community member - i.e., any person who may pose a threat to the safety of self or others related to our campus community

- We have a BIT team for students and employees AND a Student-focused CARE team and Early Alert Team

- Community focused BIT and Community focused threat assessment team

- We have a student-focused BIT and a student/employee TAT

- Both student focused BIT and student focused Threat Assessment Team, wrapped into one BETA (Behavioral Evaluation and Threat Assessment) team.

- We have a Care Team that is focused on students and a threat assessment team focused on students, faculty, and others.

- Currently, we use our student conduct team to address behaviors; we use the DOS office to conduct threat assessment in conjunction with Safety   We are in the process of implementing a BIT/Threat team that will be implementing this fall

- Both Student and Employee focused Threat Assessment Teams

- Multi-disciplinary, multi-focused CARE and BIT for the NMSU system, and Multi-agency Threat Assessment Team led by campus police and involving half a dozen law enforcement agencies and an employed police psychologist.

- Our team does all of the above.

- All of the above - we have Student Emergency Services (office for student concerns and staffs the Behavior Concerns Advice Line), the BAT (student threat assessment team focused on issues that are high level), our Employee Assistance Program addresses calls related to Faculty/Staff concerns), The TAT (faculty/staff/guest focused threat assessment team)

- Our team addresses a multitude of issues that impede a student's ability to succeed and/or jeopardize their overall wellbeing.

- Student-focused CARE teams at 6 campuses and Extended Learning Institute plus student- and employee- focused threat assessment team at college level.

- We use both a Student of Concern Team and a Threat Assessment Team - there was no way to indicate both.

- Student and employee focused CARE

- We have a campus intervention team that does all of this work. The majority of our work is with students, with HR working with employees, but we have worked with employees. We do early intervention primarily through our conduct system, we do CARE team through UWGCares, and we do threat assessment within this team as well. We are busy, but at this time, it does work.

- All of the above... We have two teams - one to cover students only and meets weekly. Another meets every other week and covers faculty, staff and the most extreme student concerns

- We have a team that can focus on either students or employees and we have a sub-committee that focuses specifically on students.

119

- We utilize 3 of the above. A Student-focused BIT, Student-focused Early Alert (academic only), and a campus-wide Threat Assessment Team.

- Intervention team deals with faculty, staff and student concerns

- We focus on both employees and students

- We have a student focused CARE/Student of Concern/ Early Alert team; and we have a University Threat Assessment Team that oversees both students and employees.

- our group does care and threat assessment

- Non-employee based behavior intervention team

- Our team utilizes more than one: Student-focused CARE/Student of Concern, Student-focused threat Assessment.

- Combination Student and Employee-focused BIT

- We have a Student Alert Group (SAG) that focuses exclusively on students with a full range of concerns, from social to academic to financial to behavioral. We also have Critical Behaviors Response Team (CBRT) with a scope of everyone on campus (students, staff, faculty, visitors) that specifically monitors and addresses any behaviors that might be indicative of threat to community.

- We've been using a threat assessment model and are transitioning to behavior intervention.

- We have both a student focused BIT and an employee focused CARE team

- We have both faculty/staff and student Threat Assessment team called The College/University Behavior Intervention Team (CUBIT).

- Both Student and Employee Threat Assessment Teams

- Student Focused BIT and an Employee Focused BIT

- The campus BIT receives information concerning students, faculty, staff, and visitors

- Student Assistance & Intervention Team

- All of the above

- One TAT team for both students and employees

- all of the above

- This only allows me to pick one when in reality, we use several. CARE and Threat Assessment teams for both students and employees. We

- Have both a BIT and a Threat Assessment team. BIT meets weekly; threat assessment meets on an as needed basis.

- We utilize: a Student-focused CARE/Students of Concern, Student-focused Threat Assessment Team and an Employee-focused Threat Assessment Team. Your survey only allowed me to select 1.

- We have two teams, a faculty/staff focused Threat Assessment Team and a Student focused team.

- We currently utilize a student focused BIT, but also utilize a threat assessment process that includes BIT members and additional college administrators.

- We have a Behavioral intervention Team and Threat Assessment Team

- I am speaking for the student side: We have the TAT called Students of Concern and we have the Employee of Concern Team which is separate and run in HR. We have early intervention via Student Support and Case Management Services in the Dean of Students' Office

- We have a combined Student, Staff, and Faculty CARE/Early Alert Team

- Unable to click more than one. We have the first 3 on this list

- A BIT Team that meets weekly and addresses whatever is needed

- We also have iCARE that focuses on early intervention for poor academic performance, nonattendance, and behavioral concerns. BIT becomes involves after iCARE has made a first attempt with a student of concern on behavioral issues.

- Student and Employee BIT

- We do all of these but answer key would only allow us to check one.

- Our BIT is focused on students, faculty, staff, and any other person on our campus who may be becoming a threat to themselves or to others.

APPENDIX E: Mission Statements of Behavioral Intervention Teams (BITs)

- The mission of the University of Oklahoma's Behavior Intervention Team (BIT) is to promote student, faculty and staff success and campus safety by identifying individuals who demonstrate behaviors that may be early warning signs of possible disruptive or violent behavior and intervene at the earliest possible point.

- The mission of the University of Oklahoma's Behavior Intervention Team (BIT) is to promote student, faculty and staff success and campus safety by identifying individuals who demonstrate behaviors that may be early warning signs of possible disruptive or violent behavior and intervene at the earliest possible point.

- In support of the Metropolitan University Mission, the Behavioral Review Team's mission is to address concerns related to the health and safety of the campus community by coordinating information and developing support plans as needed.

- The mission of the RISC team is to provide a venue for addressing students who exhibit behaviors of concern; particularly those who demonstrate the potential for violence toward self or others. Specifically, the policies address activities that are disruptive to the mission of the college, as well as any suicidal or self-injurious threats or behaviors. The RISC team has been charged with upholding these policies and maintaining a healthy environment for the entire NWTC community.

- The Behavioral Intervention Team (BIT) at Tunxis Community College was created to heighten awareness of faculty, staff and students regarding potentially at-risk students and others on campus who may be at risk of harm to themselves or others. Included in, but not limited to, the list of behaviors are threats, aberrant

or strange behavior, violent or perceived violent behavior, repeated threats of suicide or violence against others, etc.

- Spokane Falls Community College meets the needs of our community by advancing student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness.

- The Student Assessment and Intervention Team (SAIT) is a multi-disciplinary group of professionals who meet on a regular basis to support the safe and effective functioning of the campus community. The team proactively provides centralized, coordinated and supportive intervention for behaviorally at-risk students. Through collaborative consultation, SAIT develops strategies to address students' behavior that is disruptive/threatening or potentially harmful to self and/or others. The team assesses each situation and determines the best plan for support, intervention, warning/notification and response. When necessary, the SAIT deploys its resources and the resources of the community and coordinates follow-up.

- Behavioral Intervention Team (BIT) (formerly the Crisis Intervention and Referral Team, or CIRT) is a campus wide team of appointed professionals responsible for identifying, assessing, and responding to serious concerns and/or disruptive behaviors by students who may threaten the health or safety of the campus community.

- The mission of Modesto Junior College's Behavioral Intervention Team (BIT) is to promote safety in our college community through a proactive and coordinated approach to the identification, assessment, intervention, and management of

situations that pose, or may reasonably pose, a threat to the safety and well-being of the campus community. The highest goal is to prevent unsafe behavior and develop support plans for students of concern.

- The operation of SRCC is undertaken with these principles in mind: The individual privacy rights of students are protected by law and University policy and will be maintained throughout. Students with mental health issues or illnesses are able to be successful at Ohio University and every attempt will be made to support this outcome. However, in some cases students may be unable to successfully pursue studies because of their condition. Recognizing that the behavior of individuals can have a profound impact on the community, a balance must be maintained between a desire to support individual students and the safety and well-being of the community.

- (Not specifically designed or advertised as a "Mission Statement") The Student Consultation Team and Threat Assessment Team are an Ellensburg based, two-tier Central Washington University protocol to work with students who are exhibiting behaviors that may be concerning to the CWU community, specifically those behaviors that may pose a danger to themselves or others. The goal is to create a cross-functional, multi-disciplinary university threat assessment strategy to assess and intervene with students who may be at risk, and to give guidance to the university community members who may need to refer students for assistance and review. The process involves the well-established Student Consultation Team and the Threat Assessment Team working in conjunction with each other. The

Student Consultation Team meets weekly to review all reports and refers those reports that warrant the attention of the Threat Assessment Team.

- In the interest of cultivating community welfare and safety, the Ashford Assessment and Care Team (ACT) proactively operates to raise awareness of concerning behaviors through training, accountability, and assessments. The team connects, communicates, and engages timely response and intervention to empower positive differences in people's lives and to prevent violence. The team serves as a resource providing referral, consultation, and support to the Ashford community.

- North Carolina State (NC State) University's Behavior Assessment Team (BAT) is committed to promoting the NC State community's safety via a proactive, multidisciplinary, coordinated and objective approach to the prevention, identification, assessment, intervention and management of situations that pose, or may pose a threat to the safety and well-being of our campus community (i.e. students, faculty, staff and visitors).

- Mission: The mission of the Behavior Intervention Team (BIT) is to informally share information regarding student behavior, issues, and concerns occurring in and out of the classroom in order to provide support services and to try to ensure the welfare of the student and the community.

- The Behavioral Intervention Team (BIT) at Hutchinson Community College (HCC) exists to provide a structured, positive method for addressing student behaviors that impact the HCC community and may involve health and/or safety issues. The BIT strives to eliminate "fragmented care," to manage each case

individually, and to initiate appropriate intervention without resorting to punitive measures.

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

- Marywood University, sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

- StART's mission is to maintain a healthy, safe learning environment for all members of the college community.

- The Division of Student Life, as a partner in the educational venture, recognizes our fundamental role in supporting and promoting the academic mission of the university, the safety of all members of the university community, and student persistence towards graduation. ** This is still a working draft.

- Lander University's Behavioral Intervention Team (BEIT) exists as an avenue to increase on campus safety for our students and employees. A safer environment is conducive to the learning process and the attainment of educational goals. This team will address student behavioral concerns which are not supportive of the University's primary goals and are not addressed by an existing department of the University. The BEIT will address self-injurious behavior, suicidal ideations or attempts; any erratic or aberrant behavior that disrupts the mission and/or normal functioning of the University, students, faculty, or staff; or involuntary transportation of a student to the hospital for mental health or substance use issues. The BEIT members will act in a common purpose to adequately address critical student behavioral or mental health incidents through review of situations/incidents, information gathering and sharing, and providing recommendations to ensure the safety and educational success of Lander University's staff, faculty, and employees. The BEIT does not preempt any other University department in performing its duties in enforcing the law or managing student situations. [Adapted from NaBITA's, University of South Carolina's, & University of Mississippi's Behavioral Intervention Team Websites. (Form Revised 5/2010)]

- Maintain a safe environment for every student, faculty and staff member. Identify individuals who have exhibited concerning behavior, or who have threatened to commit acts of violence within the campus community. Ensure the safety of person(s) targeted for physical violence. Reduce incidences of concerning behavior and provide conflict resolution. Assess the risk posed by the overall circumstances of threats. Manage the case to reduce risk to students, faculty, staff, and the university as a whole. Document and maintain a record of actions taken to address concerning behavior. Monitor long-term behavioral patterns and trends of employees as a whole, the student body as a whole, and of individuals of concern. Empower a culture of reporting and educate members of the community on what to do when they face concerning behavior.

- TABIT is a multidisciplinary team of professional faculty and staff whose task is to assess potentially dangerous threats or behaviors from students, faculty, staff, visitors, contractors and non-affiliated individuals and to take steps—consistent with existing university guidelines—to maintain a safe campus.

- Hillsborough Community College (HCC) is committed to maintaining an environment where people feel safe to carry out the college's mission. Through communication, collaboration and coordination of college resources, HCC will conduct a comprehensive approach to proactively assess threats and behaviors that may impact the college community. Vision: The Threat Assessment Team (TAT) is committed to building integral partnerships with the campus community, local colleges, and community at large. This shall be accomplished by providing support to a safe and productive learning environment.

- The Behavioral Intervention Team shall provide consultation to the Dean of Students regarding students who are at risk of harming themselves or others.

- Mercer University's mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve.

- The purpose of Cal Poly Pomona's Community Assessment and Response for Employees & Students is to proactively identify, assess, and offer a coordinated institutional response to those who pose a risk to themselves, others and/or the campus community.

- "To maintain and support a safe and healthy learning environment by providing a mechanism by which the college community can identify, report and address student behaviors affecting the safety of the campus."

- Here's a link to our University Policy - http://policy.boisestate.edu/campus-security-and-safety/policy-title-behavioral-intervention-and-the-care-team/

- The purpose of the SCC Student Assessment Team (SAT) is to provide a cross-functional, multidisciplinary point of contact for members of the college community who have encountered student behavior that they perceive as aberrant, threatening or dangerous and to provide threat assessments and early intervention before a crisis arises.

- The Psychological Services Program is committed to helping college students increase their awareness, knowledge, and resources in order to successfully meet the challenges of encountering new ideas, relating to others from diverse backgrounds, and coping with the transitions of adulthood. Because students enter PCC with varying skills and experiences, we attempt to meet each student at his

or her need level, whether the student is in a crisis situation, experiencing an exacerbation of a long-standing problem, or anticipating forthcoming changes. Since 1950, the Psychological Services Program has been an integral part of the educational experience at PCC and has been helping students to creatively handle the stresses of college life. Learning to master these challenges will enhance a student's psychological, interpersonal, educational, and career development while at PCC and long after leaving the campus.

- The mission of the StanCares Team is to promote a safe and productive learning, living and working environment by addressing the needs of students through coordination and assessment of information and developing a supportive plan.

- Establish policy and procedure for behavior risk assessment and intervention. Coordinate student behavior monitoring proactively, classify risk and intervention tools to address the level of risk. Communicate and educate stakeholders. Adhere to national and state best practices related to the Behavior Intervention Team (BIT).

- The mission of the Hennepin Technical College Campus Assessment, Referral and Education (CARE) Team is to enhance the physical and emotional safety of students, faculty, staff, and others in order to support the teaching-learning environment.

- In 2012 the college worked together to redefine our culture and our values. All employees, students and visitors of the college are expected to uphold these values. They define what Aims employees and students provide to and expect from each other. They are: Communication Safety Respect & Professionalism

Trust Each of the four core Values includes examples of model behaviors that describe how those values "come to life" in our classrooms, offices and board rooms. Communication Communicate rationale for decisions as applicable. ("Who else needs to know?") Apply consistent performance expectations of policies and procedures. Provide timely, positive and supportive feedback. Facilitate a communication loop that is open, honest and transparent. Safety Create and foster an environment that is supportive of innovation and creativity. Create and foster an environment that promotes personal safety (physical and emotional). Hold yourself accountable and ask others to be accountable for maintaining a safe campus/college culture. Respect & Professionalism Practice civility by honoring and respecting uniqueness in others. Follow appropriate ethical standards for the institution. Treat everyone who walks through the doors of the college with kindness, courtesy and respect. Encourage others to improve and grow educationally, professionally and personally. Trust Act responsibly and demonstrate personal accountability. Find people doing things right and acknowledge those actions. Work together to do the right thing for all parties involved. Foster an environment of collaboration. Set expectations and follow through. Trust that my colleagues will do the ethical/educational right thing.

- CARE Team Purpose and Mission Established in 2013, the Richland College CARE Team is a diverse group of Richland faculty and staff members who provide support and assistance to members of our college community. The CARE Team maintains an online referral form that enables college staff members, students, and community members to refer students who need attention.

Professional Counselors on the team assess referrals to determine the need for and type of intervention. The mission of the Richland College CARE Team is to connect students with appropriate campus services, provide referrals to community resources as needed, and monitor the progress of referred students. The goal of the CARE Team is to identify distressed individuals early and provide them with needed support. Because of Richland's culture of care for all individuals, the online website is available to report concerns. By working as a team, fragmented care is reduced and the safety of the campus is improved. In emergency situations the CARE Team refers students or college employees to the Behavioral Intervention Team (BIT) chaired by the Vice President of Student Development. The BIT Team can respond immediately to situations of a serious nature such as behaviors that pose a danger of harm to self or others or that may disrupt the learning environment at the college.

- The Assessment and Care Team's mission is to:

Balance the individual needs of the student with those of the greater campus community   provide a structured method for addressing student behaviors that impact the college community and may involve mental health and/or safety issues

Manage each case individually

Initiate appropriate intervention without resorting to punitive measures

Eliminate "fragmented care"

- The Students of Concern Care Team intervenes to provide support for students who raise concern about their potential for harm to themselves or others. The Care Team will assess the potential risk to personal and campus safety that might

result from the actions of individual students, will connect students in need with appropriate resources and will monitor compliance with required support plans.

- The Northeastern Junior College Behavioral Intervention Team is a trained group of caring NJC faculty and staff professionals who meet regularly to support our students via an established protocol. The team tracks "red flags" over time, detecting patterns, trends, and disturbances in individual or group behavior. The team receives reports of disruptive, problematic or concerning behavior or misconduct (from faculty & staff members, students, community members, friends, etc.), conducts an investigation, performs a threat assessment, and determines the best mechanisms for support, intervention, warning/notification and response. The team then activates the resources of the college and/or the community and coordinates follow-up. BIT is a specific model that has no parallel.

- Kent State University's Care Team is a cross-divisional crisis management committee that collaboratively assesses and coordinates a response to students identified as reasonably posing a potential threat to self, others, or the University community.

- Mission Statement In accordance with the mission of the College, the Enrollment and Student Services Division will provide quality programs and services for Gwynedd-Mercy College students, advocating for resources and facilities that enhance their experience as students. Enrollment Management assumes responsibility for the development and implementation of a coordinated admissions and retention strategy for all undergraduate and graduate programs.

The composition of the division is as follows: Athletics, Undergraduate
Admissions, Graduate Admissions, Career Services, Counseling Services, Health
and Wellness, International Student Services, Residence Life, Student Activities,
Upward Bound, Office of the Dean of Students, and the Office of the Vice
President for Enrollment and Student Services We are committed to the provision
of a safe environment in which a holistic approach to student development is
facilitated and supported from initial enrollment through graduation.   Therefore,
our programs will focus on the academic, spiritual, physical and emotional
development needs of our diverse student population.

- California University proudly embraces its Bill of Rights & Responsibilities,
which notes the right to safety and security and the responsibility to ensure safety
and security of others. In our efforts to promote a safe & secure learning & work
environment, a threat response, assessment and intervention team has been
created to regularly discuss issues relating to violence, security and potential
threats directed at university's students, faculty or staff. This team will provide a
structured way to share information regarding potential acts of violence that will
also allow for intervention.

- The mission of the Murray State University Student Intervention Team is to
collect, track, and evaluate reports from all parts of campus concerning students
who may pose a threat to their own safety and/or the safety of others. The team is
represented by personnel from various departments.

- The mission of Alamo College's SOBI Team is to coordinate information and develop an institutional response to promote student well-being, a thriving campus environment, and successful academic experiences through an active process of assessment and intervention.

- The Campus Threat Assessment Team regularly collects and assesses information about potentially threatening behavior or statements by members of the Green Mountain College community and provides a range of responses, from early intervention to referral and crisis management, in an effort to respond appropriately to potential threats posed by students, staff, employees or campus visitors. Reports from concerned students, faculty, staff or others may be made to any member of the Campus Threat Assessment Team.

- The mission of the Early Alert Team (EAT) is to provide early intervention and prevention for students who are experiencing distress, engaging in harmful or disruptive behaviors, or who have been identified as at risk for personal, academic, social or financial success.

- The Supporting Our Students (SOS) Team is comprised of faculty and staff whose role is to identify and intervene in situations involving students who may exhibit behaviors of concern.

- NinerCare is a network designed to bring together information in order to identify students who have demonstrated behavior of concern to members of the UNC Charlotte community. This network also allows UNC Charlotte staff and faculty to investigate and then determine if an identified student poses a potential threat to self, others, or the UNC Charlotte community. NinerCare helps to develop an

objective, coordinated action plan to collect information, assist the student and protect the University community.

- It is the goal of OSU to provide a safe and secure work and learning environment. The safety of University employees and students is very important both in terms of enhancing the educational environment which OSU strives to provide and in promoting a supportive working atmosphere for employees. The University cannot absolutely ensure that unanticipated acts of violence, serious threats, or harassment, will never occur. However, this policy provides procedures to minimize the likelihood of such an occurrence.

- The purpose of the Poet Early Alert Program (PEAP) is to provide a timely and appropriate intervention to students demonstrating academic, physical, or emotional behaviors that may stand in the way of their academic success. Designed to help promote student success and retention, faculty, staff, and students are encouraged to fill out the on-line Early Alert form if they see behaviors that cause concern.

- The mission of the Behavioral Review Team (BRT) is to provide a multiple perspective appraisal of reported student behaviors and to suggest appropriate interventions and strategies to establish conditions for student success.

- The Student Support Team supports student retention and a healthy campus community at Carroll University by coordinating support services and appropriate interventions to assist students who are in distress or who have reportedly displayed troublesome or concerning behaviors.

- It is the mission and goal of the AAMU CARE Team is to provide and maintain a safe and secure educational and work environment for all students, employees and visitors at AAMU. In order to facilitate this mission and goal, the AAMU has created a Campus Assessment, Response and Evaluation ("CARE") Team that is charged with creating processes that will promote and encourage communication, collaboration and coordination of concerns regarding student behavior, providing guidance and recommendations to campus administrators in regard to matters that have the potential to disrupt the safe and secure educational and work environment on campus, and serving as a point of contact and review of reported concerns. The CARE Team's primary goal is to review, analyze and determine whether particular student behaviors or actions on campus create a risk or threat of harm to the campus community. The CARE Team shall also be responsible for serving as a point of contact for the campus community to report concerns related to threatening or harmful behavior of students on campus for the safety and security of all campus community members.

- CBAT is a monitoring body which reviews reported behaviors of concern.   The goal of CBAT is to provide guidelines to assist faculty and staff in identifying behaviors which may pose a threat to the student or others. When immediate action is needed, BTAT is notified.

- BEHAVIORAL INTERVENTION TEAM   FVTC's Behavioral Intervention Team (BIT) is your point of contact if you happen to encounter student behavior that you perceive as concerning, threatening or dangerous. The BIT uses all available resources to determine the best ways to support and/or intervene to

promote the success of individual students and the safety of the overall campus community. Services provided by the BIT include: Assisting faculty with appropriate intervention strategies creating behavioral success plans providing resources for students and staff assessing the need for educational sanctions to make a referral to the BIT, submit an Incident Report.

- The mission of the C.A.R.E. Team is to contribute to a safe campus environment by reducing potential threats and increase student success through the identification, assessment, and management of troublesome or concerning behaviors.

- To utilize a cross functional team of individuals and resources to identify and provide early intervention for students who are experiencing extreme distress or engaging in harmful or disruptive behaviors

- The Behavioral Intervention Team (BIT) was established with the mandate to identify, assess, and monitor students displaying moderate to elevated levels of distress or disruption, and/or behavioral dysregulation, including homicidal, suicidal, assaultive or self-injurious threats, and to implement timely interventions that protect the welfare of the student and the safety of the college community. Its primary goal is to provide threat assessments and early intervention before a crisis arises.

- The University of South Carolina Lancaster is concerned about the safety, health, and well-being of all of its students, faculty, and staff, and has policies regarding the well-being for all members of the University of South Carolina Lancaster community. Specifically, the policies address student activities that are disruptive

139

to the mission of the University, as well as any suicidal or self-injurious threats or behaviors. As a result of growing national trends on college campuses of mental health issues and the increase in hospitalizations and deaths due to alcohol consumption, the University of South Carolina Lancaster created the Behavioral Intervention Team (BIT). The BIT has been charged with upholding these policies and maintaining a healthy environment for the entire University of South Carolina Lancaster community.

- The mission of the BSIT is to collate and integrate various sources of information and offer recommendations to the college deans as a means of identifying and proactively assisting students who exhibit behaviors of major concern. The BSIT will provide a centralized repository for information which may indicate student problems which are or could become disruptive or threatening and therefore may have an adverse impact on the safety of that student and/or the safety of others in the MUSC community. The BSIT will take a proactive, collaborative approach in evaluating student behavior, which causes concern and will recommend appropriate support and intervention.   The BSIT will make recommendations for action to the Dean of the College in which the student is enrolled.

- The Occidental College Student Success Team (SST) is comprised of professional staff members who are charged with identifying, assessing, and supporting students of concern. SST educates the campus community on constructive ways to obtain support for distressed students. Through the combined efforts of the SST and informed members of the College community, students will know how to take care of themselves and each other.

- The purpose of the Saint Joseph's University Behavioral Intervention Team (B.I.T.) is to evaluate and address student behavior that may be inappropriate or concerning, and to coordinate the resources of the University to intervene and provide necessary supports.

- In the interest of cultivating community welfare and safety, the Ashford Assessment and Care Team (ACT).

- Concordia University's CARE team exists to promote and maintain safety and health by identifying and assisting struggling students become more connected to services, some of which may include mental health care and/or safety intervention.

- Our goal is to create a network of care and support for students with concerns that emphasizes early intervention and academic success/progress for students dealing with difficulties and to connect students with appropriate resources or individuals that may help address their needs. The difficulties students may be experiencing could be academic, social, relationship based (family, romantic, friends, etc.), psychological, substance abuse, financial, or behavioral.   We assess student behaviors of concern in the community and develop appropriate intervention plans

- To promote the safety of the campus community through communication, collaboration, and information sharing.

- The Saint Peter's University Care and Concern Team serves as a campus behavioral intervention team that determines and coordinates strategies to respond to distressed, threatening, disruptive, bizarre, and other concerning student

behaviors. The team will also educate and empower the campus community to effectively recognize, report, and refer students who demonstrate these behaviors.

- The BIT provides proactive assistance to students and employees who are exhibiting concerning behaviors both to support students and assist faculty/staff.

- The mission of BIT is to enhance open communication within the College community pertaining to the promotion of a safe living and learning environment.

- The mission of the Student Intervention Team is to work toward creating and maintaining a safe and secure community for all students by providing systematic response for students who may be exhibiting concerning behavior that could result in harm to self or others.

- The mission of the WWCC Behavioral Intervention Team is to recognize patterns of behavior that could compromise student success or campus well-being and proactively intervene through appropriate support services and resource referrals.

- The Student Consultation Team (SCT) is dedicated to improving community through a proactive, objective, supportive, and collaborative approach to the prevention, identification, assessment, intervention, management, and coordinated response of student situations that may pose a threat to the safety and well-being of individuals and the campus community.

- The Behavioral Intervention Team (BIT) is an interdisciplinary alliance that flags and services students deemed to be at risk to themselves or others socially, mentally and/or physically.

- USU Eastern prepares the people who create and sustain our region

- It is the mission and goal of Northwest Missouri State University to provide and maintain a safe and secure educational and work environment for all students, employees and visitors at NW.

- The Behavioral Assessment Team (BAT) is committed to improving community safety through a proactive, collaborative, coordinated, objective, and thoughtful approach to situations that pose (or may reasonably pose) a threat to the safety and well-being of the campus community, while addressing the diverse psychosocial needs and concerns of students.

- The mission of the BIT is to provide a venue for addressing students who exhibit behaviors of concern; particularly those who demonstrate the potential for violence toward self or others. Specifically, the policies address activities that are disruptive to the mission of the University, as well as any suicidal or self-injurious threats or behaviors. The BIT has been charged with upholding these policies and maintaining a healthy environment for the entire community.

- The mission of the UAA Care Team is to promote a safe and productive learning, living and working environment by addressing the needs of students through coordination and assessment of information and developing a supportive plan.

- Kent State University's Care Team is a cross-divisional crisis management committee that collaboratively assesses and coordinates a response to students identified as reasonably posing a potential threat to self, others, or the University community. Referrals to the Care Team may be made by contacting the Dean of Students at 330.672.4050 for a unified institutional response.

- The purpose of the Student Care Team (SCT) is to provide a regular opportunity for communication between departments, ensuring that all the resources of the University of Louisville are available to students in crisis.

- The Behavioural Intervention Team (BIT) identifies, assesses, and monitors students of concern. A student of concern is a student who displays serious or repeated distressed, disruptive or threatening behaviour which includes behaviour that may cause harm to self, others or to the academic mission of the College. The BIT receives and gathers information, provides initial risk assessments, and makes recommendations for intervention, including referring and connecting students to resources.

- The Campus Assessment, Response and Evaluation for Students Team (CARES) identifies, discusses, investigates, evaluates and monitors student behavior which poses a concern, potential threat or actual threat to self or others. The purpose of CARES Team is to provide a centralized structure for the campus community for early intervention of at-risk students through collaboration with campus departments, faculty and staff. Students exhibiting behaviors that are of concern in relation to their personal, physical and emotional well-being should be referred to the CARES Team along with students who are intimidating, disruptive, aggressive, or violent. The CARES Team will review all information available on the student's behavior and background to determine an action plan and monitor the student on a case-by-case basis. The team meets regularly and on an ad hoc basis.

- The Behavioral Intervention Team is a group of trusted faculty and staff with a mission to address student behavior that may be perceived as concerning, alarming, or limiting to a student's educational or personal success.

- The Behavioral Intervention Team (BIT) is a tool to assist in providing a safe academic environment for faculty, staff and students. Representing a cross section of college departments, the BIT is not punitive and is not a disciplinary board but rather serves as the central point of contact for threat assessments. The team responds to reports of disruptive, problematic or concerning behavior or misconduct; conducts an investigation; performs a threat assessment; and determines the best mechanisms for support, intervention, warning/notification and response. The team then deploys college resources and resources of the community and coordinates follow-up. The team also identifies patterns of concerns for a student or group of students across all campuses.

- The Behavioral Intervention Team provides preventative measures on campus to reduce the risk of student or employee incident.

- Mission: Behavioral Response Programs (BRP) is a Division of Student Success Services that takes a planned and proactive approach to identifying and assisting students who are distressed and/or exhibiting abnormal, threatening, or dangerous behavior. Through early identification, BRP aims to connect students with the resources they need to be successful and prevent crises. The work of the BRP includes coordination of the Behavioral Response Team (BRT) as well as consultation services and campus outreach.

- The mission of the Campus Assessment, Response and Evaluation (CARE) Team is to promote student success and enhance campus-wide communication regarding specific behavioral problems that may involve threats to the safety and well-being of the campus community.

- In the interest of cultivating the Ashford online community welfare and safety, the Ashford University Online Behavioral Intervention Team (AU Online BIT) proactively operates to raise awareness of concerning behaviors through training, accountability and assessment.

- The mission of the Franklin Intervention and Awareness Team (FIAT) is to serve as the centralized resource and advisory body to address problem behaviors of members of the university community

- MISSION OTC's Behavioral Intervention Team (hereafter referred to as the "BIT") is to provide a systematic response to identify students whose behavior is of concern in order to support student success and to assist in protecting the health, safety, and welfare of the students and members of the OTC community.

- Abilene Christian University desires to be proactive when it comes to the welfare of our students. As a result, ACU's Behavior Intervention Team ("BIT") receives, shares and assesses information regarding concerning or disruptive student behavior in order to establish coordinated, caring, and preventative interventions aimed at avoiding harm to self or others.

- Collaboratively address issues related to student behavior on campus, bringing representatives from a variety of campus departments together to develop a general sense of patterns of student behavior, to share advice and counsel, to

146

collaborate on dealing with acting-out behavior, and to recommend strategies, policies and procedures that proactively address student behavior.

- The CARE Team provides early assessment and referral when a student's behavior is flagged as concerning, risky, or potentially harmful to self, others, or the community. The team makes a good faith review of the information provided and suggests a reasonable course of action to mitigate risk, considering the needs of the individual within the context of the community. An ethic of care and attention to the safety and wellbeing of individual students, the campus, and community guides all recommendations. As appropriate, every effort is made to help students persist at the University.

- OTC's Behavioral Intervention Team (hereafter referred to as the "BIT") is to provide a systematic response to identify students whose behavior is of concern in order to support student success and to assist in protecting the health, safety, and welfare of the students and members of the OTC community.

- The mission of the Behavior Intervention Team (BIT) is to informally share information regarding student behavior, issues, and concerns occurring in and out of the classroom in order to provide support services and to try to ensure the welfare of the student and the community.

- The overall goal of UBIT is to promote a safe environment for all students, faculty and staff focused on student learning and student development. The mission of UBIT is to provide a proactive and supportive approach in prevention and intervention of problematic behavior that raises concerns within the university community.

- The purpose of the Care and Concern Outreach Team is to develop a process to assist the College in the identification of individuals whose actions pose a concern. The Team is made up of key representatives from student and academic affairs. It is committed to the increased sharing of information across disciplines in order to identify concerning behavior and to develop a planned response.

- The Threat Assessment and Management Team is committed to improving campus safety through a proactive, collaborative, coordinated, objective, and thoughtful approach to the prevention, identification, assessment, intervention and management of situations that pose, or may reasonably pose, a threat to the safety and well-being of the campus community

- The Behavioral Intervention Team (BIT) is a threat assessment team formed to assess behavior or at-risk students. The team determines intervention strategies and provides professional support for those students while maintaining a safe campus community.

- To provide a coordinated response to situations arising from students who may harm themselves and/or others.

- The mission of the University of Wisconsin-La Crosse's CARE Team is to provide a proactive and supportive multidisciplinary team approach to the management, assessment and intervention of situations or individuals that may pose a physical or psychological threat to the safety and well-being of the University community, thereby helping maintain a safe campus environment conducive to learning, personal growth, and success.

- The Monmouth University Campus Intervention Team (CIT) is an interdisciplinary group of administrators and faculty who support students considered to be "at risk" based on repeated patterns of behaviors of concern that have been observed. In our efforts to promote wellness and resiliency in our students, we have found that early identification and referral of students of concern can facilitate timely preventative intervention, which is our goal.

- The CARE Team is comprised of a group of dedicated professionals trained specifically to address a broad range of health and safety concerns. At UNC, we greatly appreciate your participation in making our campus a safe and healthy community. The purpose of the Response Team is to: Proactively identify students or staff of concern, Identify referral options, Make recommendations for a course of action to the Assistant Dean of Students or other campus official as appropriate, toward the ultimate goal of health, safety, success, and retention, and Serve as a coordinating entity in responding to critical incidents that affect students and the campus community.

- The mission of the University of Central Oklahoma's Behavioral Assessment Team (BAT) is to refer members of the Central community (students, faculty, and staff) who may be experiencing personal crisis or demonstrating behaviors that may be early warning signs of possible disruptive or violent behavior to appropriate campus resources. The BAT's goal is to intervene at the earliest possible indication and facilitate successful resolution of concern.

- Georgia Gwinnett College's Student Behavioral Concerns Team (SBCT) promotes campus safety and the well-being of students through the identification,

assessment, intervention, and management of student situations that may pose a threat to the safety and well-being of the campus community and/or the individual student.

- We call it a Purpose Statement (I know, semantics): To coordinate early intervention and support services for students who are at serious risk that may affect their classroom experience or other aspects of college life.

- The Assessment and Care Committee is committed to the mission of the University by providing early intervention for students whose actions pose a concern to personal health and safety, or to the safety of the University community. Comprised of key representatives from Student and Academic Affairs, the Committee is committed to campus-wide sharing and synthesis of information to identify potential risk and to develop and implement a response. The ACC is empowered by the Executive Vice President/Chief Enrollment Officer to make decisions regarding a student's status within the University community.

- The mission of Howard Community College's behavioral intervention team, called the ASSIST TEAM (Assessment and Intervention for Students Team) is to assess circumstances involving students of concern and to initiate appropriate responses to specific behavioral problems such as suicidal ideation, threats of harm to self or others, and other behaviors that demonstrate a significant disruption to the college community. The ASSIST Team will provide referrals for early intervention and support for identified students to help facilitate a successful outcome for the student's well-being and the safety of the college community.

- Mission: The SOC team consists of student affairs and academic affairs professional staff members whose focus is to support students in attaining personal and academic success at Truman State University and to maintain a safe and productive educational environment for the Truman community.

- The mission of the Behavior Intervention Team is to: •Provide a systematic response to students whose behavior is disruptive to themselves or the environment, or who may be in violation of UT Arlington Code of Conduct. •Assist in protecting the health, safety, and welfare of the students and members of the UT Arlington community. •Support student success.   The purpose of the Behavioral Intervention Team is to: •Serve as a resource for faculty, staff, and students to address the needs of students who are experiencing significant behavioral disturbances. •Recommend collaborative and purposeful interventions aimed at helping students achieve success. •Establish a process that is designed to be helpful to students, particularly when the rights of others or an individual's own growth and development are being endangered. •Assist member of the University community with a legitimate concern regarding students who seem to be experiencing emotional distress, psychological difficulties, or are unable to handle stressful circumstances.   UT Arlington believes it is important to foster an environment that encourages students to maintain a standard of responsibility for self-care which includes the ability to respond adequately to one's emotional, physical, and educational needs. Some students who are distressed engage in behaviors that impact their self-welfare and the welfare of the university community.   The presence of demonstrated distress, disruptive or dangerous

student behavior can be a predictor of future harm to self, others, and the larger UT Arlington community. While we acknowledge that no one can predict with any degree of confidence whether a student will eventually progress to acts that are harmful to themselves or others, there are behaviors indicative of higher risk. These behaviors may require further assessment by appropriate professionals to promote the safety of the student and UT Arlington community. The BIT is one of several resources available to the campus community to address these concerns. Other offices with similar purposes include the Office of Student Conduct, the Office for Students with Disabilities, UT Arlington Police Department, Counseling Services, and Health Services.

- Harford Community College provides accessible, innovative learner-centered educational opportunities. As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development. The College fosters lifelong learning, global awareness, and social and cultural enrichment.

- The purpose of the Student Intervention Team (SIT) is to provide a proactive approach to engaging students who may be at risk or in crisis.

- The Behavior Evaluation Strategies Team (BEST) is an interdisciplinary team, committed to ensuring the safety and wellbeing of the Foothill College campus community. We do this through identification, assessment and management of reported behaviors of concern.

- This committee will identify students who are at risk to themselves or others because of their behavior on campus. They may be a physical risk to self or

others, they may be at risk because they are disruptive in classes, on campus, or in the residence halls, or they may be at risk because of poor choices that result in danger to self or others.

- The Behavioral Assessment and Recommendation Team is dedicated to a proactive, coordinated and planned approach to the identification, prevention, assessment, management, and reduction of interpersonal and behavioral threats to the safety and wellbeing of Columbus State University students, faculty, staff and visitors.

- The mission of the Behavioral Intervention Team is to: assist in protecting the health, safety and welfare of the students and members of the UT Tyler community; support student success; provide a comprehensive response to students whose behavior is disruptive to themselves or the educational environment. The BIT is one of several resources available to the campus community to address these concerns. Other offices with similar purpose include Residence Life & Judicial Affairs, Student Counseling Center, UT Tyler Police Department, and the Office of Student Accessibility.

- Brookhaven College is committed to providing a learning environment that is conducive for students to develop their full potential. The College acknowledges that students in mental, physical, or psychological distress may have difficulty learning and offers support to these students. There may be times when the College is required to activate a systematic response to students who may be in crisis or whose mental, emotional, or psychological health condition may directly threaten the safety of the learning environment. Through the creation of the

CARE Assessment Team (CARE Team), the College will provide a caring, confidential program of identification, intervention, and response by providing students with the greatest chance for success and the College community with the greatest level of protection.

- The Southeast Missouri State University mission and strategic vision articulate a commitment to providing student-centered experiences and to create a sense of community on our campus. All students, faculty and staff share in the responsibility to protect this community and to ensure its members are safe and healthy. Occasionally, a student's behaviors or personal concerns will rise above normal interactions to a level of concern that may lead to disruption of classroom or university activity or cause concern of threat towards oneself and/or others. Students exhibiting behaviors that are of concern in relation to their personal, physical and emotional well-being should be referred to the Students of Concern Team.

- The purpose of the Committee is to: • share information and recommend timely and effective response plans for intervening with students who have been identified as disturbed or at-risk, or who have been experienced on campus as disturbing to others; • manifest a campus culture characterized by an ethos of care for at-risk or disturbing students; • educate the campus community on our shared responsibility for the common good related to at-risk or disturbing students. The Behavioral Consultation Committee is also expected to review and evaluate the efficacy of the College's protocols in addressing student risk and/or disturbing behavior on a regular basis.

- The Student Success Team (SST) is a multidisciplinary group of administrators and faculty members across campus who are charged with identifying, assessing, and supporting students who are distressed or experiencing trouble adjusting to the demands of being a student. The team is comprised of members from the Dean of Students Office, Academic Affairs, Emmons Student Wellness Center, Residential Education and Housing Services, Campus Safety and Athletics.
- The BIT is a multi-disciplinary group whose purpose is to support a safe and productive learning and working environment for the College via an established student behavior intervention protocol.
- The college has a commitment to providing a safe and secure environment for the college community. In meeting this commitment, the college has established Behavioral Intervention Teams which respond to college situations involving dangerous, atypical, threatening or disruptive student behaviors. BIT assess situations in the college community and intervene with regard to the health, safety, and security of the college community, and in accordance with college policies. Anyone in the college community can report concerning behavior using the online incident report found at www.ccac.edu.
- The Behavior Evaluation and Threat Assessment Resource Group members act as contacts for campus faculty, staff, and administrators who are dealing with a disruptive or threatening individual. Members listen to their concerns and offer information about resources to address the problem. BETA members are also available to brief campus agencies and to offer guidance on preventative steps which individuals and offices can use generally regarding these sorts of problems.

- The purpose of this team is to provide a means for early intervention of at-risk students through collaboration with campus departments, faculty and staff. Students exhibiting behaviors that are of concern in relation to their personal, physical and emotional well-being should be referred to this team of professionals. The Students of Concern Committee is not meant to be the sole mechanism of communication and will not take the place of services provided by Counseling & Psychological Services, Center for Student Conduct, University Police or other established student services.

- The Behavior Assessment Team (BAT) meets regularly to assess and create action plans for students or student groups who present disturbing behavior in our community. The team members are responsible for identifying students or student groups who display disturbing behavior, offering suggestions on how to manage the behavior or student crisis, and implementing a plan to manage and/or resolve the situation.

- In the interest of cultivating the Ashford online community welfare and safety, the Ashford University Online Behavioral Intervention Team (AU Online BIT) proactively operates to raise awareness of concerning behaviors through training, accountability and assessment.

- Mission The CARE Team is dedicated to a proactive, coordinated and planned approach to the identification, prevention, assessment, management and reduction of interpersonal and behavioral threats to the safety and well-being of Linn Benton Community College students, faculty, staff and visitors. Objectives/Goals Assess the school climate Assessment by Group Identify and assess individuals of

concern Conduct threat assessment inquiries Implement appropriate management strategies.

- The Student of Concern Committee (SCC) is a campus resource established to help promote a safe campus community by receiving, collecting, considering, and – when deemed necessary — acting upon information regarding behavior of concern exhibited by a student or group of students. Action by the SCC seeks to provide supportive intervention services to facilitate students achieving their academic and personal goals while ensuring the safety of the campus community.

- In the interest of cultivating community welfare and safety, the Ashford Assessment and

- The Harper Early Alert Team, or HEAT, is a multidisciplinary campus behavioral intervention and threat assessment team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors. HEAT strives to assist the campus in intervening before a person reaches a critical level. The roles of HEAT include: Assess the likelihood of violence or harmful behaviors towards members of the campus community or the campus itself (i.e. conduct threat assessments). Provide recommendations to appropriate campus constituents in order to manage concerning situations and behaviors, preferably before they escalate to become threats or acts of violence. Support and advice individuals who experience concerning or potentially threatening behaviors. Educate and empower the campus community to recognize, report, and effectively address aberrant, dangerous, threatening and concerning behaviors. Provide methods for collecting, assessing, and tracking information such as patterns of

behavior, individual likelihood of targeted violence, and longitudinal trends related to concerning and threatening behaviors affecting the campus. Provide guidance and best practices for preventing violence and providing supportive services in response to acts of violence.

- The purpose of the Behavior Assessment and Intervention Team is to review behavioral incidents and assist in the development of a strategy to address situations involving students whose behavior may be disruptive or harmful to the UT Dallas community, including situations where the disruptive or harmful behavior may be a result of a mental, emotional or psychological health issue. Specifically, the charge for this team is to: Assess situations involving a student whose behavior may be disruptive or harmful to the UT Dallas community. Consult with administration, faculty, staff and other students affected by the inappropriate behaviors of a disruptive student. Coordinate the University response to address the situation. Monitor the cases that have come to the attention of the BAIT. Make recommendations to responsible University officials on appropriate action consistent with University policy and procedure statements and with state and federal law.

- To develop Christian leaders

- No mission statement unique to this team. Mission statement for Student & Legal Affairs: The MISSION of Student & Legal Affairs is to educate students on life issues outside the classroom, to cultivate a safe learning environment, and to assist students in becoming well-rounded, independent, responsible adults.

- The SBCT is a campus wide team that provides consultation, makes recommendations, and coordinates the University's response in situations involving students who engage in concerning, disruptive, and/or potentially harmful behavior. The SBCT serves as a resource to the campus community and is designed for early intervention regarding behavioral issues to help support the health, safety, and success of Clayton State University students.
- UWGCares, responding to stress and distress in the campus community.
- The TAC Team serves to create safe intervention, investigation and management of threatening and violent behavior on campus.
- The SBRT team is a multi-disciplinary group of campus professionals whose purpose is to meet regularly to discuss and address student behavioral concerns. The team receives reports concerning disruptive or problematic behavior and determines the best mechanisms for support and intervention.
- The UMSL Intervention Team supports and maintains a safe and positive learning environment for all those in the UMSL Community by fostering an open care and concern reporting environment. This Team allows for early identification of persons at risk and connects the identification with action plans and intervention strategies to the benefit both those at risk as well as our global society.
- Our mission is to ensure student and campus safety by monitoring student behavior and providing early intervention support services. We cannot accomplish this goal without your help.

- The Behavioral Intervention Team at South Texas College is a highly trained panel of professionals advancing campus safety and collegiality for the South Texas College Community.

- An interdepartmental committee convened by Academic Counseling and the Dean of Students Office whose purpose is to make a concerted effort to approach students who seem to be having difficulty within the St. Thomas community and determines how to effectively support their retention and success within the university.

- The UW-Waukesha Behavioral Intervention Team (BIT) is a contact point for students, faculty, and staff when they recognize or become aware of a student whose actions or behaviors are causing concern. This contact is not designed as a disciplinary tool but rather to assist students who are experiencing difficulty and to ensure the safety of the campus community.

- SOS seeks to balance the educational needs of the student and the academic mission of the University, to respond to each student's unique needs and to provide a mechanism for effectively addressing student's behavior before it disrupts normal University functions.

- To identify, assess and monitor students displaying moderately to severely distressful, disruptive and/or dysregulation behavior, and to implement early intervention strategies that protect the welfare of the student and the UTM community. The primary goal is to provide threat assessment and intervention before situations escalate to crisis level.

- The mission of the _____ University Behavioral Intervention Team is to provide a caring program of identification, intervention and response while balancing the needs of the individual with those of the community. The BIT: identifies students whose behavioral patterns have raised concern about their well-being; centralizes communication to gain a more complete understanding of the whole individual student; and, develops a collaborative outreach plan with campus and community resources to address identified risks.

- Encouraging a supportive, resourceful, and safe environment for the RVC community.

- Mission. The mission of CPT is to: a. Promote the health and safety of the campus community. b. Improve community safety through a proactive, collaborative, coordinated, objective, and thoughtful approach to the prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose, a threat to the safety and well-being of individual students or the campus community.

- The mission of the BIT is to provide a coordinated university assessment and response, based on individual team member areas of expertise and experience, in addressing students, staff and faculty who exhibit significant behaviors of concern (up to and including the potential for violence towards self and/or others), that may cause disruption to the university educational environment.

- The BIT is committed to improving community safety through a proactive, collaborative, coordinated, objective, and thoughtful approach to the prevention, identification, assessment, intervention and management of situations that pose, or

may reasonably pose, a threat to the safety and well-being of the campus community.

- The mission of the Purdue University Behavior Intervention Team (BIT) is to promote the safety and well-being of the Purdue University community. The team provides an institutional framework for information sharing and development of support plans for students of concern.   Potential behaviors of concern will be identified and addressed through education of campus constituents so they are able to identify and communicate to the proper authorities in a timely manner.

- The team exists provide proactive assistance, early intervention and caring confrontation to create a safe and healthy college community.

- As part of our commitment to be a "Community of Care," Butler University has an interdepartmental staff group that approaches students who seem to be having difficulties with college adjustment. This group, the Assessment and Care Team, meets bi-weekly throughout the academic year to discuss issues of concern and coordinate support to students. Issues discussed include disengagement from campus life, academic difficulties that may include poor class attendance, sexual violence/harassment, depression, disruptive behaviors, eating disorders, or other behaviors or situations that might impede a student's retention and success.

- Cecil College is committed to maintaining a safe learning and working environment for all members of the college community. The Student Behavior Consultation Team (SBCT) promotes student health, well-being and successful academic experiences; and promotes campus safety through an active process of

threat assessment and behavioral intervention. Representatives from the Faculty, Student Services and College Security meet monthly to share information and develop action plans as needed. The SBCT also seeks information from and consults with faculty and staff to identify problematic behaviors.

- California University proudly embraces its Bills of Rights and Responsibilities, which notes the right to safety and security and the responsibility to ensure the safety and security of others. In our efforts to promote a safe and secure learning and work environment, a threat response, assessment and intervention team has been created to regularly discuss issues relating to violence, security and potential threats directed at the University's students, faculty or staff. This team will provide a structured way to share information regarding potential acts of violence that will also allow for intervention.

- The mission of the student affairs division is to support and direct student learning and development, contributing to student's individual achievements. The members of the division collaborate and cooperate to shape student experiences and assist in providing a meaningful and healthy undergraduate education.

- The Behavioral Intervention Team consists of a group of UTC staff and faculty members from across the campus whose mission is to: Balance the student's individual needs and those of the community Provide structured positive methods for addressing student behaviors that impact the UTC and/or Chattanooga community and may involve mental health and/or public safety issues Manage each case individually Initiate appropriate intervention(s) without simply resorting

to student conduct processes Share information from multiple sources and eliminate "fragmented care".

- The mission of the C.A.R.E. Team is to collaboratively address and respond to issues concerning the health, safety and well-being of ERAU students. The C.A.R.E. Team meets regularly to identify, assess and to respond to concerns and/or potential threats to the campus community by students. Toward that end, Embry-Riddle should support a culture of reporting "see something, say something" and utilize the C.A.R.E. Team appropriately for a safer community. The team maintains communication with appropriate offices and individuals. The C.A.R.E. team is coordinated through the Dean of Students Office. Concerns may be reported to the C.A.R.E. team through the Student of Concern form (link) or dbdos@erau.edu.

- The mission of the Behavior Intervention Team is to: Provide a systematic response to students whose behavior is disruptive to themselves or the environment, or who may be in violation of UT Arlington Code of Conduct. Assist in protecting the health, safety, and welfare of the students and members of the UT Arlington community. Support student success.

- The Behavioral Intervention Team at the University of New Orleans is a campus intervention team that uses a formalized approach to addressing mental health disturbances and other behavior that either poses a danger of harm to self or others, or disrupts the living and learning environment of our students. This could include, but is not limited to, such situations as suicidal threats, behaviors of a threatening nature, alcohol and drug abuse and serious threats of harm to others.

The team meets once a month for a minimum of an hour. In emergency situations the team, or a subset of the team, will meet to make an immediate response to a serious situation. More routine incidents are discussed in the monthly meetings.

- Cecil College is a comprehensive, open-admission, student-centered institution committed to academic excellence. The College provides learning experiences that meet the dynamic intellectual, cultural, and economic development needs of Cecil County and the surrounding region. Through an enriched and supportive learning environment, the College strives to empower each student with skills, knowledge, and values needed for college success, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Cecil College promotes diversity, social responsibility, and lifelong learning.

- The mission of CARES is to preserve the rights of students, faculty, staff, and College visitors to utilize the campus resources in ways for which they were intended. To do so, CARES has created the following goals: To balance the individual needs of students and those of the campus community. To provide a positive, structured method for addressing student behaviors that impact the College community and may involve health and/or safety issues. To provide individual case management and timely interventions. To provide coordination of communication, management of cases, and intervention. To be a resource for students, faculty, and staff by providing guidance, advice, and education in response to problem behaviors on the campus.

- The mission of the St. Cloud State University Behavioral Intervention Team, a multidisciplinary collaboration of campus professionals, is to provide early

identification and thoughtful coordination in support of the wellbeing of students in distress (and whose behavior is might be disruptive or concerning.)

- To identify, monitor, and, when deemed necessary, recommend appropriate behavioral interventions for Illinois State University students who display unhealthy and/or dangerous patterns of behavior. The Faculty/Staff Threat Assessment Team works to identify, monitor, and when deemed necessary, recommend appropriate interventions for university faculty and staff who display unhealthy, threatening, and/or dangerous patterns of behavior.

- It is the mission of Behavioral Intervention and Risk Assessment Team is to provide a cross-functional, multidisciplinary review of student behaviors perceived as aberrant, threatening or dangerous. Our goal is to confidentially address behaviors of concern, while demonstrating due diligence for the safety of our students, faculty and staff. In addition, we work to develop a plan of support as appropriate to the student of concern.

- The mission of the multi-disciplinary Behavioral Assessment Team is to determine if an individual poses, or may reasonably pose, a threat of violence to self, others, or the Orange Coast College community and to intervene to avert the threat and maintain the safety of the situation. The team responds to behaviors exhibited by students, employees, visitors, and non-affiliated persons prior to a critical incident in an attempt to prevent violence so that the Orange Coast College campus remains a safe and secure working and learning environment.

- The University of Central Oklahoma (UCO) exists to help students learn by providing transformative education experiences to students so that they may

become productive, creative, ethical and engaged citizens and leaders serving our global community. UCO contributes to the intellectual, cultural, economic and social advancement of the communities and individuals it serves.

- The Student Assistance & Intervention Team (SAIT) has been developed as a tool for use by the EKU community in an effort to provide support and assistance to students who exhibit behavior that is: Unusual Troubling or concerning Disruptive to the University environment (classroom, office, residence hall, other) Causing discomfort to those around them Potentially threatening in any way The SAIT focus is on students whose behaviors may cause alarm or who seem threatening to themselves or to other members of the campus community. These behaviors may include: Alcohol/drug or other substance abuse Suicidal thoughts or statements Threats made to harm self or others

- The BIT is a multidisciplinary proactive campus threat assessment and behavioral intervention team committed to improving the overall safety of the campus. This is accomplished through a coordinated, objective approach to prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose a threat to the safety and well-being of the campus community.

- Its goal is to provide a coordinated response to situations arising from students who may represent a threat of harm to themselves or others.

- It is the mission and goal of the University of Wisconsin-Whitewater to provide and maintain a safe and secure educational and work environment for all students, employees and visitors at UWW. In order to facilitate this mission and goal, the

UWW has created a Campus Assessment, Response and Evaluation ("CARE") Team that is charged with creating processes that will promote and encourage communication, collaboration and coordination of concerns regarding student behavior, providing guidance and recommendations to campus administrators in regard to matters that have the potential to disrupt the safe and secure educational and work environment on campus, and serving as a point of contact and review of reported concerns. The CARE Team's primary goal is to review, analyze and determine whether particular student behaviors or actions on campus create a risk or threat of harm to the campus community. The CARE Team shall also be responsible for serving as a point of contact for the campus community to report concerns related to threatening or harmful behavior of students on campus for the safety and security of all campus community members.

- In an effort to promote a safe work environment, employees who are the victims of workplace or family and relationship

- BIT coordinates a response to concerning and distressed student behaviors.

- The mission of the C.A.R.E. Team is to contribute to the safety and well-being of the University of Northern Colorado community through education, communication, collaboration and appropriate, timely intervention.

- The Behavioral Intervention Team (BIT) is committed to the well-being and safety of all members of the campus community. It has been developed to provide guidance for the UNLV students, staff, and faculty regarding how to seek assistance and report student behaviors of concern. In addition, it seeks to sustain a campus network where the UNLV campus community can respond proactively

to situations involving students of concern by connecting those students to essential support services. It is the intent of BIT that the campus community work in a coordinated and collaborative fashion to address students of concern in a timely and consistent manner.

- The Students of Concern Team (SOCT) engages in proactive and collaborative approaches to identify, assess, and mitigate risks associated with students exhibiting concerning behaviors. By partnering with members of the CU community, the team strives to promote individual student wellbeing and success while prioritizing CU community safety.

- The Campus Assessment, Response and Education Team's (CARE Team) primary mission is to support the safety and wellbeing of the university community and to maintain a productive learning and working environment through incident assessment, campus education, and intervention.

- Check the UCLA CRTwebsite

- The mission of the Behavioral Intervention Team is to coordinate the support services of Kirtland Community College in order to assist persons who have reportedly displayed troublesome or concerning behaviors on campus to increase student success and campus safety.

- The current charge of the Texas Tech University BIT is a central place to report behaviors of concern for early intervention, risk assessment and appropriate referrals to help promote student success while paying special attention to the safety and security needs of members of the University community.

- To promote student success within a safe and productive living and learning environment at the UW-Superior by: identifying students involved in disruptive or at-risk behaviors; determining appropriate steps to protect the student and the community; and, developing proactive approaches to trends that emerge in student behavior.

- The mission of the multi-disciplinary Behavior Intervention Team (BIT) is to increase the safety and wellness of students, faculty, staff, and visitors by identifying and assessing behavioral trends and issues of concern and providing appropriate interventions to support the PCC community.

- The Behavioral Intervention Team is a multi-disciplinary assessment group that will assess and respond to students, faculty and staff in apparent or potential distress at any of the College's campuses or sites.

- The Behaviour Intervention Team is a multi-disciplinary team trained in behavioural risk recognition and assessment based on current industry models and best practices. The team intervenes as early and quickly as possible to contain and diffuse the negative impacts of situations posing actual or potential risks or threats to members of the University community. By creating a multi-disciplinary centralized approach the BIT manages student related risk in support of the safety, health and well-being of the University community. Through transparent and confidential dialogues the team assesses the level of risk posed to the University community and identifies and recommends appropriate resources to assist in the psychological and educational needs of the student.

- The mission of the Student Success Team (SST) is to help students be holistically successful through proactive measures and intervention. Additionally, coordinate with the Executive Safety Committee on potential threats.

- The Care Team provides early assessment and referral when an individual's behavior is flagged as concerning, risky, or potentially harmful to self, others, or the community. The team makes a good faith review of the information provided and suggests a reasonable course of action to mitigate risk, considering the needs of the individual within the context of the community. An ethic of care and attention to the safety and wellbeing of individuals, the campus, and community guides all recommendations.

- The mission of the UAA Care Team is to promote a safe and productive learning, living and working environment by addressing the needs of students through coordination and assessment of information and developing a supportive plan. The UAA CARE Team's purpose is to promote safety through the use of a multidisciplinary group that serves as a centralized coordination system to educate the campus community on identification and referral of student behavior that is distressful, disruptive, or concerning. In addition, we coordinate assessment and intervention to support the student and community.

- Identify, assess, and respond to behavior that may pose a threat of harm to students, employees, and invitees, thereby encouraging an environment of increased safety.

- The Baruch College Campus Intervention Team (CIT) works together as a support system to provide assistance to students in crisis. Any member of the

college community (faculty, students, and staff) can reach out to the CIT to report a concern about a student.

- Del Mar College has established a Behavior Intervention Team (BIT Team) to address situations where students may be exhibiting disruptive, threatening or worrisome behaviors that have the potential to impede their own academic progress, or that has the potential to impede the ability of others to function successfully or safely.

- The purpose of the Students of Concern Committee (hereafter referred to as "the committee") is to proactively identify Adams State College students of concern, to identify treatment and/or referral options for the student, to make recommendations for treatment and/or actions to the Dean of Students or other campus official as appropriate, toward the ultimate goal of student health, safety, success, and retention.